CHAPTER – II

REVIEW OF RELATED LITERATURE

Having discussed the theoretical background of the study and established its need, it is necessary for the researcher to probe into and discuss the related researches conducted by other researchers. This research project is based on all of the relevant thinking and research that has preceded it, it becomes a part of the formulated knowledge in the field and this contributes to thinking and research as a whole. This chapter deals with the review of related literature.

The studies reviewed have been classified into the following three sections:

2.1 Studies related to Quality of Work Life
2.2 Studies related to Work Culture
2.3 Studies related to Job Stress

Studies related to Quality of Work Life are discussed in Section 2.1. This section is divided into two sub-sections viz., 2.1.1 and 2.1.2 in which foreign studies related to QWL and Indian studies related to QWL. A review of Work Culture literature is discussed in Section 2.2. This section is divided into two sub-sections viz., 2.2.1 and 2.2.2 in which foreign studies related to WC and Indian studies related to WC. Review of related literature on Job Stress is discussed in Section 2.3. This section is divided into two sub-sections viz., 2.3.1 and 2.3.2 in which foreign studies related to JS and Indian studies related to JS.
An overview of this chapter is presented in Figure no 2.1.

Figure No. 2. 1: Figure showing the Overview of Review of Related Literature

2.1 STUDIES RELATED TO QUALITY OF WORK LIFE

In this section studies have been presented in two categories. 2.1.1 presents studies that have been conducted in foreign countries and 2.1.2 presents studies conducted in India.
2.1.1 Foreign Studies related to Quality of Work Life

Walton. R. E (1974) attributes the evolution of Quality of Work Life to various phases in history. Legislations enacted in early twentieth century to protect employees from job-injury and to eliminate hazardous working conditions, followed by the unionization movement in the 1930’s and 1940’s were the initial steps in this direction. Emphasis was given to job security at the work place and economic gains for the worker. The 1950’s and the 1960’s saw the development of different theories by psychologists proposing a positive relationship between morale and productivity that improved human relations. Attempts at reforms to acquire equal employment opportunity and job enrichment schemes also were introduced. Finally in the 1970’s the idea of Quality of Work Life was conceived which according to Walton, is broader than these earlier developments and is something that must include ‘the values that were at the heart of these earlier reform movements and human needs and aspirations’.

Hackman and Oldham (1976) drew attention to what they described as psychological growth needs as relevant to the consideration of Quality of working life. Several such needs identified were: Skill variety, Task Identity, Task significance, Autonomy and Feedback. They suggested that such needs have to be addressed if employees are to experience high quality of work life.
Birchall David. W. (1978) studied Work system design and Quality of Working Life. He studied different aspects of work systems which relate particularly to motivation of employees. It was found that those responsible for designing work systems have considerable influence over the quality of working life. Whilst research evidence is available regarding the impact of changes to jobs and work organization, this research has tended to be based on changes made for remedial reasons where existing arrangements have been the source of problems such as high labor turnover, low productivity, etc. The changes reported have often been limited in extent since assumptions regarding aspects such as the operations technology remain unchallenged. Those responsible for the initial design of work systems however, have an opportunity to consider means for developing a “fit” between the needs of employees and the objectives of the organization throughout the design process.

Tylor James. C. (1978) took up an empirical examination of the dimensions of quality of work life. A factor analysis was undertaken in an effort to investigate the underlying structure of the Quality of Work Life (QWL) construct. The responses of 95 managers to 42 items were used to derive various factors obtained from rotating the first five principal components. Some affinities with existing prior lists of quality of work life criteria or categories were noted. But the total structure derived is superior to any of these, since it simultaneously deals with separate criteria which focus on individual and collective quality of work life concepts. Scales were
produced which are explicable on the apparent meaning of the items which
cluster. Adequate internal consistency was reported for the scales, and these
in turn lead to increased confidence in the meaning of the structure obtained.

Taylor, et al. (1979) more pragmatically identified the essential
components of Quality of working life as; basic extrinsic job factors of
wages, hours and working conditions, and the intrinsic job notions of the
nature of the work itself. He suggested that a number of other aspects could
be added, including; individual power, employee participation in
management, fairness and equity, social support, use of one’s present skills,
self development, a meaningful future at work, social relevance of the work
or product, and effect on extra work activities. Taylor suggested that relevant
Quality of working life concepts may vary according to organization and
employee group.

Warr and colleagues (1979) took up an investigation of Quality of
work life. They considered a range of apparently relevant factors, including
work involvement, intrinsic job motivation, higher order need strength,
perceived intrinsic job characteristics, job satisfaction, life satisfaction,
happiness, and self-rated anxiety. They discussed a range of correlations
derived from their work, such as those between work involvement and job
satisfaction, intrinsic job motivation and job satisfaction, and perceived
intrinsic job characteristics and job satisfaction. In particular they found
evidence for a moderate association between total job satisfaction and total
life satisfaction and happiness, with a less strong, but significant association with self-rated anxiety.

Baba and Jamal (1991) have listed what they described as typical indicators of quality of work life, including: job satisfaction, job involvement, work role ambiguity, work role conflict, work role overload, job stress, organizational commitment and turn-over intentions. They also explored reutilization of job content, suggesting that this facet should be investigated as part of the concept of quality of work life.

Rossmiller (1992) investigated into Quality of Work Life of secondary school teachers and principals. It was found that principals positively influenced the respect accorded to teachers, teacher participation in decisions affecting their work, professional collaboration and interaction, use of skills and knowledge and the teaching learning environment.

Adrienne. E. Eaton, et al. (1992) studied the impact of quality of work life programs and grievance systems on union commitment. Based on an analysis of data from a 1987 survey of four different bargaining units within the same local union, the authors conclude that union members who participated in quality of work life programs were less likely than nonparticipants to view quality of work life as a threat to the union and also more loyal to the union. Another finding, however, is that the perceived effectiveness of the grievance procedure was a much stronger determinant of attitudes towards the union than was participation in quality of working life.
programs leading the authors to speculate that one way for unions to strengthen their ties with their members might be to improve the effectiveness of the grievance procedure.

Kershaw (1994) conducted a study to assess teacher’s perceived levels of satisfaction with the Quality of their school life according to school level, gender and years of teaching experience. Data were collected from 701 teachers in 21 Tennessee public schools. Findings indicated that perception vary according to school site. School level factors were found to be significantly different in terms of importance. Communication, support, workload, working conditions and resources were consistently ranked important to teachers, while work enrichment, leadership and recognition were ranked least important.

Lam (1995) surveyed 350 teacher trainees from Singapore to examine relationships among Quality of Work Life, Career Commitment, Job Satisfaction and Withdrawal Cognition. Results showed that perceptions of the social status of teaching strongly related to commitment to and satisfaction with teaching.

Elmuti and Yunus Kathawala (1997) studied Quality of work life and productivity. The impact of participation in a self managed teams program on employee quality of work life attitudes, and on productivity and quality was studied among employees in a manufacturing firm located in the midwestern United States. Employee productivity and quality changes were
measured by collecting and analyzing actual organizational data, for a 36 months period. The attitudinal results indicate that self managed teams improved participant’s quality of work life. The performance results document a positive and substantial impact of self managed teams program on employee productivity, efficiency and quality. However, implementation of self managing teams was found to be a complex task that requires time and commitment of resources to reap potential rewards.

David Efraty and Joseph. M. Sirgy (1998) investigated the effects of Quality of working life on employee behavioral responses. Quality of work life (QWL) was conceptualized in terms of need satisfaction stemming from an interaction of workers’ needs (survival, social, ego, and self-actualization needs) and those organizational resources relevant for meeting them. It was hypothesized that need satisfaction or QWL is positively related to organizational identification, job satisfaction, job involvement, job effort, and job performance; and negatively related to personal alienation. A survey study was conducted based on a sample of 219 service deliverers to the elderly in a large Midwestern city. The results were consistent with the hypotheses.

Mentz (2001) conducted a study to determine the Quality of Work life of teachers of farm schools in South Africa. The sample consists of 60 teachers in 15 farm schools. Findings indicate that teachers in rural schools are generally satisfied with circumstances and enjoy teaching. They were
satisfied with classroom size, physical facilities and teacher-student relations.

Joseph M. Sirgy, et al. (2001) developed a new measure of QWL based on need satisfaction and spillover theories. The measure was designed to capture the extent to which the work environment, job requirements, supervisory behavior, and ancillary programs in an organization are perceived to meet the needs of an employee. The researcher identified seven major needs, each having several dimensions. These are: (a) health and safety needs (protection from ill health and injury at work and outside work, and enhancement of good health), (b) economic and family needs (pay, job security, and other family needs), (c) social needs (collegiality at work and leisure time off work), (d) esteem needs (recognition and appreciation of work within the organization and outside the organization), (e) actualization needs (realization of one’s potential within the organization and as a professional), (f) knowledge needs (learning to enhance job and professional skills), and (g) aesthetic needs (creativity at work as well as personal creativity and general aesthetics). The measure’s convergent and discriminate validities were tested and the data provided support to the construct validity of the QWL measure. Furthermore, the measure’s predictive validity was tested through hypotheses deduced from spillover theory. Three studies were conducted – two studies using university employees and the third using accounting firms. The results from the pooled sample lent some support to the predictive validity to the new measure.
Fitzsimmons and Verna Marie (2002) studied the relationship of Performance Based Financial Incentives to Productivity and Quality of Work Life. A study was conducted at a Federal Agency to determine the relationship between financial incentive programs, productivity, and quality of work life. The financial incentive program known as gain sharing was examined to determine its effect on productivity. Individual and group incentive programs were used to establish whether there was a preference. Data was collected regarding the productivity from five different operational locations. Surveys were completed before any pay for performance plans were introduced. Post assessment productivity data and quality of work life responses were compared to a base line measure. In addition, a control group was utilized throughout the study. The control group was not eligible for an incentive plan. Two groups were put on a plan based on individual productivity, one of which included a continuous improvement plan, while the other did not. The other two groups were eligible for group incentive plans. These both operated with continuous improvement programs. The findings suggest that group incentive plans have the least adverse effect on the workers' perception of their work life, while also improving their productivity. Individual incentive plans improved productivity, but had seemed to cause more stress to the worker in terms of their self reported quality of work life. In either case, the findings showed that money was a strong motivator for improving performance and it was the preferred reward by the workers.
Susan. J. Harrington and Julie Santiago (2006) studied organizational culture and telecommuters’ quality of work life and professional isolation. This study examined the relationship between quality of work life, professional isolation, and an organization’s cultural values surrounding telecommuters and non-telecommuters. To test whether the culture was different between telecommuters and non-telecommuters, the Wilcoxon rank sums test which is equivalent to a non-parametric t-test and is appropriate to Likert style scales was used. Test was administered to Managers and non-managers to measure culture, since culture at an organization level would affect telecommuting adoption. In accordance with the hypotheses, only non-managerial telecommuters were used to measure quality of work life and professional isolation. The results suggest that telecommuting does tend to occur in a less hierarchical culture. However, there was no significant difference in the rational culture between telecommuters and non-telecommuters. Quality of work life and professional isolation were significantly higher for telecommuters than for non-telecommuters, supporting the literature and theory surrounding virtual workers.

