

Work-Related Quality of Life among Government School Teachers and Private School Teachers



Prachi Sharma¹, Nikita Daga², Aliasgar Ameer³

¹Rehabilitation Psychologist Ahmedabad

^{2,3} Rehabilitation Counsellors

ABSTRACT: Work has always been an essential part of our life. We need work to prosper and lead our life to achieve goals. The aim of the present study is to investigate the Work-related Quality of Life of teachers working in Government schools and Private schools. To fulfill the aim of the study, 30 Government School teachers and 30 Private School teachers from education organization were selected from Surat, Gujarat, India. They were asked to solve a test assessing Work-Related Quality of Life, developed by Easton et al. in 2012. This test contains six domains. As a result, it was found that out of all Government school teachers, 29% of teachers fall in the low range, 34% of teachers fall in the average range and 37% of teachers fall in the high range, whereas, out of total Private school teachers, 0 % of private school teacher's fall in low range, 6% of teachers fall in the average range and 94% teachers fall in the high range of work-related quality of life. The overall result indicates that private school teachers are more satisfied with their work-related quality of life as compared to government school teachers.

KEYWORDS: Work-Related Quality of Life, Teachers, Job satisfaction, Work condition, General well-being.

INTRODUCTION

Work has always been an essential part of our life. We need work to prosper and lead our life to achieve goals. Working in different environments has their pros and cons. In today's time of competition where everyone is thriving for excellence through their work, we might make adjustments along the way. Due to these adjustments, our quality of living life is compromised. At any job place, making these adjustments and balancing life becomes difficult. To explain how the demands of work and conditions at the job-place affect our living quality; we have to understand the 'Quality of Work Life' model. The Quality of Work Life positively affects better and quality work and organizational performance.

Hackman and Oldham referred to the 'Quality of Work Life' (QWL) in 1976. As per their view 'potential motivators for better work are variety in skill, task significance, autonomy, task identity, and feedback'. This definition emphasizes on the job's physical aspect and also how it motivates for work hard. Some research has been focused on the 'mental' and 'physical' well-being of employees, such as: 'Quality of Work Life' is related to the employee's total health aspects like- mental, physical, psychological, and spiritual needs; QWL is based on the increasing level of physical and psychological well-being. It is also related to the reputation of employees and is helpful to change organizational culture (Wright & Cropanzano, 2000). While other definitions of QWL emphasized different points such as the 'relationship between work environment and 'work performance' while others have concentrated on well-being (Huzzard, 2003). Quality of Work Life as a theoretical concept, aims to capture the soul of an individual's work experience in the broadest sense. The Quality of Work Life of an individual is affected by the direct experience of work and by some direct and indirect factors which influence this experience, like job satisfaction and other factors that broadly reflect life satisfaction and a general feeling of well-being (Danna & Griffin, 1999). As one of the main factors taken was job engagement, there is a positive association between 'job engagement and Quality of Work Life' (Gokhale, 2018). The most noted factors in the different definitions were individual's job satisfaction, safe work environment, and healthy/ unhealthy working conditions, the social environment in an organization, employee's life satisfaction, various aspects of the work role, the relationship between life and job, organizational commitment, etc. (Gokhale, 2018).

Theories on Quality of Work Life were defined in various ways, with inconsistency, and also with contradictory thoughts (Gokhale, 2018), (Easton and van Laar, 2002). A thorough review of the literature conceptualized Quality of Work Life as more than job satisfaction or/and related intrinsic factors. Along with job satisfaction, they have included the general well-being of individuals, the role of work-home interaction; work-stress experiences, the physical environment, and individual's control at work. General Well-Being reflects psychological well-being and general physical health aspects. 'General well-being' both influences and is influenced by work. Home-Work Interface is related to the work-life balance and is about having a measure of control over when to work, where, and how to work. Job and Career Satisfaction is very important in an individual's overall quality of working life. It

Work-Related Quality of Life among Government School Teachers and Private School Teachers

relates to how the workplace provides you best things at work. 'Control at work' indicates to the level to which you feel you can exercise what you consider to be an appropriate level of control within your work environment. 'Working Conditions' indicate the extent to which you are satisfied with the fundamental resources, working conditions, and necessary security to do your job effectively. 'Stress at Work' indicates the extent to which you see work pressures and demands as acceptable, not excessive or stressful work. Understanding all this is necessary to accommodate different viewpoints when we want to see what affects and influences the Quality of Work Life, at the group or individual level. The psychological capital of preschool teachers positively influenced their occupational commitment (Cheng & Gan,2020).

