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MIDDLE LEVEL EXECUTIVES QUALITY OF WORK LIFE IN

CHEMICAL INDUSTRIES, TAMIL NADU.

Demographic Variables
1. Age  2. Gender  4. Family Type
5. Number of Dependents
3. Experience  6. Marital Status
9. Educational qualification

Organizational Variables
1. Interpersonal Relationship
2. Autonomy and Control
3. Job Content
4. Job Satisfaction

Psycho Social Factors
1. Job Stress
2. Emotional Maturity
3. Organization based self – esteem
4. Locus of Control
Middle Level Executives  Quality of work life in Chemical Industries, Tamil Nadu

(I) Demographic particulars

1) Name of the Respondent :

2) Age :

3) Gender : (i) Male (ii) Female

4) Marital Status : (i) Married (ii) Unmarried (iii) Divorced/Separated (iv) Widow / Widower

5) Community / Sub-caste : (i) ST (ii) SC (iii) MBC (iv) BC (v) OC (vi) Others (specify).............

6) Educational Status: (i) B.E / M.E (ii) MBA (iii) B.Sec / M.Sec And above

7) Designation :

8) Department :

9) Annual Income : (i) 20,000 to 25,000 (ii) 26,000 to 30,000 (iii) 31,000 to 35,000 (iv) 36,000 to 40,000 and above

10) Family Type : (i) Nuclear (ii) Joint family

11) Number of dependents : (i) 1 (ii) 2 (iii) 3 (iv) 4 and above

12) Primary operation of your organization

   1) Manufacturing 2) Service 3) Information Technology 4) Others.

13) Status of your job ?