Raduan Che Rose, et al. (2006) took up an analysis of Quality of Work Life (QWL) and Career-Related Variables. The aim of this study was to determine the level and relationship between Quality of Work Life (QWL) with career-related variables. The sample consisted of 475 executives from the electrical and electronics industry in the free trade zones in Malaysia for both the Multinational Corporations (MNCs) and the Small-
Medium Industries (SMIs). The selection of respondents using stratified random sampling technique involved a complete list of industrial firms registered with Malaysian Industrial Development Authority (MIDA). Construct validity and discriminate validity were established on the instruments. Three exogenous variables were studied. The respondents appeared to be satisfied in respect to the level of QWL (49.5%), career achievement (70.3%), career satisfaction (63.8%), but less so for career balance (36.6%). These findings contribute to an understanding of ways by which top management attempted to attain a career fit between the needs of the employees and the needs of the organization. They opined that the role QWL plays in organizations is an understudied issue. The present study opens an avenue for more studies in this direction.

Nasl Saraji. G. and Dargahi. H. (2006) took up a study on Quality of Work Life (QWL). This research aimed to provide insights into the positive and negative attitudes of Tehran University of Medical Sciences (TUMS) Hospitals’ employees from their quality of life. A cross-sectional, descriptive and analytical study was conducted among 908 TUMS hospitals’ employees by administering a questionnaire at 15 studied hospitals. Stratified random sampling technique was used to select respondents from nursing, supportive and paramedical groups. The results showed that the majority of employees were dissatisfied with occupational health and safety, intermediate and senior managers, their income, balance between the time they spent working and with family and also indicated that their work was
not interesting and satisfying. TUMS hospitals’ employees responding to this survey were found to have a poor quality of work life. Hence more training and education for TUMS hospitals’ managers on QWL issues were suggested and planned.

Dong-Jin Lee, et al. (2007) studied and further validated a need-based measure of Quality of Work Life (QWL) developed by Sirgy et al. They conceptualized the QWL construct in terms of employee satisfaction with two sets of major needs: lower- and higher-order needs. Lower-order needs comprise health/safety needs and economic/family needs. Higher-order needs involve social needs, esteem needs, self actualization needs, knowledge needs, and aesthetic needs. The results from a survey of marketing professionals largely supported the construct validity and predictive validity of the QWL measure. As expected, QWL had a positive influence on job satisfaction and organizational commitment among marketing managers.

Simon. L. Dolan, et al. (2007) investigated the predictors of “quality of work” and “poor health” among primary health-care personnel in Catalonia (Spain). Evidence was based on cross-sectional, retrospective and longitudinal design. They tested a theoretically driven model of the relationship between job demands, employees’ motivation and resources, and supervisory support on employees’ quality of work lives and their general health. The study used large survey data that were collected in the years 1995, 2002, and 2003 respectively, drawn from the public health care
employees sector in Catalonia. Albeit cross-sectional methodology was adopted for the study. The study embraced an additional retrospective and longitudinal design. The 2002 cross-sectional study supports the assertion made by stress researchers regarding the extent to which both job demands and lack of supervisory support predict low QWL and negative health outcomes. Perceived motivation, resources and capabilities also appear as determinants but to a lesser extent. The stability of the results obtained was tested retrospectively by cross-legging the model for the 1995 survey. In addition, a follow-up study which was longitudinal was conducted in 2003 to see whether the model still holds. By and large, the three-level design showed the stability of the prediction in the same direction. Few possible prevention strategies to reduce the low QWL and negative health outcomes within the Public Health Sector were also discussed. The study covered all categories of personnel in the health care sector and thus external validity was very strong. Findings permit the taking of concrete actions to reduce stress, reduce negative health outcomes and by and large enhance the quality of work lives of the people in this sector.

Soren Ventegodt, et al. (2008) took up a scientific research on the quality of working-life (QWL) by generic measuring of the global working life quality with the “self evaluation of working life quality” questionnaire. The researchers have constructed a “Self Evaluation of Working Life Quality Questionnaire” (SEQWL). It was developed on the basis of the philosophy and theory of Quality of Working Life (QWL), strongly inspired
by recent quality of life theories, especially the Integrated Quality of Life Theory (the IQOL theory) with a focus on the quality of human relations. The QWL-theory considers four fundamental domains of working life: quality of life, mastery, fellowship and creation of real value. These dimensions arise from four fundamental relations at work: the relations to one self (quality of life), to the job function (mastery), to other members of the working team (fellowship), and to what extent the individual contributes to the surrounding world (creation of real value). Thus good quality of working life is about much more than job-satisfaction, stress, working environment, personal functioning, performance, health and immediate subjective well-being at work, although these factors are also covered by the QWL-concept, and measured by the SEQWL questionnaire. The SEQOL measure was found to be an objective and valid measure, which together with good leadership would determine companies of value.

Erickson. J. L., et al. (2008) studied Work Conditions for Teachers of American Indian Students. The purpose of this study was to re-validate the Quality of Teacher Work Life Survey (QTWLS) with a population of 404 teachers in Montana schools with predominant American Indian student enrollments and to describe the job related stress and satisfaction of those teachers. Factor analysis showed nine satisfaction and eight stress factors with this population compared to eleven satisfaction and ten stress factors in Pelsma, Richard, and Harrington’s (1989) study with primarily Caucasian teachers and students. Findings of the results on the QTWLS lead to
interventions that contribute to an improved work life for teachers of American Indian students and increased learning among the students.

Guna Seelan Rethinam and Maimunah Ismail (2008) studied constructs of Quality of Work Life in the perspective of Information and Technology Professionals. Many factors determine the meaning of Quality of Work Life (QWL), one of which is work environment. This study reviews the meaning of QWL, analyses constructs of QWL based on models and past research from the perspective of IT professionals in many countries and in Malaysia. The constructs of QWL discussed are health and well-being, job security, job satisfaction, competency development, work and non-work life balance. The study concluded that QWL from the perspective of IT professionals is challenging both to the individuals and organizations.

Md. Zohurul Islam and Sununta Siengthai (2009) studied quality of work life and organizational performance. They have undertaken this exploratory study on the influence of employee’s quality of work life on job satisfaction and organizational performance. Quality of work life was hypothesized to directly or indirectly influence organizational performance. A simple random sampling method was used and about 216 sample responses were collected. Data were analyzed using descriptive statistics, chi-square test and regression analysis to test the formulated hypotheses and the significance and reliability of the findings. The findings suggested quality of working life although was positively related to organizational performance but it is not significant as hypothesized. However, there was a
positive and significant relationship between quality of work life and employees job satisfaction. More over results revealed that quality of work life towards employee training, worker union, participation in decision making variables were with high standard deviation values. This explained that management should come forward to meet workers demand that have positive impact on firm performance. The study suggested that quality of work life practice in Export Processing Zone (EPZ) was beneficial from the entrepreneur, management as well as the buyer’s point of view according to high performance of work and high satisfaction for worker as well.

Ilesanmi Oladele Ayodeji (2009) studied Job Design and improved Quality of Work Life of Nigerian Secondary School Teachers. This study focused on how best job design could lead to improved quality of work life of the Nigerian teachers. One of the conclusions drawn in the study was that an effective job design could contribute to better performance and employee satisfaction, but there was no universally good design of work. Individual differences, organizational climate, style, interpersonal relationships and the state of technology affected the relative effectiveness of the four approaches to job design.

Kian Sam Hong, et al. (2010) examined the relationships between Work life Quality of Teachers with Work Commitment, Work Stress and Satisfaction. This study also investigated the differences in work life quality, work commitment, work stress and work satisfaction based on demographic variables and the relationships amongst the variables. Data was collected
from a cross-sectional survey by administering questionnaires to 110 permanent teachers at a government secondary school in Kuching, Sarawak, Malaysia. Findings of this study showed that the respondents only had moderate work life quality. There were also moderate relationships between work life quality and work commitment, stress, and satisfaction, but there were no differences in the quality of work life based on demographic variables. However there were differences in work commitment based on gender. This research also revealed that there were also no differences in work stress and satisfaction based on the same demographic variables. Similarly, the findings suggested that work commitment, work stress and satisfaction were not significantly correlated. The study suggested that Work life quality of teachers could still be improved to ensure that students gain maximum benefits from teaching and learning practices in the classrooms.

Koonmee, Kalayanee, et al. (2010) studied Ethics institutionalization, Quality of work life, and employee job related outcomes. A survey was taken up on human resource managers in Thailand. This research investigated the association between institutionalization of ethics, Quality of Work Life (QWL), and employee job related outcomes in work place. The data were collected by means of questionnaire mailed to human resource managers of 514 Thailand companies listed on the stock exchange of Thailand. The response rate was 31.9%. The survey results revealed a positive relationship between implicit form of ethics institutionalization and both lower order and higher order aspects of quality of work life were found
to have positive impacts on the three employees job related outcomes; job satisfaction, organizational commitment, and team spirit. The research findings not only validated the research findings in the U.S but also verified the importance of ethics institutionalization and quality of work life programs for business organizations in Thailand.

Hayrol Azril. U, et al. (2010) examined whether quality of work life among the agriculture extension employees have an impact on their work performance or not. The instruments used for collecting data were: a scale on individual and family life, a scale on safety and security in the organization, a scale on interpersonal relationship in the organization, a scale on job satisfaction, a scale on organizational policies and management style, a scale on personnel health and well being, a scale on work environment, a scale on remuneration and a scale on organizational support. The data were analyzed using PASW software. Results depicted that all of the nine qualities of work life studied had significant and positive relationship with work performance where the highest relationship occurred between individual and family life with work performance. Multiple regression analysis demonstrated that five factors viz., individual and family life, job satisfaction, organization policy and management style, work environment and remuneration were the main contributors to work performance among government agricultural extension employees. From the results gained, it was concluded that aspect of individual and family life was the highest contributor to work performance among government agriculture extension
officers. They also suggested that more courses on how to manage individual and family life should be intensified and specific counseling department should be established within agriculture agencies in Malaysia. The study recommends for the future researchers to investigate more on the influence of individual and family life on work performance and work satisfaction in Malaysia.

Chao, Chih Yang, et al. (2010) studied the relationship between Leadership Behavior of Principal and Quality of Work Life of Teachers in an Industrial Vocational High School in Taiwan. This was a case study of an industrial vocational high school in Taiwan. Firstly, literature review was applied to generalize the components of leadership behavior and quality of work life to develop a “Questionnaire for Leadership Behavior of Principal and Quality of Work Life of Teachers in an Industrial Vocational High School”. Secondly, in order to find out perspectives of teachers about leadership behavior of the principal and quality of work life of themselves, all teachers in that industrial vocational high school were surveyed. Then, the data, which was obtained from that survey, was analyzed by t-test, one-way ANOVA, Pearson product-moment correlation, and stepwise regression. The results showed the differences in perspectives about leadership behavior of the Principal and quality of work life of teachers with different backgrounds, as well as the relationship between two variables.