The theories on the Quality of Work Life have been inconsistently defined and at times contradictory (Easton & Laar, 2012). After a thorough review of the literature, researchers conceptualized the Quality of Working Life as wider than job satisfaction or intrinsic factors related to the job. Along with the job satisfaction, researchers have included general well-being, the work home interaction, experienced stress at work, physical work environment, and also the level of control at work. **General Well-Being (GWB):** This measures the degree to which an individual feels good. It includes physical and psychological well-being: both of which are influenced by and influence work. With low well-being, the individual may find it difficult to concentrate on the job or work, which reduces work performance. Physical ill-health affects to individual's work performance, which in turn can negatively affect psychological well-being. On the other hand, high well-being may increase the employee's performance/likelihood to work more and better. Therefore, it is necessary to create awareness among employees regarding their psychological well-being. Simultaneously, also on, how it can be enhanced or maintained, instead of waiting till problems arise.

Home-Work Interface (HWI): This is an aspect under which an employee tries to balance the demands of work and home. The imbalance between these two demands leads to conflict. It's very common these days when an individual find it difficult to leave work behind after reaching home; he may even find it difficult to be fully present at work due to pressures at home. Frone et al (1997) have noted that family-work conflict is negatively associated with job performance (Frone et al., 1997).

Job and Career Satisfaction (JCS): This measures the level of satisfaction the individual has with his ability to do his work and having a sense of achievement. Job satisfaction is defined as the positive emotional reaction and attitude an individual has towards their (Oshagbemi, 1999). Various researchers have also added environmental factors such as promotions, career opportunities, pay, and job security (Porter & Steers, 1973), (Sousa-Poza & Sousa-Poza, 2000). In a meta-analysis of 485 studies, Faragher, Cass, and Cooper found that job satisfaction is a significant predictor of physical and psychological well-being.

Control at Work (CAW): This factor assesses the level at which the employee feels that he is involved in the decisions which affect him at work. It indicates the perception of an individual's control in the work environment. A significant positive relationship was noted between personal control and job satisfaction (Spector, 1986). A further study, (Spector, 2002) noted that an individual's perception of control at work negatively influences emotional reactions, physical health problems (whether it's short-term or long-term), and counterproductive behavior at work.

Working Conditions (WCS): This factor reflects the level of employee satisfaction; satisfaction, which an employee has regarding the working conditions includes physical, fundamental resources, and security. Although this seems to be a factor in job satisfaction, there are also a few differences between the two factors. The workplace makes the individual feel good, which develops Job Satisfaction in individuals; while working conditions indicate the employee's perception that the organization can fulfill their basic requirements. Certain working conditions (dust, fumes, heat, etc.) may physically affect the employee by influencing them to avoid the workplace and increasing turnover also (Oxenburgh&Marlow,2005)

Stress at Work (SAW): This factor assesses the level of stress experienced at work. Stress can be defined as the state of physical or psychological strain. It imposes demands for adjustment upon the individual (Corsini, 2002). Stress at the workplace is a highly studied variable in the context of other variables such as workplace conflict (Aziz & Cunningham, 2008), job performance (sanchez et al., 2012), life satisfaction (Bedeian et al., 1988), organizational commitment ((Babakus et al., 1999),(Jamal, 2007), (Ward et al., 1996); (Lopopolo, 2002). Therefore, this is one of the important variables that must be studied in the context of quality of working life.

The present study encompasses Work-related Quality of Life variables to measure teachers' Quality of Working life. The inquisitiveness to explore more into this frequently used label to define the term motivated us to carry out empirical research on it. Moreover, the comparative study of Work-related Quality of Life among Government and Private school teachers has not been yet defined clearly by past researchers in this field. Thus, the findings of this study will be of scientific value in educational organizations and will serve as useful literature both for educational organizations as well as teachers for understanding the most important issues that affect the overall employee experience of work. Lastly, the results will not only add to the existing literature but also reinforce future work on the chosen variable and thus add to the overall theoretical frame of this field.

Work-Related Quality of Life among Government School Teachers and Private School Teachers

OBJECTIVE

To study the significant difference in Work-related Quality of Life between Government and Private School Teachers.

STATEMENT OF THE PROBLEM

The Present study aims to investigate the Work-related Quality of Life of teachers working in Government schools and Private schools. The title of this study "Comparative Study of Work-related Quality of Life among Government and Private School Teachers", will cover the understanding employee's contentment to use in planning interventions, monitoring workforce experience, and the effect of organizational change.

MATERIALS AND METHODS

For the present study, "The work-related Quality of Life (WRQoL) Scale devised by Simon A Easton & Darren L Van Laar (2018) was used. The test-retest reliability was found to be strong between sub-factors and overall scores ($r=0.874$). The teachers of Government and Private schools were treated as a population of the present study. The sample was selected based on purposive, cluster, and snowball sampling techniques to collect data from Surat, Gujarat, India. In the present study, 30 Government School teachers and 30 Private School teachers (total sample size -60) from education organization have been selected. Both married and unmarried teachers were taken in equal numbers for the study to control the effect of possible extraneous factors. They were selected based on parameters of Age and Marital Status. The selection of the sample was restricted to an age range that is 25 years to 60 years.