   1) Technical 2) Non Technical

14) Years of Experience

   1) Less than 5 years 2) 5 -10 years 3) 11 -15 years 4) More than 15 years

15) No of years of Experience in present designation

   1) Less than a year 2) 1 year to 5 years 3) 6 years to 10 years 4) More than 10 years
There are certain statements which is related to your job. Tick the appropriate response.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>No Opinion</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand the responsibilities and importance of my work</td>
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<tr>
<td>I fell confidence and pride in competently performing my work responsibilities.</td>
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<tr>
<td>I have a sense of personal autonomy and organizational support for quality work performance.</td>
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<tr>
<td>I have confidence in the empowerment maturity of my co-workers.</td>
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<tr>
<td>The people in my work group treat each other with respect and trust.</td>
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<tr>
<td>My work group is a productive team and proud of it.</td>
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<tr>
<td>Managers are providing accurate and timely feedback to improve employee performance.</td>
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<tr>
<td>Managers are respected for their competence.</td>
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<tr>
<td>Managers are treat employees fairly and respectively.</td>
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<tr>
<td>My personal compensation is satisfactory.</td>
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<tr>
<td>The non-financial recognition my team and receive is satisfactory.</td>
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<tr>
<td>The reward system is fair and equitable.</td>
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<tr>
<td>Mutual cooperation among people in the organization exists</td>
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<tr>
<td>Way of listening to the suggestions made by me.</td>
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<tr>
<td>Care taken in the appreciation of good work done.</td>
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<tr>
<td>Freedom of expression of problems in a free and informal atmosphere.</td>
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<tr>
<td>My Superior officials Encourages me to think beyond the roles and procedures to initiate change.</td>
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<tr>
<td>My colleagues informal understanding replicate positively on the productivity</td>
<td></td>
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<tr>
<td>We have very conducive atmosphere for sharing the pain and problems in the organizations</td>
<td></td>
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</tbody>
</table>
20. Believe that the required knowledge to do the job is possessed.
21. The performance in the job can be quantified against the standards set already.
22. The job suppose complete well in time.
23. Cost effectiveness is ensured in the work.
24. Satisfactory level of performance is maintained in the job.
25. There are specific achievements set forth in the job.
26. Thoroughness and accuracy are ensured in the job.
27. Expected rate of progress is present in the job.
28. Regularity, punctuality and attentiveness are maintained in the job.
29. Job decisions at the employees level are taken after careful consideration.
30. Job decisions are followed appropriately without any deviation.
31. I have to ensure the productivity of the subordinates working under my supervision.
32. I have taken the authentic liability for my crew.
33. Employees who contribute to the company’s productivity and efficiency and invariably appreciated with due award here.
34. People here are rewarded in proportion to the excellence of their performance.
35. We have better remuneration policy when compared with many other organization.
36. There was full utilization of my skills and abilities in the company.
37. There was clear understanding of work tasks which were to be performed.
38. Presently I am having an interesting job.
39. I get speedy solutions to my grievances.
40. I am satisfied with the shift schedule.
41. Work as a team for getting things done.
42. Both the superior officials and the subordinates are supporting my work.
43. I got the adequate incentives to the workers from the management.
44. Workloads are challenging not a burden.
45. Workers trust me for the commitment.
46. Adequate incentives paid for the job.
47. I have the ability to promote team work.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>48.</td>
<td>I accepts subordinates’ decision for the conducive development</td>
</tr>
<tr>
<td>49.</td>
<td>Superior officials has a broad social outlook</td>
</tr>
<tr>
<td>50.</td>
<td>I am satisfied with the style of my approach according to situation</td>
</tr>
<tr>
<td>51.</td>
<td>I meet the target set for me in the office with the difficulty</td>
</tr>
<tr>
<td>52.</td>
<td>I am at great pressure in meeting the target set for me in the office</td>
</tr>
<tr>
<td>53.</td>
<td>I consider time factor can be regarded as a source of mental tension</td>
</tr>
<tr>
<td>54.</td>
<td>I work under stressful time schedule in carrying out my assigned task</td>
</tr>
<tr>
<td>55.</td>
<td>I am enslaved by time schedule in my official work</td>
</tr>
<tr>
<td>56.</td>
<td>I have various other interest which (Social, Religious, Politics etc) remain neglected because I do not get time to attend them</td>
</tr>
<tr>
<td>57.</td>
<td>My work load is too heavy</td>
</tr>
<tr>
<td>58.</td>
<td>My official work-role does not allow me to have enough time with my family</td>
</tr>
<tr>
<td>59.</td>
<td>I am not clear as to what are the priorities in my role</td>
</tr>
<tr>
<td>60.</td>