Karen Seashore Louis (2011) explored the way in which teachers' quality of work life contributes to their commitment to work and their sense
of efficacy. First, a model that ties organizational characteristics of the work place to important behaviors, attitudes and psychological characteristics of teachers that affect their teaching was presented. Second, measures of quality of work life in eight schools were examined, along with the relationship between the quality of work life variables and measures of teachers' commitment and sense of efficacy. Finally, the effects of school structure on quality of work life were examined. The data suggested that quality of work life measures is strongly associated with both commitment and sense of efficacy.

Ayesha Tabassum (2011) made a comparative study of the existing QWL of male and female employees of private commercial banks through quantitative survey on 128 male and 64 female employees. The study reveals that a significant difference exists between male and female employees’ QWL and in the following factors of QWL: adequate and fair compensation, flexible work schedule and job assignment, attention to job design, and employee relations. As a significant number of female participants from the labor force are now entering to the banking sector, this finding added value to the management of the banks. The study recommended that gender equity in the private banking sector of Bangladesh should be ensured.

Mohammad Kazem Emadzadeh, et al. (2012) assessed the quality of work life and its components in the primary school teachers of Isfahan city. The study was a descriptive survey. The statistical population composed of 862 teachers in Isfahan city and 120 samples were selected based on
statistical estimates and simple random sampling. The data collection instrument was a questionnaire. In this study, the quality of work life and its components have been studied based on the demographic variables viz., gender, marital status, education level and work experience of teachers. For data analysis techniques, descriptive statistics (mean, percentage, frequency, and standard deviation) and inferential statistics (One sample t test, independent- samples t test, Levin test and ANOVA) were used and SPSS software was used for this purpose. Research questions of the study were (1) How is the current status of the quality of work life and each of the eight components of QWL among all primary school teachers in the city of Isfahan? (2) Is there any difference between men and women teachers’ comments on the eight indicators of the quality of work life? (3) Is there significant difference between single and married teachers’ comments on the eight indicators of the quality of working life? (4) Is there any difference between views of teachers with high and low education levels on the eight indicators of quality of working life? (5) Is there any difference between the views of teachers with different experience levels on the eight indicators of quality of working life? The results indicated that female teachers had higher quality of work life than male teachers. Results also suggested that there was no difference between single and married teacher’s comments on the quality of work life. Results also showed that there was no difference between the views of teachers with less than a bachelor's degree and bachelor's degree or higher, about the quality of work life and its components. Teachers with less
than 10 years experience differed in their views on their quality of work life when compared to the teachers with more experience. This also confirmed the results of descriptive statistics which indicated the same and showed that 80.1% of teachers with less than 10 years of experience, 21.2% of teachers having 10-20 years of experience and 17.2% of teachers with more than 20 years of experience were satisfied with their quality of work life. Due to the influence teachers have in motivating students to progress, attention should be paid by the higher authorities to improve the quality of teachers' work life and to create favorable conditions for them.

Farideh Haghshenas Kashani (2012) studied the relationship between quality of work life and organizational citizenship behavior in Delshad Company. First by applying Spearman test, the positive and meaningful relationship between quality of work life and its dimensions with organizational citizenship behavior was proved. Then Friedman test showed that among all nine quality of work life dimensions, “constitutionalism” and “total life space” respectively were more effective than other variables. In continuation the average was calculated to investigate the level of every variable. The results showed that the entire variable apart from “adequate and fair compensation”, “safe and healthy environment” and “social relevance” were on a desirable level. Finally, the results of applying One-way Variance Analysis test showed that there were no meaningful relationship between demographic characteristics with quality of work life and organizational citizenship behavior.
Mohammad Hossein Motaghi Pisheh (2012) took up a study with the primary objective of investigating the relationship between quality of work life and job stress of Iran public employees. For this descriptive cross sectional design was used. Proportional cluster sampling method was deployed to draw 200 employees from 24 public organizations of Sirjan township in Kerman province. Variables in the study were assessed using two validated instruments. Descriptive and inferential statistics were employed to analyze the data. The findings of the study revealed that quality of work life and job stress of Iran public employees are correlated.

Farideh Hamidi and Bahram Mohamadi (2012) took up a causal-comparative research study with the purpose of comparing the rate of Quality of Work Life among technical and theoretical high school teachers in Kordestan province in Iran. Teachers at technical schools had different integration in the organization, work life and social dependence, and overall living space and differ from the other theoretical schools, thus, leading to different growth opportunities. The sample of the study consisted of 410 high school teachers selected by cluster sampling. The questionnaire of Quality of Work Life (QWL) was used. The Cronbach’s Alpha reliability of the instrument was found to be 0.98. The data were analyzed by using descriptive and inferential statistics. The results showed that (a) the quality of work Life among technical and theoretical high school teachers in Kordestan was average; and (b) there was no meaningful relationship between high school type (technical and theoretical) and quality of work life.
There were no significant differences in QWL of these two types of high schools and all technical and theoretical high schools in Kordestan province had the same quality of work life.

Mohla Charu (2013) attempted to find the effect of Occupational Stress on Quality of Work Life (QWL) among the Associates of IT Industry. The study consisted of a sample of 203 associates of IT industry in the age range of 20-55 years. The sample was drawn using randomized sampling technique. The associates were tested on Job Satisfaction and Organizational Stress. Job Satisfaction Scale and Organizational Stress Scale were administered to all the subjects individually. The mean scores of associates were calculated to ascertain their occupational stress and regression analysis was used to see the effect of Occupational Stress on QWL amongst the associates of the IT sector. The results showed that the IT associates possessed good group cohesiveness which means people stick together on group decisions and also go along well. It was also found that the associates felt averagely stressed out due to lack of role clarity, fair compensation, consistent role demands, adequate work load, managerial support, context sensitiveness and comfortable job. This meant that the associates were moderately stressed due to contradictory demands on the role incumbent, unjustified compensation, non clarity about the requirement of the job, required to do too much within assigned time and resources, passive and discouraging role of leader at the time he needs help and encouragement in tackling the problems, problems in coping with technological change as well
as rigid rule regulations and taxing job. The associates in the IT industry were found to feel moderately stressed due to significantly different abilities from the requirements of the job and lack of adequate amount of authority to discharge his responsibilities.

2.1.2 Indian Studies related to Quality of Work Life

Ganguli and Joseph (1976) studied Quality of Working Life among young workers in Air India with special reference to life and job satisfaction issues. Findings indicated that, the various physical and psychological working conditions, pride in organization, job earned community respect, and reasonable working hours were some variables found to be positively correlated with job satisfaction than friendship with colleagues, good work location, physical strain, variety of skills and risks of injury. Data also indicated that strong family ties and rural background were more positively correlated with life and job satisfaction. Expectation and aspiration of young workers were also found to affect their quality of working life.

Mehta (1982) indicated that work does not occupy a central place in the life space of the Indian worker. According to him, in the present Indian context, where hard economic factors like monetary compensations, fringe benefits and work amenities are dominant, nature and design of jobs may not be a significant factor in the current ethos. It did not show a clear linkage between job satisfaction and a general sense of life satisfaction. One important finding of this research was that the younger entrants to work
organization and younger employees showed greater work-related dissatisfaction. Work-related dissatisfaction tended to decrease with increasing age of employees.

Nitish (1984) took up an explorative study to develop various criteria for a good work life and life in general and to set forth some organizational methods by which these can be achieved at the level of organizational unit, the country and the world. He has identified some dimensions of Quality of Work Life in respect of organizational firm hierarchy and staffing pattern, work group size, internal network and communication concern for quality, concern for people, ideals and values. According to his study lesser the managers and supervisors level is in an organization, the better would be the Quality of Work Life.

Uma Sekaran (1985) has examined the Quality of Work Life in the Indian banking industry (Nationalized) as perceived by organizational members at different organizational levels and in different job positions. She found that Quality of Work Life in the banking profession was not high. The recruitment of overqualified personnel for rather routine job, inequitable reward system which de-motivate the better performing employees, frustration experienced due to lack of alternative job avenues, scarce chance of promotion, alienation from work were pointed out as the reasons for poor Quality of Work Life in Banks. The study suggested that greater decentralization, more autonomy, power and control would facilitate the individual banks to recruit the right people, design the jobs as best, and
reward employees based on performance and thus enhance the Quality of Work Life in banks.

Rao (1985) conducted a study to evaluate the difference between quality of working life of men and women employees doing comparable work. The result showed a significantly higher composite quality of working life score for men than for women employees. Men employees had significantly higher scores for opportunity to learn new skills, challenge in the job and discretionary element in work. He found that age and income had a positive impact on perceived quality of working life of women.

Pelsma (1989) administered quality of teachers work life survey on 227 teachers to examine the life satisfaction. The result indicated to factors contributing to Teacher’s Satisfaction.

Jain (1991) attempted to identify the potential dimensions of Quality of Work Life in the sample unit for all hierarchical levels in a large private industry and to study the Quality of Work Life at various hierarchical levels for understanding different effect of Quality of Work Life dimensions. Studying the hierarchical effects in viewing the Quality of Working Life and the effect of Quality of Working Life on Group Behaviour were the twin goals of the study. The investigation concentrated on the administration, shipping, sales, carpentry, security, plant, painting and stores departments of the industry. The population studied had strength of 644 employees spread over eight departments in the industry. A questionnaire developed by the
investigator was used to collect data on QWL. The scale includes eight basic major factors (1) Adequate Income and Fair Compensation, (2) Safe and Healthy Working Conditions, (3) Immediate Opportunities to use human capacities, (4) Opportunity for Continued Growth and Security, (5) Social Integration in the work organization, (6) Constitutionalism in work organization, (7) Work and Total Life Space, and (8) Social Relevance of Working Life. The data were collected through questionnaire from five strata of the employees, namely Executives, Supervisors, Skilled Workers, Semiskilled workers and unskilled workers across the eight departments. The questionnaire was administered individually; the responses were obtained on seven point dimensions i.e. Strongly Disagree, Disagree, Slightly Disagree, Neither Agree nor Disagree, Slightly Agree, Agree, and Strongly Agree. On the hierarchical effects of QWL, it was found that there were differences at various hierarchical levels of the organization in perceiving their working life. Higher levels were found to have better perception regarding their working life than workers level on all the sub factors of QWL and overall QWL. On the effect of QWL on group behavior, it was observed that some QWL factors were positively contributing towards group cohesiveness. For instance, in the shipping department, maximum number of significant correlations was observed between QWL factors and Group Cohesiveness, which has been ascribed to the functional peculiarities of this group. Painting, store and security departments on the other hand failed to show such significant relationship. Based on these findings the
investigator states that the Quality of Work Life factors get moderated by functional peculiarities of any work group and have differential effects on Group Cohesiveness.