PROCEDURE

To collect the data with accuracy and avoid the language barrier, translation into Hindi and Gujarati and the test validation procedure was done by researchers. The data collection process was done by approaching to Educations Organization (Government and Private School Teachers) of Surat, Gujarat, India. The responses from participants were collected from both Individual and Virtual modes. The purpose of the research and beneficial outcomes were discussed with all participants. Consent to participate in research was taken.

Further participants were instructed on the number of the statement of the test includes and its responses. Before starting with the questionnaire, all the participants were requested to fill up the Socio-demographic details. They were also informed that there is no time limit to complete the test but usually, this test takes 20 minutes. The same procedure was repeated in each school selected to collect the data for the study.

RESULT AND DISCUSSION

The purpose of the present study was to explore the level of Work-Related Quality of Life among Government and Private School Teachers. In addition, I also to know the significant difference in Work-related Quality of Life between Government & Private School Teachers. This study's results reveal significant differences between teachers working in government schools and teachers in private schools. Work-related quality of life of teachers in various related domains itself shows variations.

Government School Teachers

Figure-1

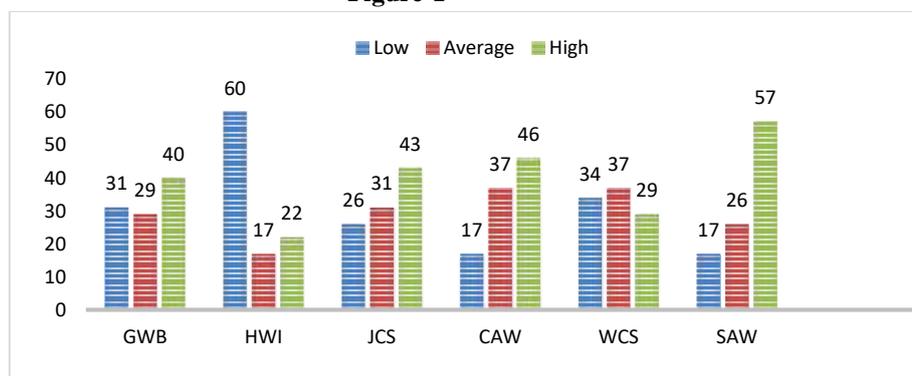


Fig.1 shows the percentage of government school teachers falling under low, average, and high ranges in various domains.

The above figure shows the percentage of Government school teachers in different domains, where the General Well-Being (GWB) factor reflects psychological well-being and general physical health aspects. Under this factor 31% of teachers fall in the low range which indicates that they may find it difficult to concentrate on their job, reducing work performance. 29% of teachers fall under the average range which indicates that they feel good or content with their life in general. 30% of teachers fall in a high range which indicates that they are likely to work more and better. Home-Work Interface (HWI) factor measures the degree to which individuals

Work-Related Quality of Life among Government School Teachers and Private School Teachers

think the organization understands and tries to help individuals with pressures outside of work. Under this factor, 60% of teachers fall in the low range which indicates that they may find it difficult to leave work behind after reaching home, or they may even find it difficult to be fully present at work due to pressures at home. 17% and 22% of teachers fall in the average and high range, respectively, which indicates that they can balance the demands of work and home. Job and Career Satisfaction (JCS) factor reflects the extent to which individuals are content with their job and prospects at work. Under this factor, 26% of teachers fall in the low range which indicates that they are less satisfied with their ability to do their work and have low self-esteem and sense of achievement. 31% and 43% of teachers fall in the average and high range which indicates that they are satisfied with their ability to do work and have a good sense of achievement with high self-esteem, and fulfillment of potential. The control at work (CAW) factor shows how far an individual feels he/she is involved in decisions that affect him/her at work. Under this factor, 17% of teachers fall in the low range which indicates that they feel that they are not involved in the decisions which affect them at work which influence negative emotional reactions and physical health problems with the counterproductive behavior at work. 37% and 46% of teachers fall in the average and high range which indicates they feel involved in the decisions which affect them at work and this leads to job satisfaction. Working Conditions (WCS) factor assesses the extent to which individuals are satisfied with the conditions in which they work. Under this factor, 34% of teachers fall in the low range which indicates that they are less satisfied with the fundamental resources available in the school, their working conditions, and the security necessary to do their job effectively. 37% and 29% of teachers fall in the average and high range which indicates they are satisfied with the fundamental resources of schools, working conditions, with the security necessary to do the job effectively. Stress at Work (SAW) factor assesses the extent to which individuals see work pressures and demands as acceptable and not excessive or stressful. Under this factor, 17% of teachers fall in the low range which indicates that they experience more stress at work which affects their work-related quality of life. 26% of teachers fall in the average range which indicates that they can manage stress at work. And 57% of teachers fall in a high range which indicates they experience low levels of stress at work.