<td>The work i do to my office is not related to my interests</td>
</tr>
<tr>
<td>61.</td>
<td>I do not get the information needed to carry out the responsibilities assigned to me</td>
</tr>
<tr>
<td>62.</td>
<td>The expectations of my seniors conflicts with those of my juniors</td>
</tr>
<tr>
<td>63.</td>
<td>I am not able to satisfy the conflicting demands of the seniors and the juniors</td>
</tr>
<tr>
<td>64.</td>
<td>I am really struggling to handle the pressure superiors officials and the subordinates</td>
</tr>
<tr>
<td>65.</td>
<td>I can’t devote time for my family as the work stress inhibits me to do so</td>
</tr>
<tr>
<td>66.</td>
<td>Difficult to take amicable decision to maintain the compatibility between superiors aspirations and the subordinates performance is too stressful</td>
</tr>
<tr>
<td>67.</td>
<td>I feel my boss should consult with me before taking decision in our work</td>
</tr>
<tr>
<td>68.</td>
<td>My boss is unaware about the pain and problems of my work</td>
</tr>
<tr>
<td>69.</td>
<td>My boss showing interest in resolving the problem have accentuate the energy level of</td>
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<tr>
<td>70.</td>
<td>I follow company policy and procedures when dealing with staff advisors.</td>
</tr>
<tr>
<td>71.</td>
<td>I believe in the team approach to the extent that I think most problems are best solved that way.</td>
</tr>
<tr>
<td>72.</td>
<td>All inter-departmental differences in which I am involved are solved jointly.</td>
</tr>
<tr>
<td>73.</td>
<td>I feel it is not usually worth the effort to cooperate with staff advisors.</td>
</tr>
<tr>
<td>74.</td>
<td>I believe that proper treatment of people is more important than productivity.</td>
</tr>
<tr>
<td>75.</td>
<td>I watch implementation of plans closely, point out errors and criticize where necessary.</td>
</tr>
<tr>
<td>76.</td>
<td>I seem interested only in the task at some meetings and only in relationships at others.</td>
</tr>
<tr>
<td>77.</td>
<td>I have no opinion, one way or the other, about the team approach to management.</td>
</tr>
<tr>
<td>78.</td>
<td>I think the best way to introduce change is to make an announcement and then let people get on with it.</td>
</tr>
<tr>
<td>79.</td>
<td>I tolerate deviations in implementing plans if this will avert unpleasantness.</td>
</tr>
<tr>
<td>80.</td>
<td>I tend to avoid or to argue with staff advisors thinking they often know little of the practical side of things.</td>
</tr>
<tr>
<td>81.</td>
<td>I have some interest in high productivity but it is not always apparent and thus productivity sometimes suffers.</td>
</tr>
<tr>
<td>82.</td>
<td>Wants to cooperate with managers of other departments but his cooperation seldom works out as well as he would like.</td>
</tr>
<tr>
<td>83.</td>
<td>Believes that all employees should present the company to the public as being a good corporate citizen.</td>
</tr>
<tr>
<td>84.</td>
<td>Actively supports and promotes the team approach to management.</td>
</tr>
<tr>
<td>85.</td>
<td>Motivates others to set high output standards and encourages and supports them so that these high standards are met.</td>
</tr>
<tr>
<td>86.</td>
<td>The extent of your satisfaction on the farsightedness quality of your Superiors.</td>
</tr>
<tr>
<td>87.</td>
<td>The extent to which you think that superiors...</td>
</tr>
<tr>
<td>Question</td>
<td>Rating Options</td>
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<tr>
<td>---------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
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<tr>
<td>88. The extent to which you think that your superiors have the ability to be alert in different situations.</td>
<td></td>
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<tr>
<td>89. The extent to which you think your superiors give importance to human beings more than to work.</td>
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<tr>
<td>90. The extent to which you think your Superior's decision making is intuitive</td>
<td></td>
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<tr>
<td>91. The extent to which you are satisfied on the ability of your superiors to co-ordinate the activities effectively.</td>
<td></td>
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<tr>
<td>92. The extent to which you are satisfied on your Superior's emotional balance and control.</td>
<td></td>
</tr>
<tr>
<td>93. The extent to which you think your Superior can be consulted</td>
<td></td>
</tr>
<tr>
<td>94. The extent to which you think that your superiors permit you to adopt your own methods while doing the work.</td>
<td></td>
</tr>
<tr>
<td>95. The extent to which you think your Superior has the ability to direct the work effectively</td>
<td></td>
</tr>
<tr>
<td>96. The extent to which you think your Superior can adjust the differences in educational status among employees</td>
<td></td>
</tr>
<tr>
<td>97. The extent to which you think your Superiors' effectiveness in job related policies and ideas to their subordinates</td>
<td></td>
</tr>
<tr>
<td>98. The extent to which you think your Superior has a strong problem solving ability</td>
<td></td>
</tr>
<tr>
<td>99. The extent of your satisfaction on the image building techniques of your Superior</td>
<td></td>
</tr>
<tr>
<td>100. The extent to which you think your Superiors has the ability to understand your moods, emotions and drives</td>
<td></td>
</tr>
<tr>
<td>101. To extent to which you received the rewards for your work</td>
<td></td>
</tr>
<tr>
<td>102. Feeling that you have too little authority to carry out the responsibilities assigned to you.</td>
<td></td>
</tr>
<tr>
<td>103. Being unclear on just what the scope and responsibilities of your job are</td>
<td></td>
</tr>
<tr>
<td>104. Now knowing what opportunities for advancement or promotion exist for you.</td>
<td></td>
</tr>
<tr>
<td>105. Feeling that you have too heavy a work</td>
<td></td>
</tr>
</tbody>
</table>
106. Thinking that you'll not be able to satisfy the conflicting demands of various people over you.