Suri, et al. (1991) undertook a survey to study the quality of work life practices in the Indian Industry. The organizations covered were manufacturing and service sectors. The result of the study indicated that there were several trends, which had implications for Quality of Work life practices and their outcomes. Both public and private sector organizations least preferred the job and workplace redesign programmes. Organizations preferred system wide practices to isolated experiments, which are limited to certain sections or departments.

Gani (1993) in his study stated that the core of the Quality of Work Life concept is the value of treating the worker as a human being and emphasizing changes in the socio-technical system. Quality of Work Life could be enhanced thorough improvement in physical and psychological working environment, design and redesign of work practices, hierarchical structure and the production process brought with the active involvement of workers in decision making.

Kumar and Shanubhogue (1996) had attempted to analyze and compare Quality of Work Life in university systems. The study aimed to investigate the reactions of the teachers about the existing and expected Quality of Work Life in the universities under study; to see the impact of
designation and the perception about QWL; and to make a comparative learning of existing and expected Quality of Work Life of a rural and an urban university. Two structured questionnaires framed for the purpose of the study were administered to more than 200 teachers to observe the existing and expected Quality of Work Life of teachers. It was found that there was significant gap between the existing and expected Quality of Work Life of Sardar Patel University teachers. But in the case of Maharaja Sayajirao University, lecturers were expecting improvement in Quality of Work Life.

Daljeet Kaur (2010) took up a study with the objective of gaining an insight into the Quality of Work Life in the Branches of ICICI Bank Ltd in Chandigarh. The purpose of the study was to know the satisfaction level of employees of ICICI Bank Ltd. The study aimed at finding whether ICICI Bank provided good policies to employees regarding training, working conditions, performance appraisal. To achieve the objectives of the study, survey was conducted and information was collected through personal interviews. Employees at various levels working in the branches were interviewed and the Questionnaire was filled up. The questionnaire was structured with open ended & close ended questions. Findings of study were: There were 6 Branches of ICICI Bank Ltd in Chandigarh Region. 55% of the employees were found to be satisfied with the work environment of the organization. Most of the employees were satisfied with sanitation, drinking water and safety facilities. The major reason for dissatisfaction was that
there was no facility of transportation provided to the employees. 56% of the employees were found to have fair and cordial relations with their supervisor and colleagues, only 10% said that they were having bad relations with their supervisor and peer group. Employees were not happy as they were not provided with Job Rotation. They were fed up with the same routine job for a long time and opined that this also resulted in less learning. 68% said that there was no job rotation in the organization. 69% of the employees said that they were provided training for their overall development and growth. The best part was that they got their salary for that period also. Only 31% of the employees said that they would refer a friend to apply for the job in that Bank. This meant that they were not happy in the organization. The most alarming point that came into forefront was that 90% of the employees said that there were not enough growth opportunities in the organization. It clearly meant that whenever they would get good opportunity outside they would leave the organization. 66% of the employees felt that the management was not flexible with their social responsibilities. Only 18% said that they were satisfied with their jobs.

Mohanraj. P., et al. (2010) attempted to assess Quality of Work life (QWL) condition in National Textile Corporation (NTC) mills in Tamilnadu and how QWL sustains healthy and strong work culture. QWL in this study included adequate and fair remuneration, safe and healthy working conditions and social integration in the work organization that enables an individual to develop and use all his/her capacities. The study attempted to
identify role of QWL to sustain a robust work culture among the workers of the NTC mills. Primary data were collected through a well structured undisguised questionnaire. This study had highlighted some positive aspects of QWL and the main finding was that employees of different status differ in their preference of QWL factors. The results of this study revealed that the expectation of flexi-working condition & alternative work schedule was high. The workers’ perception towards the facets of the QWL was different and the workers had a high dissatisfaction with existence of some facets of QWL, such as Welfare facilities, Recognition and Physical working conditions. The recommended strategies to ensure robust work culture were; to give divergent facets of QWL to the workers in different status and improve the Interpersonal relations, Participatory management and Physical working conditions.

Meenakshi Gupta and Parul Sharma (2011) undertook a study on Factor credentials boosting quality of work life of BSNL employees in Jammu region. They studied the quality of work life for the employees of telecom sector. The aim of the study was to determine whether and how the quality of work life affected the satisfaction level of employees of telecom employees. The implications of these findings suggest that quality of work life in BSNL could be enhanced by factors such as “Adequate Income & Fair Compensation”, “Safe & healthy working conditions”, “Opportunities to use & develop human capacity”, “Opportunity for career growth”, “Social
integration in the work force”, “Constitutionalism in work organization”, “Eminence of Work Life” and “Social relevance of work”.

Subburethina. P. Bharathi (2011) conducted a study on quality of work life as perceived by college teachers. This research study highlighted the quality of work life of college teachers under various dimensions. This study helped the college teachers to know the level of perception towards QWL and to enhance the same by the educational administrators. The universe of the study included 12 colleges located within Tiruchirappalli city and 1279 college teachers were working during May 2008 – February 2009. A sample of 239 respondents was selected from the universe. The collected data after being coded were analyzed using Statistical Package for Social Sciences Research (SPSS) and various statistical tests were applied based on hypotheses and matching variables. It was found that there was a significant association between quality of work life and quality of life and teaching environment. It was found that QWL of college teachers was in low level.

Parameswari. J. and Kadhiravan. S. (2011) studied the relationship between Quality of work life and self-regulated behaviour 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 analyzed using mean and ANOVA. The findings showed that both the Government
and Private school teachers had high level of quality of work life and self-regulated behavior. There was a relationship between certain factors of quality of work life and certain factors of self-regulated behavior.

Kuldeep Kaur and Gurpreet Randhawa (2012) carried out a comparative study on Quality of Work Life issues of multinational and Indian food companies of Punjab. Considering the significance of the concept of QWL the study attempted to examine and compare the employees’ perceptions about QWL issues. The data was collected from 100 employees of food industry in Punjab (50 from MNCs and 50 from INCs) using a Likert type structured questionnaire. Independent sample t-test was applied to analyse the data. The findings of the study revealed that a significant difference existed between the MNCs and INCs employees’ perception over various QWL issues such as job characteristics, welfare facilities, personal growth and development and social relevance of work. Findings revealed that in most of the cases MNCs were performing better than INCs.

Muthukumarj. N. and Subbura. A. (2012) studied Quality of Work Life at HCL Technologies Limited, Chennai. Primary data were collected with the help of a structured questionnaire from the existing employees of HCL Technologies from lower level employees of non-voice & voice departments. The sampling method adopted was stratified sampling and the sample size considered for the study was 200 where in all the samples where employees in HCL Technologies Pvt Ltd. The tools for the analysis included
Descriptive analysis, Cross tabulation, Chi-square test, weighted average analysis, one way ANOVA, correlation, and factor analysis. It was found that the employees were highly qualified. Employee satisfaction did not depend on gender or experience. From the study it was inferred that most of the employees were satisfied with the quality of work life provided by the company. The commitment, the morale and the motivation of the employees and workers of both skilled and unskilled were generally found to be high. Legitimate welfare measures were suggested to add still better working conditions and best of performances to the company.

Indumathy. R and Kamalraj. S. (2012) attempted to look into the Quality of Work Life among Workers with special reference to textile industry in Tirupur District – A textile hub. The research design chosen was descriptive in nature. The sample of 60 workers was chosen by convenient sampling. Structured interview schedule was used for primary data collection. Secondary data was collected from earlier research work, various published journals, magazines, websites and online articles. Percentage Analysis, Chi – Square Analysis and Weighted Average Score Analysis were used for data analysis. The investigation has remarkably pointed out that the major factors that influence and decide the Quality of Work Life were attitude, environment, opportunities, nature of job, people, stress level, career prospects, challenges, growth and development and risk involved in work and rewards.
Chandranshu Sinha (2012) undertook a study to explore the factors of quality of working-life experiences in organizations. The study focused on 100 employees holding middle managerial positions in various organizations. The Cronbach’s alpha of the questionnaire was found to be 0.862 & Pearson correlation was found to be 0.924 (p<0.001). The factor analysis of the component ‘quality of working-life experiences’ led to the extraction of 3 factors from various organizations. The three emerging factors were “relationship-sustenance orientation”, “futuristic and professional orientation” and “self-deterministic and systemic orientation”. The results indicated that these factors have substantial role to play in satiating the needs of the employees and how at middle managerial level different aspects were valued and employed for developing a unique quality of working life within their socio-technical systems for eliciting favorable job-related responses.

Gayathiri. R. and Lalitha Ramakrishnan (2013) took up a study on Quality of Work Life and its Linkage with Job Satisfaction and Performance. In this study an attempt is made to review the literature on quality of life to identify the concept and measurement variables as well its linkage with satisfaction and performance.

Nalwade K. M. & Nikam. S. R. (2013) took up a review of literature on Quality of Work Life in Academics. A rigorous literature review had been taken and narrated. It was discovered through the literature that, most of the research scholars used Walton QWL dimensions viz., Adequate and
fair compensation, Safe and healthy working conditions, Opportunity for continued growth and security, Constitutionalism in the work organization, the social relevance of work life, Total life space, Social integration in the work organization and Developing human capabilities and establish its relationship with employee demographic variable, stress, satisfaction, commitment, performance, job satisfaction which revealed that former are the determinant of QWL.

Sivarethina Mohan. R. (2013) studied the effect of Quality of Work Life on Employee Retention in Private Sector Banks. This study further explored that not only does QWL contributed to a company's ability to recruit quality people, but also it enhances a company's competitiveness. The findings implied that as per common beliefs QWL will positively nurture a more flexible, loyal, and motivated workforce, which are essential in determining the company's competitiveness.

Swapna. M. and Gomathi. S. (2013) studied the interplay between the constructs of Quality of Work life with special reference to IT Professionals in Bangalore City. This study elicited the interplay between the constructs of Quality of Work life (QWL) in IT Industry and the results of the study were as follows: (1) Majority of the respondents were not happy with the pay structure. (2) It was reported that change in timings involved lot of stress. (3) Maximum percentage of the respondents irrespective of their experience had fears about their job security. (4) Majority of the respondents felt that they were neglecting home matter because of work. (5) Though
work from home option is provided by majority of the companies the data reported dissatisfactory results (6) It was clearly evident from the intercorrelation matrix that majority of the employees were not able to spend as much time in family and family related matters. (7) The study also elicited that male respondents were more satisfied towards career prospects, compensation and training and development and had a better work life balance than female respondents because of their family commitment and health related issues.

2.2 STUDIES RELATED TO WORK CULTURE

In this section studies have been presented in two categories. 2.2.1 presents related studies that have been taken up in foreign countries and 2.2.2 presents related studies taken up in India.

2.2.1 Foreign Studies related to Work Culture

Wendy J. Casper, et al. (2006) studied the construct and measurement of singles-friendly work culture. Although research had examined work-family issues and organizational support for employees’ family responsibilities, few studies had explored the work-life issues of single employees without children. This study examined single employees’ perceptions of how their organizations support their work-life balance in comparison to employees with families. A multi-dimensional scale was developed assessing Wave dimensions of singles-friendly culture: social inclusion, equal work opportunities, equal access to be new skills, equal
respect for non work life, and equal work expectations. It was found that employees with families perceived more equity in most of these facets than did singles. Managerial and professional employees with higher incomes also perceived their organizations as more singles friendly. Social inclusion predicted organizational commitment for single employees and this was mediated by perceived organizational support. In contrast, more equal work opportunities were related to lower turnover intentions among childfree singles.