Figure-2

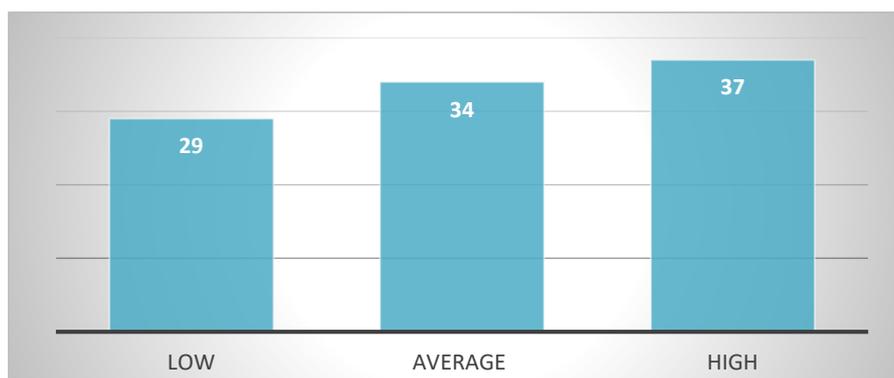


Fig.2 Shows the percentage of the total population (government school) based on their work-related quality of life (WRQoL).

Overall WRQoL scores reveal that 29% of teachers fall in the low range which indicates that they are substantially less satisfied with their work life in major areas. 34% of teachers fall in the average range which indicates their working life overall probably does not provide a high level of satisfaction, but also, they are not wholly dissatisfied either, and 37% of teachers fall in the high range which indicates their quality of working life is good and satisfying.

Private School Teachers

Figure-3

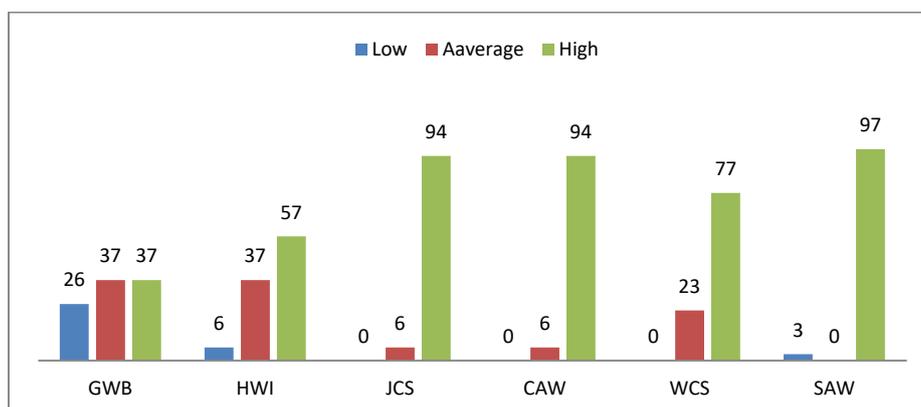


Fig.3 shows the percentage of private school teachers falling under the low, average, and high ranges in various domains.

Work-Related Quality of Life among Government School Teachers and Private School Teachers

The above figure shows the percentage of private school teachers in different domains, revealing that under the GWB factor, 26 % of teachers fall in the low range which indicates that they may find it difficult to concentrate on their job, reducing work performance. 37% of teachers fall in the average range which indicates that they feel good or content with their life in general. 37% of teachers fall in the high range which indicates that they are likely to work more and better. Under the HWI factor, 6% of teachers fall in the low range which indicates that they may find it difficult to leave work behind after reaching home, or they may even find it difficult to be fully present at work due to pressures at home. 37% and 57% of teachers fall in the average and high range which indicates that they can balance between the demands of work and home. Under the JCS factor, 0% of teachers fall in the low range. 6% and 94% of teachers fall in the average and high range which indicates that they are satisfied with their ability to do work and have a good sense of achievement with high self-esteem, and also the fulfilment of potential. Under the CAW factor, 0% of teachers fall in the low range. 6% and 94% of teachers fall in the average and high range which indicates they feel involved in the decisions which affect them at work and this leads to job satisfaction. Under the WCS factor over 0% of teachers fall in the low range. 23% and 77% of teachers fall in the average and high range which indicates they are satisfied with the fundamental resources, working conditions, and security necessary to do the job effectively. Under the SAW factor, 3% of teachers fall in the low range which indicates that they experience more stress at work which affects their work-related quality of life. 0% of teachers fall in the average range and 97% of teachers fall in the high range which indicates they experience low levels of stress at work.