107. Feeling that you're not fully qualified to handle the job.

108. Not knowing what your immediate supervisor thinks of you, how he or she evaluated your performance.

109. The fact that you can't get information needed to carry out your job.

110. Having to decide things that affect the lives of individuals, people whom you know.

111. Feeling that you may not be liked and accepted by the people you work with.

112. Feeling unable to influence your immediate supervisor's decisions and actions that affect you.

113. Not knowing just what the people you work with expect of you.

114. Thinking that the amount of work you have to do may interfere with how well it gets done.

115. Feeling that you have to do things on the job that are against your better judgment.

116. Feeling that your job lends to interfere with your family life.

117. a. God helps the helpless
    b. As you sow so shall you reap.

118. a. God never sends mouths without arranging mea.
    b. Where there is a will there is a way.

119. a. The blind eat many a fly.
    b. Buy a penny with a pound.

120. a. To eat the kernel of the nut, one must break the shell.
    b. God's mill grinds slowly, but surely.

121. a. Might is right.
    b. God's favors can turn a toad in to a king.
122. a. Much cry little wool.
   b. Patience bears good fruit.
123. a. Man proposes God disposes.
   b. God helps those who help themselves.
124. a. Once in the deep sea don’t fear the tornado.
   b. If God is with us who can harm us?
125. a. Never put off today for tomorrow.
   b. It is no use crying over spilt milk.
126. a. Knowledge is the grace of God.
   b. Practice makes a man perfect.
127. a. Neither called nor invited, I am the bride’s aunt.
   b. Neither can one swallow nor spit it out.
128. a. None but the brave desire the crown.
   b. God holds the future in his hands.
129. a. What is destined must happen.
   b. A bad carpenter blames his tools.
130. a. If it were not for the belly, the back might wear gold.
   b. To get water one must dig a well.
131. a. Earn a penny, spending a pound.
   b. Cut your coat according to the cloth.
132. a. You cannot get apples if you sow corn.
   b. If God protects no one can kill.
133. a. You cannot fool density.
   b. Men shapes his own density
134. A bad fish spoils the pool
   b. Goodness begets goodness.
135. a. The effect speaks, the tongue need not.
   b. Empty vessels make the most noise.
136. a. A single sparrow cannot make spring.
   b. Charity begins at home.
137. a. What one day gives, another takes away.
   b. Man is responsible for his deeds.
138. a. When time is bad , destiny dictates
   b. Wisdom is wealth.
139. a. You are defeated if you give up hope.
   b. You win if you are lucky.
140. a. What God wills, no frost can kill.
   b. As you sow, so shall you reap.
141. a. Tit for tat.
   b. There is no control over destiny.
1. **Quality of work life (QWL)** is a term that is used to describe system-wide efforts to improve the work environment and satisfy the human needs of its employees. It has been referred to in terms of actual changes in the work setting (e.g., changes in work design aimed at involving employees more in decision-making) as well as in terms of employees' perceptions of those changes and their impact. QWL is an umbrella term that encompasses many different, specific changes. Walton (1974) divided QWL changes into eight specific categories: (1) adequate and fair compensation; (2) a safe and healthy work environment; (3) jobs that develop human capabilities; (4) a chance for personal growth and security; (5) a social environment that provides personal identity, freedom from prejudice, a sense of community, and upward mobility; (6) employee rights to privacy, dissent, and due process; (7) a work role that minimizes infringement on personal leisure and family needs; and (8) socially responsible organizational actions. Changes in one, or several, of these categories would be expected to impact employees' perceptions of the extent to which their needs are being met. As Cascio (1995) notes, not all persons will respond positively to QWL changes designed to increase participation or enrich work.

2. **Autonomy** - From Greek autos, "self," and nomos, "law," i.e. a person or unit that makes its own laws. Personal independence self-direction, self-reliance, self-sufficiency

Autonomy means having substantial freedom, independence and discretion at work and is linked to experiencing responsibility for work outcomes. **The importance of autonomy has been asserted by numerous writers in a variety of research domains, e.g., leadership, organizational climate, professionalism, and job design.**