Patricia Khokher (2009) studied Work culture within the hospital context in Canada: professional versus unit influences. The purpose of the study was to explore health professionals’ views and experiences regarding the work culture that existed in their hospital units, and further how patients influenced these experiences. The study employed a qualitative approach involving individual interviews with 60 health professionals in Canada employed in “open” (emergency room and maternity care) and “closed” (intensive care, head and neck surgery) units. The study found that the influence of the hospital unit outweighed the influence of professional boundaries but for some groups more than for others. Health professionals in more open units tended to be less satisfied with their work had more difficult relations with patients, and experienced tensions with co-workers and management. Those in closed units tended to be more satisfied with their work, had relatively better relations with patients and co-workers, and tended to have more cooperative relations with management. The different
structural conditions of work in open and closed units were also clearly important. The sample for the study was self-selected from one hospital. The insights garnered from the study might help professionals and managers to develop unit-specific policies to create a more positive workplace culture. There is a growing body of research on professional culture and organizational culture that often does not clearly delineate how the two exist concurrently. The study explicitly investigated this issue by examining work culture across various health professional groups and also across hospital units, and further how patients figured in these experiences.

Aminah Ahmad and Zoharah Omar (2010) took up a study on the mediating effect of work-family conflict on the relationship between workplace culture and job stress. This study tested a mediation model consisting of job stress as the dependent variable, perceived family-supportive work culture as the independent variable and work-family conflict as the mediator. Data were gathered from 693 employees from private service organizations in the Klang Valley, Malaysia, using self-administered questionnaires. The data were analyzed using correlation and multiple regression analyses. Results of correlation analysis revealed that perceived family-supportive work culture was related to work-family conflict and job stress and work-family conflict was related to job stress. Results of a series of multiple regression analyses indicated that work-family conflict partially mediated the relationship between perceived family-supportive work culture and job stress. Employees who perceived that their
organizations were family supportive seemed to experience less stress at the workplace and less work-family conflict. It was suggested that employers should take into consideration employees’ perceptions of how supportive the organization is of their family needs as a factor that could reduce the experience of work-family conflict and job stress. It was also recommended that employers should also look into the possibility of developing programmes to assist employees in managing work-family roles.

Ebrahim Salehi Omran, et al. (2012) took up a survey on the Attention Criteria of Work Culture Components in Iranian Elementary School Textbooks. The purpose of this investigation was to examine & evaluate the amount of attention paid to Work culture components in text books of primary education in Iran. The study adopted content analysis methodology for the study. The statistical population, in this research, related to the all textbooks of primary education level, which included 36 volumes & eight titles of the school year 2008-2009. The statistical sample, also, included 31 volumes in seven titles. In order to analyze the data derived from the text books, the Shannon entropy method which is one of the methods in content analysis was used to compute the coefficient of importance of each component of work ethic. The results of analyzing 31 textbooks volumes showed that there was no equivalence & comprehensive attention to Work culture components & elements.

Khuzaeni, et al. (2013) studied the Influence of Work Culture, Work Stress on Job Satisfaction and Employees Performance in the State Treasury
Service Office in Jakarta, Indonesia. This research was conceptualized from the phenomenon of the performance which was not maximized by the employees of State Treasury Service Office in Jakarta. Based on the literature there was a suspicion that the performance was not maximized due to a weak Work Culture, Work Stress and the decrease in Job Satisfaction. The purpose of this research was to quantify and explain the relationship between variables of work culture, work stress, job satisfaction and employees performance in the State Treasury Service Office of Jakarta. The research used quantitative methods. Research locations were located in six State Treasury Service Offices in Jakarta with samples of 152 employees. Data analysis was done using Partial Least Square (PLS) with the help of Smart Program. The results showed that the work culture had no effect on job satisfaction. Work stress had no effect on job satisfaction. It was also found that Work culture affected the employee performance and Work stress had no effect on employee performance. Job satisfaction had no effect on performance. The implication of the findings suggested that establishing a strong work culture decreases work stress and increases job satisfaction which ultimately results in improvement of employee performance.

2.2.2 Indian Studies related to Work Culture

Purnima Mathur, et al. (1996) examined the differences between the internal work culture of public and private sector organizations in India. The model of culture fit was utilized to explain the ways in which the external
socio-cultural environment and enterprise variables influence the internal work culture which, in turn, has an impact on human resource management practices. A sample of 493 participants from three public and four private sector enterprises responded to a questionnaire. The internal work culture of private enterprises placed greater emphasis on internal locus of control, future orientation in planning, participation in decision-making, and obligation towards others in the work context compared to public sector organizations. Accordingly, human resource management practices in the private sector utilized more effective motivational techniques (that is, feedback, autonomy, task significance, empowerment, supervisory control, and performance-reward contingency) compared to those in the public sector.

Clark and Sue Campbell (2001) studied Work Cultures and Work / Family Balance. This study examined the relations between three aspects of work culture flexibility of working hours, flexibility of the work itself, and supportive supervision) and work/ family balance in the context of selected characteristics that can put individuals at risk for work/family imbalance (dual career partnerships, number of children, and hours worked per week). The data was collected from 179 individuals in a wide variety of family situations and workplaces. Results of the study indicated that the flexibility of the work itself was associated with increased work satisfaction and increased family well-being. Flexibility of work time was unassociated with any work or personal outcome. Supportive supervision was found to be
associated only with increased employee citizenship. An examination of interactive effects between aspects of culture and individuals’ characteristics showed that work/family balance was lower when employees had a large number of children and supportive supervision.

Sandeep Kumar and Singh. A. P. (2009) studied Stress, Job Attitude and the Role of Work Culture. This investigation was carried out on 210 managerial personnel (top, middle and front) of different private sectors organizations in India. Participant’s age ranged from 22 years to 59 years. The major objective of the study was to study the moderating role of work culture in experience of stress and its relationship with job attitude of the managers working in different organizations. Occupational Stress Index (Srivastava & Singh, 1981) and Life Changes Survey (Dohrenwend et al., 1978) was used to measure the level of stress, and Work Culture Questionnaire (Mathur, Kanungo, Aycan, 1996) was used to assess the work culture, and S-D Employees’ Inventory (Pestonjee, 1979) was used to measure the job attitude of employees. Moderated regression analysis revealed that all the five dimensions of work culture such as malleability, proactive, obligation towards others, responsibility seeking, and participation play a significant role in moderating the stress and attitude relationship.

Smrita Sinha, et al. (2010) studied the impact of work culture on motivation level of employees in selected public sector companies in India. This study adopted a definition which synthesizes the views of a number of
widely cited researchers including Schein (1992), DiBella (1993) and Hatch (1993). Thus, culture was defined in this study as the dynamic set of assumptions, values and artifacts whose meanings are collectively shared in a given social unit at a particular point in time. The objective of the present study is to examine the dominant work culture prevalent in the two organizations A and B of the Public sector and to study its impact on the motivation level of the employees at the managerial level. The data had been taken from a sample of 250 employees from the two Public sector companies. Mean, Standard Deviation, t-test, Correlation and Regression had been used through SPSS to test the hypotheses. The findings highlighted that Technocratic culture has the strongest partial correlation or the purest relationship with role motivation. Regression analysis results revealed that technocratic culture had the strongest impact on motivation.

Bhupen K. Srivastava and Mamta Panda (2011) studied Work culture in Indian organizations as it had assumed a far greater significance in the context of the emerging business scenario. An attempt has been made to discern the direction of change, specify cultural imperatives, identify dimensions of work culture and highlight their implications for organizations. Shifts in paradigm and corresponding changes in various dimensions of work culture have been suggested. In order to develop and reinforce responsive work culture in organizations, design and process imperatives have been outlined in brief.
Soniya Jhunjhunwala (2012) reviewed Indian work culture and work culture in U.S.A. Differences between Indian work environment and American work environment were examined. It was found that there were differences in working hours, work-life balance, relationship between Boss and subordinates, performance appraisals, and accepting changes. This raised the challenges that are being faced by Indian offshore teams in working with Americans. The challenges were language barrier, hierarchy in Indian organizations, indirect communication style, time orientation, and hard work vis-à-vis smart work.

2.3 STUDIES RELATED TO JOB STRESS

In this section studies have been presented in two categories. 2.3.1 presents related studies that have been taken up in foreign countries and 2.3.2 presents related studies taken up in India.

2.3.1 Foreign Studies related to Job Stress

Kyriacou and Sutchiffe (1979) studied teachers stress and satisfaction. They investigated the association between self reported teacher stress and three response correlates of teacher stress, Job satisfaction, absenteeism and intention to leave teaching. The study took the form of a questionnaire survey involving a sample of 218 teachers in 16 medium sized mixed comprehensive schools in England. The relationship between particular sources of stress and three responses correlates was also investigated, as were biographical difference and the effects of biographical
characteristics in moderating their relationships. The result indicated that self-reported teacher stress was negatively associated with job satisfaction, and positively associated with intention to leave teaching as predicted. The association between self-reported teacher stress and frequency of absences failed to reach significance, but for total days absent the association was significant and in predicted direction positive.

Truch (1980) identified many factors that contribute to teacher stress and burnout including discipline problems, physical and emotional abuse of teachers, low pay, and little support from superiors, public criticism of educational quality and an almost traditional attitude to low esteem for teachers as professionals.

Fimian and Santoro (1982) conducted a statewide teacher stress survey with 365 full time special education teachers in Connecticut. Of the 365 respondents, 58 were identified as low stress, 250 as moderate stress, and 57 as high stress teachers. It was found that strongest and most frequent sources of stress included inadequate salary and frustration over lack of time for the administration. Many of the teachers surveyed enjoyed and were satisfied with their job regardless of the moderate to high stress levels that may be incurred.

Ettingoff, A. S. (1985) conducted a study on teachers’ stress as a function of pupil’s behavior in regular and special education schools. Results showed no significant differences between each group on perceived
satisfaction in teaching. Regular education teachers reported more positive behavior in the classroom than special educators, but this difference was not statistically significant. A significant difference was found on the importance of positive qualities. Regular educators rated intellectual and motivational qualities higher than special educators rated them.