Figure-4

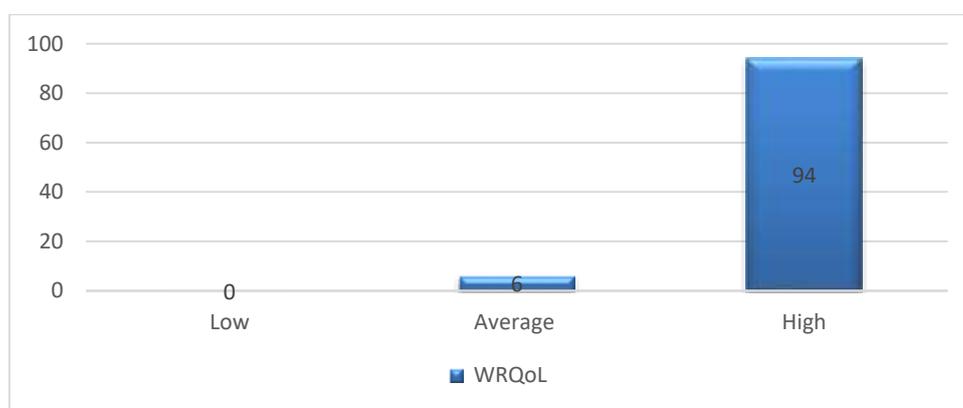


Fig.4 shows the percentage of the total population (Private school) based on their work-related quality of life (WRQoL).

Overall WRQoL score reveals that 0% of private school teachers fall in the low range. 6% of teachers fall in the average range which indicates their working life overall probably does not provide a high level of satisfaction, but also they are not wholly dissatisfied either, and 94% of teachers fall in the high range which indicates their quality of working life is good and satisfying.

Comparison between Government and Private Schools teachers based on their scores

Figure 5

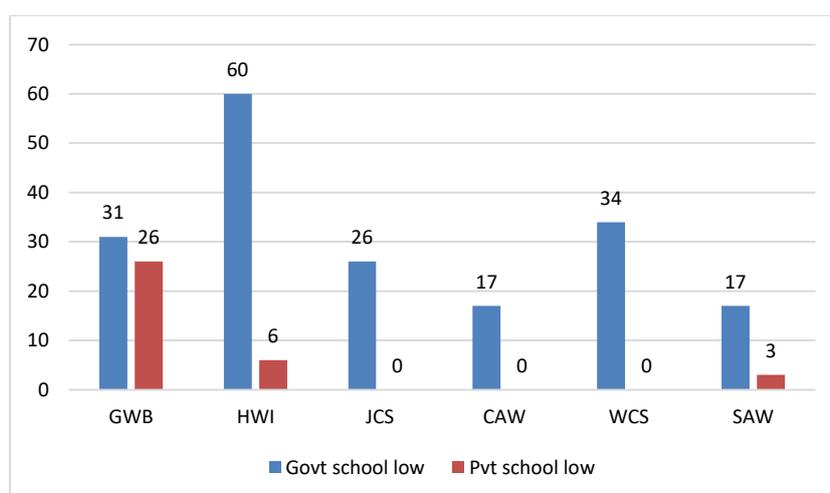


Fig. 5 presents the comparative differences between Government and private school teachers falling under the low range in various domains.

The above figure shows comparative differences between Government and private school teachers falling in the low range on different domains, under the GWB factor over 31% of Government school teachers and 26% of Private school teachers fall in the

Work-Related Quality of Life among Government School Teachers and Private School Teachers

low range. This indicates that Government school teachers find it difficult to concentrate on their job which in turn reduces their work performance. Under the HWI factor, over 60% of Government school teachers and 6% of Private school teachers fall in the low range. This indicates that Government school teachers find it more difficult to leave work behind after reaching home, or face difficulty to be fully present at work due to pressures at home as compared to Private school teachers. Under the JCS factor over 26% of Government school teachers and 0% of Private school teachers fall in the low range. This indicates that Government school teachers are less satisfied with their ability to do their work and have low self-esteem and a sense of achievement as compared to Private School teachers. Under the CAW factor over 17% of Government school teachers and 0% of Private school teachers fall in the low range. This indicates that Government school teachers feel that they are not involved in the decisions which affect them at work which influence their negative emotional reactions, also their physical health problems, and counterproductive behavior at work. Under the WCS factor over 34% of Government school teachers and 0% of Private school teachers fall in the low range. This indicates that Government school teachers are less satisfied with the fundamental resources in the school, with working conditions, and security necessary to do their job effectively as compared to Private school teachers. Under the SAW factor over 17% of Government school teachers and 0% of Private school teachers fall in the low range. This indicates that Government school teachers experience high stress at work as compared to Private school teachers.

Figure 6

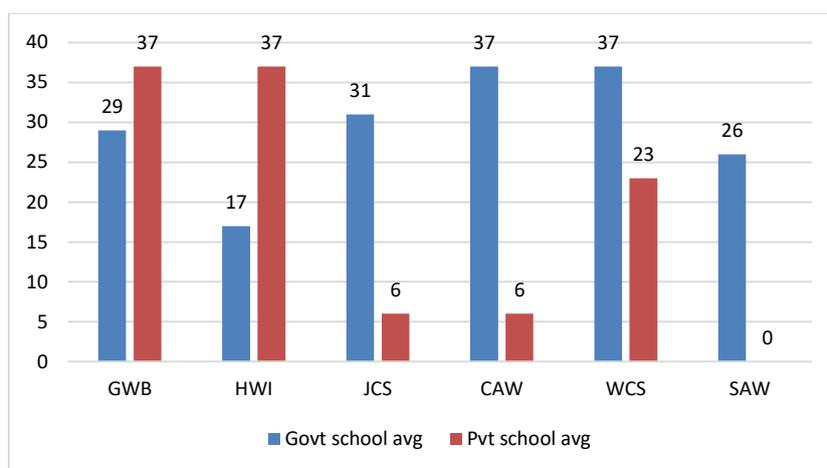


Fig. 6 presents the comparative differences between Government and private school teachers falling under the average range in various domains.