The research review details those contextual and person factors that tend to promote autonomy and those that tend to control and shows that autonomy support has generally been associated with more intrinsic motivation, greater interest, less pressure and tension, more creativity, more cognitive flexibility, better conceptual learning, a more positive emotional tone, higher self-esteem, more trust, greater persistence of behavior change, and better physical and psychological health than has control. Also, these results have converged across different assessment procedures, different research methods, and different subject populations. On the basis of these results, we present an organismic perspective in which we argue that the regulation of intentional behavior varies along a continuum from autonomous (i.e., self-determined) to controlled. Two studies were conducted to shed light on this controversial issue. Findings from both studies indicated that autonomous study motivation positively predicts adaptive learning attitudes, academic success, and personal well-being, whereas controlled motivation was associated with higher drop-out rates, maladaptive learning attitudes, and ill-being. In addition, Study 2 revealed that parental autonomy support versus psychological control is related to more adaptive learning strategies and higher well-being and that these effects were mediated by students' relative autonomy for studying.
3. JOB STRESS

Stress is sometimes the price many people are happy to pay for a successful career. It is also a factor that sends successful careers to their downfall. Stress is a major factor in human life, and can influence people in many ways, either positively or negatively. The management of stress is crucial for both individual and organizational processes. Within the work realm, stress can come in the form of occupational stress, job stress, organizational stress and other types of stress-related issues. A number of studies have examined the impact of stress on work attitudes and outcomes, but there is less knowledge and understanding about the specific impact of work-related stress on people's careers (Clarke & Cooper, 2004, p. 23). In this chapter I will investigate the association in terms of career choice, commitment and success at the individual level, and explore the relevance of organizational interventions like career planning and management for work stress. Much of the literature on stress and its impact focuses on the negative aspects of high-stress environments. There are two principal reasons for this tendency. First, the phenomenon of people suffering from high levels of stress and its negative outcomes (e.g. anxiety, burnout) reflects a reality in many contemporary workplaces.


4. LOCUS OF CONTROL

A theoretical construct designed to assess a person's perceived control over his or her own behavior. The classification internal locus indicates that the person feels in control of events; external locus indicates that others are perceived to have that control.

Locus of Control as a principle was originated by Julian Rotter in 1954. It considers the tendency of people to believe that control resides internally within them, or externally, with others or the situation.

Note that, like other preferences, this is a spectrum. Some people have a wholly internal or external locus of control, but many will have some balance both views, perhaps varying with situation. For example some may be more internal at home but more external at work.

Internal - People with a high internal locus of control believe in their own ability to control themselves and influence the world around them. They see their future as being in their own hands and that their own choices lead to success or failure.

Rotter (1990) describes the internal locus of control as:

'the degree to which persons expect that a reinforcement or an outcome of their behavior is contingent on their own behavior or personal characteristics'

Their belief in their ability to change things may well make them more confident and they will hence seek information that will help them influence people and situations. They will also likely be more motivated and success-oriented. These beliefs may even lead them to be more politically active.
They are more likely to have *expectancy shifts*, where a sequence of similar events are expected to have different outcomes. They tend to be more specific, generalizing less and considering each situation as unique. People in middle age tend to have the highest internal locus of control.

A downside of an internal locus of control is that, in accepting responsibility, the person has to also accept blame for failures.

**External** - People with a high external locus of control believe that control over events and what other people do is outside them, and that they personally have little or no control over such things. They may even believe that others have control over them and that they can do nothing but obey.

Rotter (1990) describes the external locus of control as:

*"the degree to which persons expect that the reinforcement or outcome is a function of chance, luck, or fate, is under the control of powerful others, or is simply unpredictable."*

With such beliefs, people with an external locus of control tend to be fatalistic, seeing things as happening to them and that there is little they can do about it. This tends to make them more passive and accepting. When they succeed, they are more likely to attribute this to luck than their own efforts. They are less likely to have expectancy shifts, seeing similar events as likely to have similar outcomes. they hence step back from events, assuming they cannot make a difference. Younger and older people tend to have higher external locus of control than people in middle age.

**Stability** - A factor that affects both internal and external locus of control is the stability of the causal factor. Common attributed causes in each of the four cases are shown in the table below:

<table>
<thead>
<tr>
<th>Stability</th>
<th>Internal</th>
<th>External</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stable</td>
<td>Ability</td>
<td>Task difficulty</td>
</tr>
<tr>
<td>Unstable</td>
<td>Effort</td>
<td>Luck</td>
</tr>
</tbody>
</table>

Hence a person with stable internal locus of control will likely assume that failure is due to a lack of their ability, whilst a person with unstable external locus of control might say they were unlucky.


