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INFLUENCE OF PERSONALITY ON QUALITY OF WORK LIFE OF TEACHERS

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ABSTRACT

Quality of work life is one of an indispensable element which intrinsically motivates an employee to perform better and produce the best. It also enhances commitment and loyalty of individuals in organizations. An attempt is made to find out the influence of personality factors on quality of work life of teachers. 260 school teachers were selected for this purpose and the data was collected through survey method. The quality of work life was assessed using Work-Related Quality of Life scale by Laar and Personality was assessed using NEO- Big five personality questionnaire by Mc.Crae and Costa. The results showed that there is a gender difference in job and career satisfaction, control at work, working conditions as well in the overall quality of work life of teachers. Also, it is found that teachers differ in their quality of work life based on their type of family. Women teachers have displayed higher conscientiousness than men teachers. The agreeableness factor of personality found to have a significant influence on quality of work life of teachers. The findings and implications are presented in this article.

KEYWORDS

Agreeableness, Conscientiousness, Quality of work life.

BACKGROUND

Work life is the vital part of human existence. Our standard of living is based on the work we do. The nature of work boosts one's self-esteem and determines one's life style. A pleasant work life experience cheers individuals to give their best in their work, induces commitment, citizenship behavior, loyalty, etc. Hence, quality of work life is an essential aspect in the world of work. The term quality of work life is defined as employees' satisfaction of different needs, including social needs, need of esteem, need to use skills and so forth (Sirgy et al., 2001). Quality of work life is determined by various factors such as job satisfaction, job stress, organizational identification, organizational involvement and so on (Pascal and Carayon, 2000). Pay, job security, reward system and opportunity for growth have also found to have significant contribution in enhancing the quality of work life (Rossi et al., 2006). Many researchers have identified various organizational and personal factors that influence quality of work life in different work environments. The literature of quality of work life about teachers in the Indian context had little attention and addressed by very few researchers. Bharathi, Umaselvi and Kumar (2011) found that the college teachers experienced unsatisfactory quality of work life but the non-teaching employees in universities found to be satisfied with their quality of work life (Gupta, 2009). At the same time teachers' perception about their quality of work life markedly influences their classroom practices (Patricia et al., 1995). Teachers' quality of work life is strongly associated with their commitment to work and their sense of efficacy (Lousia, 1998). Teachers working in government schools had moderate quality of work life and there is only a moderate relationship between quality of work life and work commitment, stress and satisfaction (Kian-Sam Hong., Kok-Wah Tan., and Suraini Bujang, 2010). These studies clearly indicate the importance of quality of work life of teachers and its correlates.

Earlier it was thought that quality of work life was influenced by work-related factors, later people started realizing that quality of work life also incorporates life satisfaction factors and feeling of well-being (Danna and Griffin, 1999). Though these factors are on the higher side, people working in the same concern experience varied levels of quality of work life. This indicates other than the mentioned factors, there are other factors influencing quality of work life. The personality-job fit theory proposes that a fit between personality type and occupational environment determines job satisfaction and employee turnover. People are attracted towards the organisation that matches their values. If there is a mismatch then they either leave the organization or their performance will not be up to the satisfaction.

One of the important personal variables which influence the social world is human personality. Personality encompasses all characteristics of an individual. It is defined as a dynamic organization, inside the person, of psychological systems that create a person's characteristic pattern of behavior, thoughts and feelings (Carver and Scheier, 2000). Personality remains quite consistent throughout life. The relationship between personality and quality of work life (QWL) was explored in the colleges and universities in Haryana (Nirmala and Manju, 2008). Three dimensions of personality were positively correlated with the QWL. Extroversion was positively related to opportunities to use and develop human capacity. Agreeableness was positively related to social integration in the work force. Conscientiousness was positively related to opportunities to use and develop human capacity, social integration in the work force and constitutionalism in the work organization.

RATIONALE FOR THE STUDY

An individual's personality influences the way one approach and reacts to important life situations. People's abilities to adjust to unattainable goals are associated with good quality of life. Though individuals' performance in job is related to their abilities, their success in job is determined by their personality. It is widely accepted by the personality researchers that the human personality determines the nature of our characteristics behavior, but at the same time the environment also influences the way we behave. Work life is an essential aspect in one's life and hence, it is essential to have a balance between our personality and the work environment. Though same work environment is provided to many employees, some of them experience a good quality of work life while the others do not. These kind of differences should be minimized by the Psychologists, thereby improve the quality of work life of employees at all levels. Personality is the basic determinant of human behavior and hence it is imperative to explore its relationship with quality of work life.