The above figure shows comparative differences between Government and private school teachers falling under the average range on different domains, where under the GWB factor over 29% of Government school teachers and 37% of Private school teachers fall in the average range. This indicates that Private school teachers feel better or more content with their life in general as compared to Government school teachers. Under the HWI factor over 17% of Government school teachers and 37% of Private school teachers fall in the average range. This indicates that Private school teachers are more able to maintain the balance between the demands of work and home as compared to Government school teachers. Under the JCS over 31% of Government school teachers and 6% of Private school teachers fall in the average range. It indicates that Government school teachers are satisfied with their ability to do work and have a good sense of achievement, with high self-esteem, and fulfilment of potential as compared to Private school teachers. Under the CAW over 37% of Government school teachers and 6% of Private school teachers fall in the average range. It indicates that the Government school teachers feel more involved in the decisions which affect them at work and this leads to job satisfaction. Under the WCS over 37% of Government school teachers and 23% of Private school teachers fall in the average range. This indicates that on average Government school teachers are more satisfied with the fundamental resources in the school, and working conditions, with the security necessary to do their job effectively as compared to private school teachers. Under the SAW over 26% of Government school teachers and 0% of Private school teachers fall in the average range. This indicates that Private school teachers experience a low level of stress at work as compared to government school teachers.

Work-Related Quality of Life among Government School Teachers and Private School Teachers

Figure 7

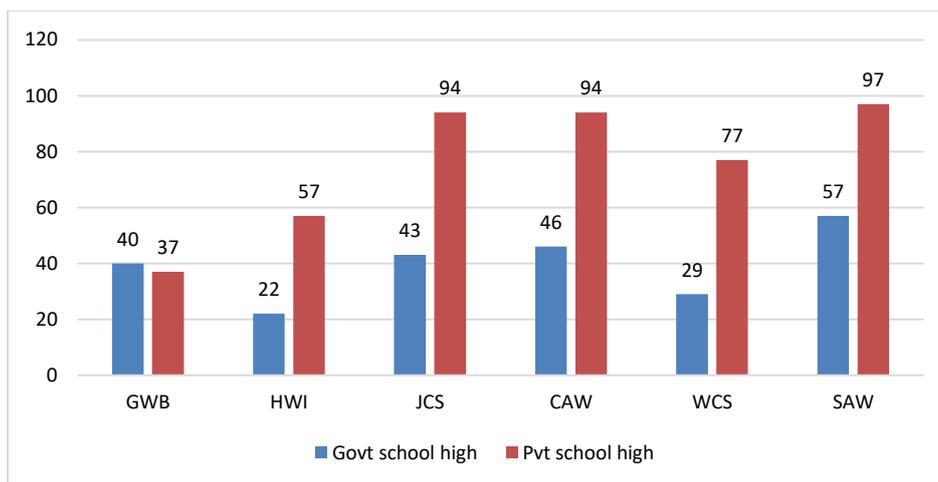


Fig. 7 presents the comparative differences between Government and private school teachers falling under a high range in various domains.

The above figure shows comparative differences between Government and private school teachers falling under the high range on different domains, where under the GWB factor over 40% of Government school teachers and 37 % of Private school teachers fall under the high range. This indicates that both groups are likely to work more and better. Under the HWI factor over 22% of Government school teachers and 57% of Private school teachers fall under the high range. This indicates that Private school teachers are more able to maintain the balance between the demands of work and home as compared to Government school teachers. Under the JCS factor over 43% of Government school teachers and 94% of Private school teachers fall under the high range. This indicates that Private school teachers are satisfied with their ability to do work and have a good sense of achievement. They also have high self-esteem, and fulfilment of potential as compared to Government school teachers. Under the CAW factor over 46% of Government school teachers and 94% of Private school teachers fall under the high range. This indicates that Private school teachers feel more involved in the decisions which affect them at work and this leads to job satisfaction. Under the WCS factor over 29% of Government school teachers and 77% of Private school teachers fall in the high range. This indicates that Private school teachers are more satisfied with the fundamental resources in the school, working conditions, and security necessary to do the job effectively as compared to Government school teachers. Under the SAW factor over 57% of Government school teachers and 97% of Private school teachers fall in the high range. This indicates that Private school teachers experience a low level of stress at work as compared to government school teachers.