Connolly and Sanders (1986) examined the amount of perceived stress and dimensions on 121 elementary and secondary school teachers. Correlations were found between the ‘Emotional Exhaustion’ dimension of stress and gender. Male teachers experienced more burnout and teachers with more years at their present job were found to experience more burnout. Correlations were also found between the ‘Depersonalization’ dimension of stress and education level of secondary teachers. Correlations were found between the third dimension of stress, ‘Personal Accomplishment’ and gender, years of teaching, and years at the present job. The years at the present job made a significant contribution to the prediction of the three dimensions of burnout, Emotional Exhaustion, Depersonalization, and Personal Accomplishment. The subjects of this study perceived themselves to be in a low degree of burnout in the dimension of Emotional Exhaustion, but highly burned out in the dimensions of Depersonalization and Personal Accomplishment. It is suggested that teacher educators should consider changes in their curriculum to encourage the development of an internal locus of control and a more realistic attitude toward students and the administrative structure. Administrators should expand decision making in
the curriculum and enhancement of external rewards recognizing competence.

Bardfield and Fones (1986) examined the effect of perceived job related stress on the lives of special education teachers and the result showed that highly stressed teachers indicated an average of 5.2 physical distress symptoms higher than the low stress teachers. High stress teachers indicated an average of six days per year taken in sick leave, while the low stress teachers required 1.8 days. 42 percent of high stress teachers indicated plan to change careers while 8 percent of low stress indicated no such plan.

Balse J. J (1986) made a quantitative analysis of sources of teacher’s stress. Linkage between teacher stress and teacher performance were firmly established. Organizational, student, administrative and teacher related factors were most frequently related to teacher stress and together constituted 83.1 percent of the responses. Job related factors were considered stressful because they were perceived as interesting primarily with time resources there by overloading teachers on quantitative and qualitative sense. The findings also indicated that work stress was linked to strong negative feelings in teachers.

Alex J. Zautra, et al. (1986) studied Job Stress and Task Interest as factors in Work Life Quality. This study of how stressful job events and task interest are associated with quality of work life was conducted through interviews and questionnaire assessment of 56 members of the nursing staff
at a psychiatric hospital. Factor analyses of work life satisfaction revealed two separable factors, one that accounted for satisfaction with the work itself and another that identified level of satisfaction with the work context. As predicted by a two-factor model, the number of stressful work events correlated with dissatisfactions with the work context but not with satisfaction with the work itself. Level of task interest was associated with higher ratings of satisfaction with the work itself and was uncorrelated with level of work context satisfaction. Turnover was predicted by both the number of stressors on the job and a lack of interest in tasks. An interaction was found between these two variables predicting turnover; employees tended to stay at work even if the job was stressful when the tasks were interesting.

Kirby (1990) explored the perceived stress levels of 115 Kentucky elementary school principals. Findings show that the most stressful events involved forcing the resignation or dismissal of a teacher and dealing with unsatisfactory performance of professional staff. The two most stressful events correlated significantly with the variables viz., gender, age and number of years of experience as principal.

Long and Gessaroli (1990) conducted a survey to find out the relationship between teacher stress and perceived teaching effectiveness. The study revealed that males felt more stressed than females. Unmarried subjects felt that avoidance coping was more effective and female felt that problem solving was more effective. Relationship between stress and coping
differed depending on whether males were married. Absenteeism was related to stress but not coping factors.

Hipps and Halpin (1992) studied the difference in teachers’ and principals’ general job stress and stress related to performance based accreditation. The sample consisted of 65 principals and 242 teachers from Alabama school system. Results showed that teachers experienced more stress than principals. It was also found that the largest source of stress was job overload, relationships with students, salary and compensation.

Minner and Lepich (1993) examined the Occupational Stress of rural and urban special education teachers. A 60-item questionnaire was administered on 265 beginning special education teachers in Illinois. Significantly higher levels of job related stress were found for rural teachers when compared to urban teachers.

Russell and Wiley (1993) studied the Occupational Stress levels among rural teachers in the area of Special Education (Mental retardation, learning disabilities and emotional conflict). The survey of 154 rural special educators found no significant difference in stress levels among groups as measured by the teacher stress inventory.

Brown and Ralph (1994) conducted a research study on teachers in the University of Manchester to identify stressors and stress management strategies. The sample comprised of 100 Teachers. Findings indicated that certain work related factors which were common stressors were
Soyibo (1994) conducted a study on 230 high school teachers in Jamaica using 40-item self-report instrument to identify the significant stress factors. From the results it can be seen that institutional, environmental and personal factors were identified as significant stress factors.

Francis (1995) conducted a practicum designed to increase the stress management skills of ten special educators working in a juvenile detention center. Teachers at the juvenile detention center were taking an inordinate amount of sick leave and engaging in behaviors that were counterproductive of their delivery of educational services to detained youth. Evidences of stress management skills were gathered by surveys. The causes of stress included such factors as teacher’s feeling of lack of accomplishment, effectiveness and closure. The stress management programme was delivered in weekly 30-35 minutes in-service sessions over a 32 week period. Activities ranged from instructions for simple releasing exercises to brainstorming the possible stress reducing changes in their environment to presentation by certified fitness instructor, a dietitian, and a massage therapist. The practicum resulted in use of strategies to manage stress and lower levels of stress.

Arnold (1996) investigated the influence of institutional characteristics on teacher stress on nearly 43,000 teachers at 300 secondary
education institutions in USA. Results revealed that institutional variables did not appear to be predictors of faculty stress. Among professional status variables, academic rank was identified as a significant predictor of common stress with higher rank predicting higher stress.

Schamer and Jackson (1996) conducted an investigation on Teacher stress and burnout. The sample consists of 515 secondary level teachers of Ontario City. The study suggested that more than any other public service professionals, teachers are affected by continued stress leading to burnout. This in turn resulted in a negative attitude towards student and a loss of idealism, energy and purpose.

Richardson A.G (1997) conducted a study in Caribbean elementary school teachers. The goal of the study was to discover the sources of stress in elementary school teachers in Caribbean territories. The study sought the answers to three questions which focus on teacher’s perceptions of (1) most stressful activity/ condition (2) difference in sources of stress among teachers across eight Caribbean territories. The study was conducted on a sample of 645 elementary school teachers. The responses of teachers were sought by using Teachers Stress Inventory which contained seven scales viz., role ambiguity, role stress, organizational management, job satisfaction, life satisfaction, task stress and supervisory support. Task stress emerged as the major source of stress for the teachers. It was found that male teachers showed higher levels of stress and life satisfaction.
Jayne Griffith, et al. (1999) investigated the coping strategies associated with job stress in teachers. The study aimed to assess the associations between teacher stress, psychological coping responses and social support. 780 primary and secondary school teachers were surveyed using a questionnaire. Results from stepwise multiple regression showed that social support at work and the coping responses like behavioural disengagement and suppression of competing activities predicted job stress independently of age, gender, class size, occupational grade and negative affectivity. High job stress was found to be associated with low social support at work and greater use of coping by disengagement and suppression of competing activities. It was suggested that behavioural disengagement and suppression of competing activities were maladaptive responses in a teaching environment and may actually contribute to job stress. Coping and social support were found to not only moderate the impact of stressors on well-being but influence the appraisal of environmental demands as stressful.

Adams (2001) investigated the impact of three latent variables or stressors on vocational teacher stress. A causal model was constructed using the literature on teacher stress as a conceptual framework. The model examined the linkages that exit among school system (role ambiguity, role conflict, school stress, task stress, supervisory support, non participation, peer support, role overload and management style) and vocational teacher stress. It examined the linkage among teacher internal characteristics (role
preparation, job satisfaction, illness symptoms and locus of control and self-esteem) and vocational teacher’s stress. It examined the linkages among students (class size, student learning and student behavior) and vocational teacher stress. Linear structural relations analysis was used to evaluate the effects of the identified stressors on vocational teacher stress. The proposed causal model was found to be successful in explaining 72% of the variance in vocational teacher stress.

Tanya I. Gelsema, et al. (2005) examined the influence of organizational and environmental work conditions on the job characteristics of nurses and on their health and well-being. The sample consisted of 807 registered nurses working in an academic hospital. The direct influence of work conditions on outcomes was examined. Mediation of job characteristics in the relationships between work conditions and outcomes was tested by means of regression analyses. The results indicated that job characteristics, such as demands and control, mediated the relationship between work conditions, such as work agreements and rewards, and outcomes it was suggested that by managing organizational and environmental conditions of work, job characteristics could be altered, and these in turn influenced nurses’ job satisfaction and distress.

Carolyn L. Pearson and William Moomaw (2005) examined the relationship between teacher autonomy and work satisfaction, on the job stress, empowerment, and professionalism. Using a reliable and valid measure of Curriculum Autonomy and General Teaching Autonomy, it was
found that as curriculum autonomy increased on-the-job stress decreased, but there was little association between curriculum autonomy and job satisfaction. It was also demonstrated that as general teacher autonomy increased so did empowerment and professionalism. Also, as job satisfaction, perceived empowerment, and professionalism increased on-the-job stress decreased, and greater job satisfaction was associated with a high degree of professionalism and empowerment. The results of this study also indicated that autonomy does not differ across teaching level (elementary, middle and high school).

Richard A. Detert et al. (2006) took up a study on reducing Stress and enhancing the General Well-Being of Teachers using Tai Chi Chih Movements. The purpose of this study was to examine the effects of Tai Chi Chih (TCC) discipline on the physical symptoms of stress and the general well-being of 35 teachers. Teachers completed 15 hours of instruction and practice in a two-day format with four additional weeks of practice. The 23 teachers who completed pre-post tests showed significant improvement of their general well-being and reduction in perceived stress symptoms. Qualitative data from the teachers supported these results. It was concluded that this relatively new, easy to learn method of Tai Chih had potential to enhance well-being and reduce stress symptoms of teachers. It was suggested that teachers and other educational professionals need to learn more about Tai Chi Chih discipline for its stress reducing benefits and enhancement of general well-being.
Azlihanis Abdul Hadi, et al. (2009) attempted to determine the prevalence of stress and the associated factors contributing to stress among teachers in Malaysia. A cross-sectional study was conducted on 580 secondary school teachers in Kota Bharu District. The instrument used to carry out the study was adopted and modified from the Depression, Anxiety and Stress Scale (DASS-21) and Job Content Questionnaire (JCQ). The questionnaire consisted of two parts: Part I consisting of non-job factors (socio-demographic characteristics) and Part II consisted of psychosocial factors contributing to stress. Simple and multiple linear regression analysis were carried out. The prevalence of stress was reported as 34% and 17.4% of teacher were found to experience mild stress. Age, duration of work and psychological job demands were significantly associated with stress level. This study indicated that job-related factors did not contribute much to stress among secondary school teachers.

Muzainah Mansor and Mahamad Tayib (2010) took up an empirical examination of Organizational Culture, Job Stress and Job Satisfaction within the Indirect Tax Administration in Malaysia. Data was collected through a questionnaire survey on the tax employees of the Royal Malaysian Customs Wiley Persecution Kuala Lumpur (RMC-WPKL). The investigation on organizational culture indicated that hierarchical culture was the dominant culture at the department. The assessment on job stress revealed that the employees were uncertain on the evaluation for a raise or promotion. The examination on job satisfaction showed that the employees
were dissatisfied with the department’s concern for its employees’ welfare, and the system for recognizing and rewarding outstanding performance. It was also found that there were significant correlations among organizational culture, employee job stress and employee job satisfaction at RMC-WPKL. The results of this study indicated that action had to be taken to change the department’s culture orientation, reduce employees’ stress and improve employees’ satisfaction.