5. **Interpersonal Relationships** - John B. Griffin, JR.

Interpersonal relationships refer to reciprocal social and emotional interactions between the patient and other persons in the environment. Almost every mental disorder is accompanied by problems in this respect. Frequently a basic cause of conflict with other people is the presence of some psychiatric disorder. Major areas in which these conflicts may occur include the following relations: **Family, Social, Work, Religious, Sexual**.

**Family Relationships**

Family relationships include those both with the spouse and with other relatives. Inquiry into these relationships usually begins with investigation of the marital relationship. Marital conflicts are often quite subtle. Patients frequently fail to see a connection between their presenting symptomatology and their marital disharmony, particularly when the presenting problem is a psycho physiologic one such as asthma or peptic ulcer. At times the patient is unconsciously resisting seeing such a connection out of fear that exploration of the conflicts might lead to dissolution of the marriage.

**Social Relationships**

The circumstances in which the patient is living can be explored with direct questions. Information should be sought from unmarried patients about relationships with any persons with whom they share their dwellings. The patient should be asked to describe recreational activities and community involvement. The physician can then lead quite naturally into a discussion of interpersonal relationships. Many people have numerous acquaintances and superficial friends but nonetheless feel quite lonely and isolated in respect to having close friends. The patient can be asked whether the number of friends is as great as desired and whether some are persons to whom the patient can freely confide feelings.

**Work Relationships**

Since work is an almost universal human experience, it is not surprising that it can be an important source of stress. Gainful employment in American society is so important that its lack is almost always associated with emotional upheaval and loss of self-esteem. One must be particularly careful not to be deceived by a patient's statement that work is a problem-free area. This may be true in the patient's mind, but indirect effects of the occupation on other aspects of life experience may not have been recognized. Many people are so emotionally invested in their work that they fail to see the devastating effects of their long hours and arduous schedule on their family relationships. Physicians are particularly prone to this difficulty.
Religious Relationships

Most Americans state some religious preference. More than half of all Americans are affiliated with some church organization, but many Americans have only superficial contact with these religious organizations. Emotional problems revolving around religious conflicts are not as frequent as those arising out of marital or work relationships. Nevertheless, such conflicts occur frequently enough to warrant some investigation of this area.

Sexual Relationships

Most sexual difficulties are not caused by physical problems. They are usually the result of emotional conflict. Consequently, it is of great importance to explore the feelings which the patient has toward the sexual partner.

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6. JOB CONTENT - Skills that are specific to doing a particular job. Job content is what is directly related to a person job and it can be controlled by the person itself such as performance, type of work etc. Job content includes such areas as problem-solving, assessing the quality of your own work and learning new things.

The **job content approach** relies on the evaluation of the worth or value of the job title based on a determination of the different levels of the skill, effort, responsibility and working conditions required of the job. These four criteria form the basis of most job content evaluation systems because they are embodied in the Equal Pay Act of 1963. Moreover, they have been determined to be a sound basis for distinguishing the different levels of work that exist. In other words, these four criteria form the basis for most existing job evaluation systems that are used to determine the value of jobs.

http://www.foxlawson.com/job-evaluation.cfm, AND WIKI .COM

7. EMOTIONAL MATURITY

Emotional maturity is a term used for the emotional behavior in conformity with that expected of an individual’s age level within a given society. An emotion in an experience that affects an individual’s vital processes, stimulating to a greater activity than normal. Parental divorce and parental death gives rise to many emotional and behavioral problems among adolescents. The collapse of the family nucleus robs the children of the social experience and protection the family provides to an individuals. The feeling will results in certain emotions like deep hurt, anger, bitterness, guilty, shame, inferiority and low self esteem.