Figure 8

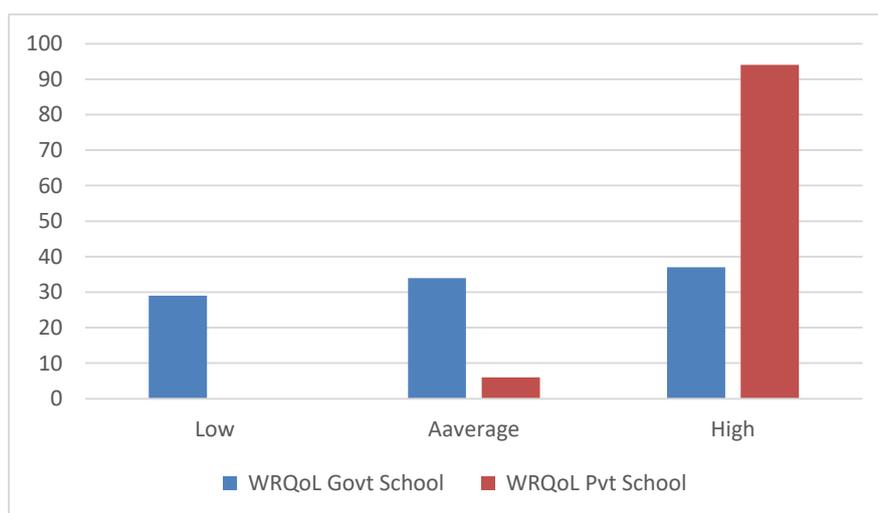


Fig. 8 presents the comparative differences between Government and private school teachers based on their work-related quality of life (WRQoL).

Overall WRQoL 29% of Government school teachers and 0% of Private school teachers fall under the low range. This indicates that Government school teachers are substantially less satisfied with their work-life in one or more areas as compared to Private school teachers. 34% of Government school teachers and 6% of Private school teachers fall in the average range. This indicates that the working life of Government school teachers overall probably does not provide a high level of satisfaction, but also, they are not

Work-Related Quality of Life among Government School Teachers and Private School Teachers

wholly dissatisfied either. 37% of Government school teachers and 94% of Private school teachers fall in the high range. This indicates that Private school teachers' quality of working life is better and satisfying as compared to Government school teachers.

CONCLUSION

The result indicates that private school teachers are more satisfied with their work-related quality of life as compared to government school teachers. This result also reveals that on the general well-being domain, the teachers from both the type of schools are showing the highest similarity in all three ranges (low, average, and high) as compared to any other domain like homework interface, job and career satisfaction, control at work, working conditions and also stress at work. This result also proves that a huge difference can be seen in the work quality of life as teachers working in private schools are mostly null in the low range. It is indicating toward satisfaction and good control at work in them as compared to the teachers working in government schools. Based on their responses, a good percentage of teachers from government schools are falling under the average range but a smaller number of teachers fall under the high range. However, it is also proven through this study that the majority of the teachers from private schools are showing their representation in the high range except for a few falling under the average and low range. In past research, a significant correlation was found between total work engagement as well as vigor with job and career satisfaction and its control at work. The dedication is associated with Job and career satisfaction and General Well-being Control at work had a positive correlation with Absorption (Gokhale, 2018).

LIMITATIONS

The findings were very particular as the respondents chosen for the study were teachers of Government and private schools of Surat, Gujarat only. More research in this field is needed before generalizing the interpretations. Other sectors such as industrial and medicine could also be involved so that better and more generalized results can be obtained along with an increase in sample size. Interview and survey could be used together to get more clear and accurate responses. This study may serve as a foundation for future studies in other sectors also as only Government and private school teachers of Surat, Gujarat were involved in this study.

SUGGESTIONS

School administration must identify the factors to make employees favorable towards the organization. They must design some employee-friendly policies. The administration must take steps to improve the working environment and working conditions of all employees.

ACKNOWLEDGMENTS

The author acknowledges the highly valuable comments and suggestions provided by the editor and reviewers, which contributed to the improvement in the clarity, focus, contribution, and scientific soundness of the current study.

CONFLICTS OF INTEREST

The author declares no conflict of interest.

FUNDING

There is no financial support is received by the authors for the research, authorship, and/or publication of this article.