Eija Pakarinen and Noona Kiuru, et al. (2010) examined the extent to which observed teaching practices and self-reported teacher stress predict children’s learning motivation and phonological awareness in kindergarten children. The pre-reading skills of 1,268 children were measured at the beginning of their kindergarten year. Their learning motivation and phonological awareness were assessed in the following spring. Questionnaires measuring teacher stress were filled out by 137 kindergarten teachers. A pair of trained observers used the Classroom Assessment Scoring System (Pianta et al. 2008) to observe 49 kindergarten teachers from the whole sample on their emotional support, classroom organization, and instructional support. The results of multilevel modeling showed that low teacher stress and high classroom organization predicted high learning motivation in children and that the children’s learning motivation contributed to their level of phonological awareness. Children’s learning motivation was found to mediate the association between teacher stress and children’s phonological awareness. The results emphasized the importance
of teachers’ pedagogical well-being and classroom organizational quality for children’s learning motivation.

Alan H. S, et al. (2010) studied the Work Stress of Teachers from Primary and Secondary Schools in Hong Kong. The study comprehensively investigated the occupational health problems among teachers of primary and secondary schools in Hong Kong. A random sample of 6000 teachers was generated from the database of Hong Kong Professional Teachers’ Union (HKPTU) members. A self-administrated questionnaire was designed and mailed to the teachers of primary and secondary schools in Hong Kong. A total of 1,710 questionnaires were returned. Comparing the stress levels expressed by the teachers since one year and five years ago, 91.6% and 97.3% of the responding teachers reported an increase of perceived stress level, respectively. Heavy workload, time pressure, education reforms, external school review, pursuing further education, and managing students’ behavior and learning were the most frequently reported sources of work stress. The four most frequently reported stress management activities were sleeping, talking to neighbors and friends, self-relaxing, and watching television, and the least frequently reported activity was doing more exercises or sports. The researcher opined that the findings of this research could serve as a useful reference for government and related organizations such as the Education and Manpower Bureau and Professional Teachers’ Union when formulating the policies and strategies to help the teachers relieve and cope with their work-related health problems.
Samuel. O. Salami (2011) studied Job Stress and Burnout among Lecturers. The main purpose of this study was to investigate the relationship of job stress, personality and social support to burnout among lecturers in Colleges of Education. The other purpose was to examine the extent to which personality and social support could buffer the negative effects of stress on burnout. Survey methodology was used for this study. Job stress, personality and social support were used to predict emotional exhaustion, depersonalization and personal accomplishment. Findings showed that job stress, personality dimensions and social support jointly and separately predicted dimensions of burnout. Personality and social support interacted with job stress to predict personal accomplishment. Results support the view that, environmental (job stress and social support) and personal factors (personality traits) influenced burnout. The findings implied that interventions designed to improve lecturers’ classroom management skills, social network and assessment of their personality traits may have a positive impact in combating burnout.

Triantoro Safaria, et al. (2011) investigated the role of Leadership Practices on Job Stress among Malay Academic Staff. The study was a survey research with quantitative approach. A total of 124 academic staff participated and answered the questionnaires. The data was analyzed with structural equation model method using Amos 18 program. The result of structural equation modeling suggested that four dimensions of leadership practices showed unique relationship pattern with four dimensions of job
stress. The significant relationship between exogenous and endogenous variables was tested using Structural Equation Modeling (SEM). The result of SEM analysis confirmed three exogenous variables that significantly had relationship with endogenous variables. Those were dimensions of challenging the process with behavioral, emotional, physiological and cognitive stress responses, enabling others to act with emotional stress response, and the last, encouraging the heart with behavioral stress response. Inspiring a shared vision did not have significant relationship with all dimensions of job stress.

GholamReza Jandaghi, et al. (2011) investigated the relationship between job traits and job stress by undertaking a case study of Shahed University staff and professors. The study probed the impacts of job traits on job stress by using Hackman and Oldham job traits model. The relationship between job traits and stress was investigated by two questionnaires related to Job traits and Job stress. Research population in Shahed University viz., 123 subjects, 45 professors and 78 staff members were selected. It was found that there was a positive and significant relationship between job major aspects and job stress of professors while there was an insignificant positive relationship between job major aspects and job stress of other staff.

Jaita Mondal1, et al. (2011) attempted to identify the level of job stress and job satisfaction among teachers in consideration with their gender differences along with age and experiences. Study comprised of randomly selected 69 school teachers from Pokhara, Nepal. Socio economic data of
the subjects were collected by a questionnaire. Modified Teachers Job Satisfaction Questionnaire and Modified Teacher’s Job Stress Questionnaire were applied to identify the Job satisfaction and Job stress of the subjects. Data from acceptable returned questionnaires were analyzed by SPSS 17. It was concluded from the analysis that, the school teachers were partly satisfied and experienced mild to moderate stress from their job. The result was attributed to be the resultant of unfavorable job condition and job types for the school teachers.

Ana Sliskovic and Darja Maslic Sersic (2011) investigated the exposure to stress at work in university teachers and examined if there were differences in work stress between men and women as well as between positions. The study was carried out online and included a representative sample of 1,168 teachers employed at Universities in Croatia. This included all teaching positions: Assistants (50 %), Assistant Professors (18 %), Associate Professors (17 %), and Full Professors (15 %). Fifty-seven percent of the sample were women. The participants answered a questionnaire that measured six groups of stressors: workload, material and technical conditions at work, relationships with colleagues at work, work with students, work organization, and social recognition and status. Women reported greater stress than men. Assistant professors, associate professors, and full professors reported greater stress related to material and technical conditions of work and work organization than assistants, who, in turn, found relationships with colleagues as a greater stressor. Full professors,
reported lower exposure to stress at work than associate professors, assistant professors, and assistants.

Figcn Eres and Tatjana Atanasoska (2011) took up a study to determine the stress level of Turkish and Macedonian teachers living in different socio-cultural and economic situations. The scale used in the study was developed by the researchers themselves. 416 Turkish teachers and 213 Macedonian teachers participated in the study. It was found that Turkish teachers had mild stress levels and Macedonian teachers had moderate stress levels. There was a meaningful difference in the stress level points of Turkish and Macedonian teachers. It was suggested that the policy makers have to analyze the teacher training and assessment system with the assumption that personal and social characteristics and working conditions may have an effect on teacher stress.

Kamran Nazari & Mostafa Emami (2012) investigated the relationship between job stress and job satisfaction in faculty members of recognized public and private universities in the province of Kermanshah. Two questionnaires were adapted in order to acquire the responses from faculty members of recognized public and private universities in the province of Kermanshah. Results indicated that most of the teachers did not perceive occupational stress as a big problem in University environment but they perceived administrative factors as highly contributing factor in job satisfaction. This study identified several moderate to strong correlations between facets of job satisfaction and domains of occupational stress,
especially in the school and information domains. Only one occupational stress domain correlated moderately with general job satisfaction, while four job satisfaction facets correlated moderately with general stress. Supervision and Relationship with the principal correlated most strongly with stress in the university domain. All three variables were concerned with aspects of principal behaviour and leadership style, but with different emphasis. The directions of all correlations were negative, supporting the hypothesis that job satisfaction was negatively related to occupational stress. The multiple regression analyses suggested that all four occupational stress domains were predictors of job satisfaction. However, they were generally not as strong as the organizational communication dimensions in their predictive power. The results indicated that, if the organizational communication variables were not in the regression models, occupational stress, especially school domain and student domain stress, could predict substantial variance in job satisfaction. The results confirmed the findings of earlier studies that established negative associations between job satisfaction and occupational stress.

Amanda. S. Bell, et al. (2012) investigated Job Stress, Wellbeing, Work-Life Balance and Work-Life Conflict among Australian Academics. Drawing on Spillover theory (Zedeck, 1992), the study hypothesized that high levels of perceived job pressure stress and job threat stress would predict increased levels of work-life conflict, and decreased levels of work-life balance. Due to the well-documented relationship between stress and
health, the influence of job stress on wellbeing was also investigated in the sample of academics ($N = 139$). Perceived job stress (threat and pressure-type stressors) was found to be associated with poorer work-life balance, and increased conflict between academics’ work and personal lives. Perceived job threat-type stress made a stronger contribution and was a significant predictor of work-life balance and work-life conflict scores, than perceived job pressure-type stress. Perceived job threat-type stress among academics was also found to be a significant predictor and was associated with poorer well being and increased ill-being, but perceived job pressure-type stress was not found to be related to academics’ well being or ill-being.

Kristen Ferguson, et al. (2012) investigated predictors of anxiety, depression, and job satisfaction in teachers in Northern Ontario. Using data from self-report questionnaires, factor analysis and multiple linear regression were performed to determine which sources of stress predict stress-related symptoms among teachers and to explore job satisfaction as predicted by stress, depression, anxiety, years of teaching experience, gender, grade level assignment and position (part-time vs. full-time). The results indicated that workload and student behavior were significant predictors of depression in teachers. Workload, student behavior, and employment conditions were found to be significant predictors of anxiety. In addition, stress and depression were found to have a significant and negative impact on job satisfaction. Years of teaching experience was a significant and positive predictor of job satisfaction. Anxiety, gender, grade level, and
position were not statistically significant predictors of teacher job satisfaction. These findings implied that efforts made to improve workload, student behavior, and employment conditions may lead to reduced stress among teachers and thus lower levels of depression and anxiety.

Kayastha. D. P. and Kayastha. R (2012) studied influence of Occupational Stress on Job Satisfaction among Teachers with particular reference to Corporate, Higher Secondary School of Nepal. The reliability of both instruments were greater than 0.82. The determinants of job stress that had been examined under this study were role overload, role ambiguity, role conflict, unreasonable group and political pressures, responsibility for person, under participation, powerlessness, poor peer relation, intrinsic impoverishment, low status, strenuous working conditions, and unprofitability. The determinants of job satisfaction that were examined under this study include work, pay, co-workers, supervision, promotion, and job in general. The sample consisted of Government, Private and Public Higher Secondary School teachers of Nepal from Kathmandu and Latitpur District of Nepal. The results showed that there was a significant relationship between Job stressors, job stress and job satisfaction.

Bibi Sultana, et al. (2012) explored the nature and impact of teacher stress in the private schools of Gilgit-Baltistan of Pakistan. Analysis of the stress factors showed that they were inextricably connected with the professional, personal and financial dimensions of teacher life. it was also found that numerous factors were interconnected. Stress factor falling in a
certain dimension (e.g. professional) had implications for the factors falling in the other two dimensions viz., personal and financial and vice versa. The data categorically delineated that the stress factors left various marks on teachers, influencing (often negatively) their morale and motivation and, therefore, impacted their sense of professionalism and classroom performance.