HYPOTHESES

1. Teachers differ in their quality of work life on the basis of gender.
2. Teachers from nuclear and joint family system differ in their quality of work life.
3. Male and female teachers differ in their big five factors of personality.

4. Personality of teachers has significant influence on their quality of working life.

RESEARCH METHOD

The present study adopted survey method. The following tools were used to collect the data.

1. Work-related quality of life scale developed and standardized by Laar (2007): This tool consists of 79 questions answered on a 5-point scale—never, seldom, sometimes, often and always—measuring six factors that interact to explain and predict quality of working life. They are General Well-Being (GWB), Home-Work Interface (HWI), Job and Career Satisfaction (JCS), Control at Work (CAW), Working Conditions (WCS), Stress at Work (SAW).
2. NEO-Big five personality questionnaire by Mc Crae and Costa(1991): This scale consists of 25 statements answered on a 5-point scale. The five factors measured by this scale are extraversion, openness to experience, agreeableness and conscientiousness.

Two hundred and sixty school teachers from Thrissur and Malapuram Districts of Kerala state were selected through stratified random sampling. The above mentioned tools were distributed to the teachers. The instructions were given as per the manual. 't'-test and liner regression were used to analyse the data.

RESULTS AND DISCUSSION

TABLE 1: QUALITY OF WORK LIFE OF SCHOOL TEACHERS ON THE BASIS OF GENDER

Dimensions of Quality of Work Life	Men (N=109)		Women(N=151)		t- value
	Mean	SD	Mean	SD	
General wellbeing(GWB)	5.57	1.39	5.89	1.29	1.52
Home-work interference (HWI)	5.23	1.51	5.48	1.48	1.10
Job & career satisfaction (JCS)	5.61	1.03	6.32	1.35	3.53*
Control at work (CAW)	4.26	2.16	4.95	1.82	2.34*
Working conditions (WCS)	5.08	1.72	5.90	1.60	3.19*
Stress at work (SAW)	5.43	2.12	5.69	1.99	0.83
Work-related quality of life (WRQoL)	5.20	1.12	5.71	1.03	3.10*

*p<0.05

From table 1, it is found that there is a significant gender difference in three dimensions of quality of work life namely, job and career satisfaction, control at workplace and working conditions as well as with overall quality of work life. Women teachers have significantly higher score in all the three dimensions along with the overall quality of work life. This finding is supported by Oshagbemi (2000), who reported that female academics at higher ranks were more satisfied with their jobs than male academics of comparable ranks. Many studies on job satisfaction revealed that female teachers have high level of job satisfaction than male teachers (Ali and Akhtar, 2009; Khan and Ali, 2005; Okpara, Squillace and Erundu, 2005). This difference may be due to different factors in the work, which contribute to job satisfaction among men and women. Women consider teaching job as secure and gains them respect in the society. It is only in the teaching profession they get enough time to spend with their family. A study by Tasmin (2006) claimed that women teachers' job satisfaction is influenced by their work environment, interpersonal relation and supervision of the head teacher, whereas men teachers' job satisfaction is influenced by salary and job security. It is clear from the finding that the social nature of men and women contributes a lot to their expectation and satisfaction.

TABLE 2: QUALITY OF WORK LIFE OF TEACHERS BASED ON THEIR FAMILY TYPE

Dimensions of Quality of Work Life	Joint Family (N=128)		Nuclear Family(N=132)		t- value
	Mean	SD	Mean	SD	
GWB	5.65	1.25	6.00	1.36	2.14*
HWI	5.35	1.32	5.52	1.64	0.93
JCS	6.08	1.23	6.28	1.40	1.20
CAW	4.48	1.85	5.15	1.90	2.87*
WCS	5.49	1.66	5.98	1.62	2.37*
SAW	5.46	2.01	5.81	2.02	1.37
WRQoL	5.42	0.95	5.79	1.14	2.82*