REFERENCES

- 1) Aziz, S., & Cunningham, J. (2008). Workaholism, work stress, work-life imbalance: Exploring gender's role. *Gender in Management: An International Journal*, 23(8), 553–566. <https://doi.org/10.1108/17542410810912681>
- 2) Babakus, E., Cravens, D. W., Johnston, M., & Moncrief, W. C. (1999). The role of emotional exhaustion in sales force attitude and behavior relationships. *Journal of the Academy of Marketing Science*, 27(1), 58–70. <https://doi.org/10.1177/0092070399271005>
- 3) Bedeian, A. G., Burke, B. G., & Moffett, R. G. (1988). Outcomes of Work-Family Conflict Among Married Male and Female Professionals. *Journal of Management*, 14(3), 475–491. <https://doi.org/10.1177/014920638801400310>
- 4) Cheng, L., & Gan, Y. (2020). Psychological capital and occupational commitment of Chinese urban preschool teachers mediated by work-related quality of life. *Social Behavior and Personality*, 48(5). <https://doi.org/10.2224/sbp.8905>
- 5) Danna, K., & Griffin, R. W. (1999). Health and well-being in the workplace: A review and synthesis of the literature. *Journal of Management*, 25(3), 357–384. <https://doi.org/10.1177/014920639902500305>
- 6) Easton, S., & Laar, D. Van. (2012). *Work-Related Quality of Life (WRQoL) Scale. A Measure of Quality of Working Life*. 0, 53.
- 7) Frone, M. R., Russell, M., & Cooper, M. L. (1997). Relation of work-family conflict to health outcomes : A four-year longitudinal ... Reproduced with permission of the copyright owner . Further reproduction prohibited without permission .

Work-Related Quality of Life among Government School Teachers and Private School Teachers

Journal of Occupational and Organizational Psychology, 70, 325–335.

- 8) Gokhale, M. (2018). Work-Related Quality of Life and Work Engagement of College Teachers. *Annamalai International Journal of Business Studies & Research*, 1976, 14. https://www.researchgate.net/profile/Meenakshi-Gokhale/publication/309231676_Work-Related_Quality_of_Life_and_Work_Engagement_of_College_Teachers/links/5b71b067a6fdcc87df744295/Work-Related-Quality-of-Life-and-Work-Engagement-of-College-Teachers.pdf
- 9) Huzzard, T. (2003). The convergence of the quality of working life and competitiveness: a current Swedish literature review. In *Work Life in Transition* (Issue 9). http://nile.lub.lu.se/arbarch/aio/2003/aio2003_09.pdf
- 10) Jamal, M. (2007). Job stress and job performance controversy revisited: An empirical examination in two countries. *International Journal of Stress Management*, 14(2), 175–187. <https://doi.org/10.1037/1072-5245.14.2.175>
- 11) Lopopolo, R. B. (2002). The relationship of role-related variables to job satisfaction and commitment to the organization in a restructured hospital environment. *Physical Therapy*, 82(10), 984–999. <https://doi.org/10.1093/ptj/82.10.984>
- 12) Oshagbemi, T. (1999). Overall job satisfaction: How good are single versus multiple-item measures? *Journal of Managerial Psychology*, 14(5), 388–403. <https://doi.org/10.1108/02683949910277148>
- 13) Oxenburgh, M., & Marlow, P. (2005). The Productivity Assessment Tool: Computer-based cost benefit analysis model for the economic assessment of occupational health and safety interventions in the workplace. *Journal of Safety Research*, 36(3), 209–214. <https://doi.org/10.1016/j.jsr.2005.06.002>
- 14) Porter, L. W., & Steers, R. M. (1973). Organizational, work, and personal factors in employee turnover and absenteeism. *Psychological Bulletin*, 80(2), 151–176. <https://doi.org/10.1037/h0034829>
- 15) Sanchez, Hugo, Kazem Emadzadeh Associate Professor, D., & Khorasani, M. (2012). *Assessing the quality of work life of primary school teachers INTERDISCIPLINARY JOURNAL OF CONTEMPORARY RESEARCH IN BUSINESS Assessing the quality of work life of primary school teachers in Isfahan city*. 7, 438–448.
- 16) Sousa-Poza, A., & Sousa-Poza, A. A. (2000). Well-being at work: A cross-national analysis of the levels and determinants of job satisfaction. *Journal of Socio-Economics*, 29(6), 517–538. [https://doi.org/10.1016/S1053-5357\(00\)00085-8](https://doi.org/10.1016/S1053-5357(00)00085-8)
- 17) Spector, P. E. (1986). Perceived Control by Employees: A Meta-Analysis of Studies Concerning Autonomy and Participation at Work. *Human Relations*, 39(11), 1005–1016. <https://doi.org/10.1177/001872678603901104>
- 18) Spector, P. E. (2002). Employee control and occupational stress. *Current Directions in Psychological Science*, 11(4), 133–136. <https://doi.org/10.1111/1467-8721.00185>
- 19) Ward, P. T., Bickford, D. J., & Leong, G. K. (1996). Configurations of Manufacturing Strategy, Business Strategy, Environment and Structure. *Journal of Management*, 22(4), 597–626. <https://doi.org/10.1177/014920639602200404>
- 20) Wright, T. A., & Cropanzano, R. (2000). Psychological well-being and job satisfaction as predictors of job performance. *Journal of Occupational Health Psychology*, 5(1), 84–94. <https://doi.org/10.1037/1076-8998.5.1.84>



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.