The following chart illustrates some of the differences in the mindset of someone who is acting emotionally immature vs. mature.
<table>
<thead>
<tr>
<th>Emotional Immaturity</th>
<th>Emotional Maturity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reactive (Life happens to me)</td>
<td>Proactive (I make choices)</td>
</tr>
<tr>
<td>Act out emotions</td>
<td>Act on emotions</td>
</tr>
<tr>
<td>Governed by habit</td>
<td>Governed by vision/purpose</td>
</tr>
<tr>
<td>Come from fear/scarcity</td>
<td>Come from love/abundance</td>
</tr>
<tr>
<td>“Have to” motivation</td>
<td>“Choose to” motivation</td>
</tr>
<tr>
<td>Getting (self-centered)</td>
<td>Giving (other-centered)</td>
</tr>
<tr>
<td>Seek security and self-protection</td>
<td>Step outside comfort zone</td>
</tr>
<tr>
<td>Avoid failure, rejection, discomfort</td>
<td>Seek growth</td>
</tr>
<tr>
<td>Separation/alienation from others</td>
<td>Unity/goodwill with others</td>
</tr>
<tr>
<td>Live in the past/future</td>
<td>Live in the present</td>
</tr>
</tbody>
</table>

Book – Applied and Community psychology. S.k.srivastava editor


8. ORGANIZATION BASED SELF ESTEEM.

employees’ organization-based self-esteem (obse), defined as ‘the degree to which an individual believes him/herself to be capable, significant, and worthy as an organizational member’ (pierce and gardner, 2004: 593), can be increased by giving them tasks that fit their dispositions. organizational-based self-esteem (obse) reflects the perception individuals have of themselves as important, meaningful, effectual, and worthwhile within their organization. employees with high obse participate in activities valued by their organization and in other organization-related behaviors that will benefit the organization to display organizational citizenship behavior (ocb).

In the organizational context, pierce, gardner, cummings and Dunhan (1989) proposed the concept of organizational based self esteem and created a scale to measure it. Picreetal (1989) defined OBSE to be “the degree to which organizational numbers believe that they can satisfy their needs by participating in role within the context of an organization” (p.625). The concept of OBSE has caught the interest of a number of researchers. OBSE is a potentially promising construct in understanding worker behaviors and attitudes OBSE was associated with organizational care, perceived organizational farinose and perceived own job authority.

BOOKS- work – based self –esteem; conceptual ,theoretical and scale development and model testing by LIMA.
9. JOB SATISFACTION

the extent to which a person's hopes, desires, and expectations about the employment he is engaged in are fulfilled.

For example, clergymen are usually reported as registering high on job satisfaction scales and low on stress scales.

Atkinson, Jacqueline M Coping with Stress at Work
His recent study into job satisfaction among British workers found a 10 % decline over the past decade in how much we enjoy our jobs.

If there were courses in job satisfaction, he sounds like he would be a good candidate for the teaching role.

Irish Times (2002)

At its most general level of conceptualization, job satisfaction is simply how content an individual is with his or her job. At the more specific levels of conceptualization used by academic researchers and human resources professionals, job satisfaction has varying definitions. Affective job satisfaction is usually defined as a unidimensional subjective construct representing an overall emotional feeling individuals have about their job as a whole. Hence, affective job satisfaction for individuals reflects the degree of pleasure or happiness their job in general induces. Cognitive job satisfaction is usually defined as being a more objective and logical evaluation of various facets of a job. As such, cognitive job satisfaction can be unidimensional if it comprises evaluation of just one aspect of a job, such as pay or maternity leave, or multidimensional if two or more facets of a job are simultaneously evaluated. Cognitive job satisfaction does not assess the degree of pleasure or happiness that arises from specific job facets, but rather gauges the extent to which those job facets are judged by the job holder to be satisfactory in comparison with objectives they themselves set or with other jobs. While cognitive job satisfaction might help to bring about affective job satisfaction, the two constructs are distinct, not necessarily directly related, and have different antecedents and consequences.

From Wikipedia, the free encyclopedia.
Respected Sir / Madam,

I am doing Ph.D in the area of Quality of work life among the Middle level Executives. I seek your valuable co-operation in making my project effective, so that the study will be useful to the chemical industry.

Feel free to answer all questions. Please do not omit any items. I assure you that the information provided by you will be kept strictly confidential and will be used only for academic purpose.

Thanking you,

Yours Sincerely,

( D.Elamparuthy)

Research Scholar

Research Supervisor
Dr.S.Jambuligam
Assistant Professor
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