*p< 0.05

From table 2, it is found that there is a significant difference in general wellbeing, control at workplace, working conditions and overall quality of work life based on type of family of the teachers. Teachers from nuclear family experience relatively good psychological and physical health compared to teachers from joint family. In nuclear families normally one can find more time to take care of themselves and their work, whereas in the joint families one has to take care of other family members and responsive for other social roles, which in turn cause many problems at workplace. This may make them to feel that they have no control over things happening to them and generalize the same to the workplace irrespective of whether they are given freedom or not in the work place, hence they have expressed less in control at work place dimension. At the same time teachers from nuclear family decide on things that affect them and thus make effective use of the freedom given to them at the workplace. This would have influenced their feeling about working conditions and thus they feel satisfied about their working conditions. It is understood clearly from the finding that the autonomy enjoyed in the nuclear family setting certainly influences the quality of work life of teachers.

TABLE 3: PERSONALITY OF MALE AND FEMALE TEACHERS

Big5 Personality Factors	Men (N=109)		Women (N=151)		t- value
	Mean	SD	Mean	SD	
Negative emotionality	13.78	3.52	14.53	2.44	1.13
Extraversion	16.89	3.68	16.09	3.14	1.00
Openness to experience	13.78	2.59	12.85	3.06	1.25
Agreeableness	18.73	3.26	18.80	2.49	0.10
Conscientiousness	17.31	3.59	18.86	2.99	2.02*

*p< 0.05

From table 3, it is observed that there is a significant gender difference in conscientiousness construct of personality. It is found that women teachers have high level of conscientiousness than men teachers. This indicates that women teachers are responsible, organized, hardworking, persistent and achievement-oriented when compared to men teachers. This is supported by Rubinstein (2004) and Schmitt, et al., (2008) Weisberg, DeYoung and Hirsh (2011) who reported that women have higher level of conscientiousness than did men. Because of equal access to higher education, knowledge and job opportunities, women might have become more responsible, determined and achievement-oriented than men.

TABLE: 4 INFLUENCE OF PERSONALITY ON THE QUALITY OF WORK LIFE OF TEACHERS

Dependent variable	B	β	t-value	Model summary
GWB	0.138	0.295	4.078*	$R^2=0.073$ $F=4.013$ $P<0.01$
HWI	0.152	0.286	3.945*	$R^2=0.067$ $F=3.636$ $P<0.01$
JCS	0.133	0.281	3.874*	$R^2=0.065$ $F=3.544$ $P<0.01$
CAW	0.187	0.275	3.784*	$R^2=0.064$ $F=3.439$ $P<0.01$
WCS	0.163	0.275	3.794*	$R^2=0.066$ $F=3.580$ $P<0.01$
SAW	0.199	0.276	3.809*	$R^2=0.068$ $F=3.709$ $P<0.01$
WRQoL	0.106	0.281	3.866*	$R^2=0.067$ $F=3.611$ $P<0.01$

* $p < 0.05$ Independent variable: Agreeableness

To find out the influence of big five personality factors on the QWL, regression analyses were performed. Among the big five factors only "agreeableness" factor of personality found to have significant influence on the QWL of teachers (only these values are reported in the table). McCrae and Costa (1991) argued that agreeableness should be related to happiness because agreeable individuals have greater motivation to achieve interpersonal intimacy, which should lead to greater levels of well-being, which in turn may influence their job satisfaction. Agreeable individuals by nature are compliant and rule abiding, therefore, they may perceive work pressures and demands as acceptable and not excessive or stressful. They adjust to the situations and do not demand to have control over situations. They accept the decisions made by the superiors in their workplace and do not complain over the decisions taken. Because of their adjusting nature they are able to balance their personal life and work life. Thus they tend to have high level of quality of work life.

IMPLICATIONS

From the findings of the study it is understood that men teachers are less satisfied with their job, working conditions and experience poor quality of work life. This is a challenge for the administration and permanent damage for the student community. The administration should identify the problems of men teachers and take measures to alleviate them. Teachers from joint family reported poor quality of work life. The administration should think of revising the working time, leave, permission, meeting timings, etc and conduct health related programmes for teachers which would help them to experience a better quality of work life. Regular workshops should be organized for teachers on capacity building and other related programmes thereby teachers can modify their approach towards work. Training programmes should be organized to promote the conscientiousness of teachers which contributes to job performance. It is important for the employers to employ personality assessment while recruiting candidates, so that they can have better candidates who fit with the organization's culture, which in turn result in higher employee satisfaction.

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