2.3.2 Indian Studies related to Job Stress

Jagdish and Srivastava (1989) conducted a study to examine the relationship between perceived occupational stress stemming from various job dimensions and mental health or psychological well being of the first level supervisors. Perceived occupational stress was assessed with the help of Occupational Stress Index developed and standardized by Srivastava and Singh (1981). The items related to twelve dimensions of job life namely role overload, role ambiguity, role conflict, group and political pressures, responsibility for persons, under participation, powerlessness, poor peer relations, intrinsic impoverishment, low status, strenuous working conditions and unprofitability. The sample studied comprised of 400 first level technical supervisors, randomly selected from various units of Mechanical and Electrical departments of Diesel Locomotive Works in Varanasi (U.P.). The results revealed that occupational stress arising particularly from intrinsic impoverishment, role conflict, role ambiguity and poor peer relations were closely associated with employee’s mental health. It was
observed from the results that the stress stemming from role overload, under participation, strenuous working conditions and unprofitability did not significantly relate to perception of reality – a dimension of mental health.

Manthei (1989) surveyed school counselors in relation to their job-related stress. Results indicated that females reported significantly more stress than males when performing nonprofessional duties. Males reported more stress with respect to financial concern than did females. Older subjects reported less stress than younger subjects. Stressors included role ambiguity, role overload and role conflict.

Menon and Akilesh (1992) examined 128 managers in terms of the stress they experienced. The managers representing personal, marketing, and finance departments, revealed that the stressors identified were not found to be dependent on age, hierarchical level of tenure in the organization. On the other hand, stress was viewed as being functionally dependent which meant that it was dependent on the department to which the manager belongs.

Raju and Madhu (1994) in a study on Organizational level and Role stress examined the influence of organizational level on stress in 457 employees of an Indian Zinc manufacturing company. A Scale of Role Conflict and Role Ambiguity by J. R. Rizzo et al. (1970) was used to obtain data. It was found that subjects at higher organizational levels experienced significantly lower role conflicts and role ambiguity than subjects at lower organizational levels. It was concluded that subjects promoted to higher
organizational levels developed skills to cope with role conflict and role ambiguity and perhaps did not perceive the stressful nature of some events. Significant difference in mean Role conflict and Role ambiguity scores were not observed for middle and lower organizational level subjects.

Mishra (1996) compared the levels of occupational stress and job satisfaction among male and female teachers of higher educational institutions. The study was conducted on a sample of 80 degree college teachers comprising 40 males and 40 females. Results indicated significant differences between male and female teachers on overall stress and overall job satisfaction scores. Stress was found to be correlated negatively and significantly with job satisfaction in both the groups.

Siddegowda Urs and D’souza (2005) aimed at comparing the occupational stress level as experienced by executives, managers, and engineers. The sample consisted of 135 respondents who were white collared employees (69 executives, 42 managers and 24 engineers) exclusively different from blue and green collared employees, who responded on the Occupational Stress Index (Shrivastava and Singh, 1984). The results revealed that executives had highest role overload and strenuous working conditions. Engineers were found to possess the highest role ambiguity, role conflict, unreasonable group and political pressure, under participation, and powerlessness. They scored lowest in low status and overall highest occupational stress. It was concluded that Managers had least strenuous working conditions as compared to executives and engineers.
Ravichandran. R. and Rajendran. R. (2007) examined Perceived Sources of Stress among Teachers. The study attempted to investigate the various sources of stress experienced by higher secondary teachers. A sample of 200 higher secondary teachers was randomly selected. They were administered Teacher’s Stress Inventory developed by Rajendran, which measured eight independent factors of sources of stress. The result of one way ANOVA indicated that the personal variables: sex, age, educational levels, years of teaching experience and types of school, played a significant role in the perception of various sources of stress related to the teaching profession.

Deepti Pathak (2012) examined the relationship between Organizational Role Stress and Job Satisfaction and tested the moderating effect of Perceived Organizational Support on their relationship. A sample of 200 managers belonging to Private Sector Organizations of Delhi/NCR region was selected. Three validated instruments were used in the study. Descriptive statistics, Pearson Product Moment Correlation and Hierarchical regression analysis was used to analyze the data. The results showed that Organizational Role Stress was negatively & significantly related with job satisfaction. Perceived Organizational Support was found to lessen the stress level of the employees, thereby indirectly affecting job satisfaction. In addition, the results of the hierarchical multiple regression analysis supported the moderating effect of Perceived Organizational Support.
with regard to the relationship between organizational role stress & job satisfaction.

Muthuvelayutham. C. and Mohanasundaram H. (2012) took up a study with a focus on finding out the impact of occupational stress among teachers on job satisfaction and job involvement in selected engineering colleges affiliated to Anna University, Trichy. 422 samples were selected out of 2065 teachers for the study using Stratified random sampling technique. Questionnaire was used to collect the data. The data was analyzed using SPSS 14.0 version. It was found that there was a considerable level of impact of stress on job satisfaction and job involvement among teachers.

Maninderjit Singh Pabla (2012) attempted to study the occupational stress amongst teachers of professional colleges in Punjab affiliated to Punjab Technical University, Jalandhar and to recommend suitable interventions to alleviate the occupational stress level. A sample of two hundred teachers had been selected randomly from professional colleges. “The Occupational Stress Index”, developed by Dr. A. K. Srivastava and Dr. A. P. Singh was used for the study. The statistical analysis revealed that there was no significant difference between male and female teachers with respect to occupational stress level; however, there was a significant difference between teachers teaching in the professional colleges located in rural and urban areas and the teachers employed on Ad-hoc and Permanent basis. To reduce the level of occupational stress deliberate efforts had to be
made to enhance job security, accountability, workload, provisions for timely promotions, medical facilities and provisions of perks.

Lokanadha Reddy. G. and Poornima. R. (2012) investigated the occupational stress and the professional burnout of university teachers. The locale of the study was Tamil Nadu and Andhra Pradesh States of South India. The sample of the study was from 9 state universities selected through simple random sampling technique. A five point rating scales to assess the occupational stress and professional burnout of university teachers developed by the investigators was used. The data obtained through the rating scales were analyzed using statistical techniques such as descriptive statistics, Spearman’s correlation and multiple regression. The results revealed that majority (74%) of the university teachers were experiencing moderate and high levels of occupational stress and 86 percent of teachers were found to have professional burnout. The analysis also showed strong support for the hypothesis that there was a positive relationship between the occupational stress and professional burnout of university teachers Stepwise multiple regression analysis showed that the occupational stress had accounted for 7.6 percent of variance to professional burnout.

Beulah Viji Christiana. M and Mahalakshmi. V. (2013) attempted to identify the differences in job-related stress pertaining to employees in the managerial cadre in both public and private sector, based on significant role stressors. Attempts were also made to find out whether there existed any significant relationship between role stress and demographic variables like
age, educational qualification, marital status, and work experience and the stress levels of both public and private sector managers. Survey method was adopted and data was collected from 182 private sector managerial employees and 120 managerial employees in the public sector organizations of Chennai. An occupational role stress scale was used. Convenient sampling method was adopted. It was found that though there was no significant difference in the stress experienced by both the public and private sector managers certain individual stressors such as work experience and educational qualifications yielded differences.

Sunita Bhadoria (2013) investigated the job stress among women teachers working in Government and Private Schools in Gwalior region in M.P. State. The study was carried out on selected 200 women teachers from Government schools and 200 women teachers from Private School. Data was treated by product moment method of co-relation and ‘t’ ratio. The job stress scale by T. R. Paliwal was used. The finding of the study revealed that there was a significant Job stress difference among women teachers working in Government and private school of Gwalior Division in M. P. State. The level of job stress was found to be high among women teachers working in private school as compared to women teachers working in Government schools.

An overview of the related studies reviewed with respect to Quality of Work Life, Work Culture and Job Stress is presented in table No 2. 1.
Table No. 2. 1: Table showing an overview of the related studies reviewed with respect to the variables.

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<th>Sections</th>
<th>Variables</th>
<th>Studies</th>
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It has been found from the review of related literature that the research have been carried out in different contexts and the researchers have conceptualized QWL, WC and JS using different sets of variables. Thus, the absence of a common model to assess and measure QWL, WC and JS is noticeable. The diverse measures used to assess QWL, WC and JS probably indicate the context-specific nature of the concepts.

**Conclusions**

The studies reviewed related to different types of occupations viz., banking, nursing, medicine, industry, and private and public limited companies; in addition to a few relating to teaching profession. The studies reviewed include both Indian and foreign studies.

Studies on Quality of Work Life were found to focus on a number of its dimensions which were considered for finding the job satisfaction of professionals. Most of the dimensions analyzed and studied were amenities at work, participation in decision making, planning and policies, working conditions, supervision and management, communication, career advancement, job safety and security, compensation, recognition and praise, interpersonal relations, job stress, job enrichment, motivation, age, marital status, promotion, salary, application of modern technologies such as computer and other electronic gadgets for information processing and retrieval.

The related literature and studies reviewed on Work Culture were found to identify the factors that bring healthy work culture situations in a
profession. The common and popular dimensions of work culture considered and studied at the work place were malleability, proactiveness, obligation towards others, responsibility seeking and participation. Studies also examined the variables like job involvement, job stress, organizational culture, company culture, social support, extra work, job demands, and locality for ascertaining factors which add to the work culture of the teachers.

The related research studies reviewed on Job Stress identified a number of factors that bring stressful situations in a profession. The common and popular aspects of stress considered and studied at the work place were role overload, role ambiguity, role conflict, group and political pressure, responsibility for persons, under participation, powerlessness, poor peer relations, intrinsic impoverishment, low status, strenuous working conditions, unprofitability, staff-role distance and inter-role distance. Studies also examined the variables like job involvement, gender, job demands for ascertaining factors which add to the occupational stress of the teachers. Role overload was another dimension found causing maximum stress. From the reviewed studies has been clear that lack of personal accomplishment and lack of control over the operations of the schools were closely associated with the burnout of the teachers. Techno stress is considered to be a modern disease of adaptation caused by inability to cope up with new technologies in an effective manner.
Few studies explored the relationship between Quality of Work Life dimensions with Occupational Stress dimensions. They revealed empirical evidences on the relationship between Organizational Roll Stress and Perceived Quality of Work Life.

The review of related studies on Quality of Work Life reveals that most of the research that have been conducted have emphasized on assessing the levels of the Quality of work life and its indicators. A few of them have studied the relevance of personality factors, psychological well being, and broader concepts of happiness and life satisfaction in view of QWL of people working in different sectors.

Most of them have investigated the Quality of Work Life of employees in various other private and public sectors. However studies attempting to study the Quality of Work Life of secondary school teachers in Indian conditions are few. The review of related studies reveals that none of the studies have attempted to study the Quality of Work Life of secondary school teachers in relation to their Work Culture and Job Stress. According to the suggestions of results presented by Staines (1980) and Rousseau (1978) research on work life need to be based on the spheres of jobs to be studied. Consequently the results of findings obtained on quality of work life in other jobs may not be applicable to quality of work life of teachers. Hence this study attempts to bridge this gap in research related to Quality of Work Life, Work Culture and Job Stress of teachers.