

Relationship Between Stress and Quality of Worklife of School Teachers Based on Demographic Variables

Vemuri Swathi¹, Sudhir Reddy²

¹Research Scholar, JNTU, Hyderabad.

²Project Manager, NTMIS, JNTU, Hyderabad

Abstract

The aim of this study is to investigate the differences in stress and QWL based on demographic variables such as gender, experience and the organization type. Questionnaire data was collected through simple random sampling method which is administered to 140 school teachers who are working in government and private organizations. This study revealed that there are no differences in stress and QWL among teachers based on gender and organization type. The study also revealed that there is difference between stress and QWL based on the experiences of the teachers.

Keywords : Stress, QWL, Teachers.

Introduction Stress

Stress at work is a relatively new phenomenon of modern lifestyles. The nature of work has gone through drastic changes over the last century and it is still changing at whirlwind speed. They have touched almost all professions, and teachers are not the exceptions. The phenomenon of work stress of teachers has been receiving increased global attention and concern in recent years. A teacher is a kingpin in the entire system of education. Almost all cultures of the civilized world have considered their teachers in a very high esteem. But now a days teaching has become a very demanding occupation with a lot of stresses for a teacher who has a lot of deadlines to meet. And the health of teacher could be seriously affected by stress. According to Harden (1999) in a study on stress, pressure and burnout in teachers, wrote: "Alarming statements have been issued in the education literature about the growing prevalence of teacher stress and burnout and the adverse effect this has on the learning environment and on the achievement of the educational goals".

Stress is defined as a psycho-physiological process, which results from the interaction of the individual with the environment (Luthans, 1998) and results in disturbances caused to the physiological and social systems, depending upon individual characteristics and psychological processes.

Several studies have been identified the causes of job stress of teachers (Cox et al, 2000).. Ahsan, Abdullah, Gun Fie, & Shah Alam (2009) study found that there is a relationship between home-work interfaces, workload pressure, job role ambiguity, performance pressure with job stress.

Quality of work life

An issue closely related to stress is quality of work life. The concept of quality of work life appeared near the end of the 1960s, encompassing a variety of theoretical concepts that aimed at counter balancing the organizational problems. The success of any educational system depends largely on quality teachers. The strengths and quality of any educational system depends largely upon their teacher's work.

The term Quality of work life(QWL) has different meanings to different people. Employees interpret QWL as more equitable sharing of profits, job security, healthy and human working conditions. It is also referred to as favorableness or unfavorableness of job environment for people working in it and the quality of relationship between employees and the total working environment.

According to Robbins (1989) Quality of work life is defined as, "A process by which an organization responds to employee needs by developing mechanisms to allow them to share fully in making the decisions that design their lives at work." A teacher who enjoys the work and derives satisfaction alone can perform in best manner. The fulfillment of personal needs and goals leads to satisfaction of well being and happiness of teachers. It is the teacher in the classroom who inspires, cultivates and motivates students for learning. A healthy quality of work life is very essential for a teacher to be productive and successful. So, quality of work has become vital to teacher effectiveness and satisfaction in the context of student learning. Researches have proved that a good quality of work life results in the wellness of the faculty and also improves student behavior.

Objectives

- 1.To study the differences in stress and QWL among teachers based on gender.
- 2.To study the differences in stress and QWL among teachers based on experience.
- 3.To study the differences in stress and QWL among teachers based on organization type.

Hypothesis

- Ho1:** There exists no significant relation in stress and QWL among teachers based on gender.
Ho2 :There exists no significant relation in stress and QWL among teachers based on the experience.
Ho3 :There exists no significant relation in stress and QWL among teachers based on the organization type.

Methodology

The study conducted was both exploratory as well as descriptive in nature as it was data based, as such; findings and conclusions are drawn on the information collected through questionnaires. Essential information pertinent to the study was collected through self-constructed questionnaires .Simple random sampling method was

employed for sample collection incorporating convenient method. The sample size was 140 school teachers. The study consisted of two questionnaires. Stress and QWL . Each questionnaire has a scale of seven factors . For stress the factors are Work Family Conflict, Personal Inadequacy, Work Overload, Role Ambiguity, Role Conflict, Adoption of new Technology and Role Bounded ness. And the factors of QWL are Economic Benefits, Physical Working conditions, Supervisory Relationship, Intra-group Relation, Employee Commitment and Organizational Climate. The scale comprises of 21 items. The respondents answered each item as 1,2,3,4,5 depending on the item’s applicability to their organizational role. The data was analyzed using mean, standard deviation, one way ANOVA and t-test.

Results and Discussion

Ho1: Independent t-tests were carried out to study the impact of stress and QWL on teachers based on gender. t-test for stress and QWL.

Table 1:

Variables	N	Male		Female		t-val	Df	p-val
		Mean	SD	Mean	SD			
Stress	140	86.25	50.25	90.99	78.93	-0.445	138	1.977
QWL	140	74.04	68.97	76.54	68.25	-0.342	138	1.623

Significance at 0.05 level

The analysis of data reveal that the mean values of stress on female employees exceeds the male employees. This indicates that female teachers are facing more stress than the male teachers. In addition to QWL the mean of female teachers is less than the male teachers. In both the cases calculated t-value is less than the p-value, signifying that the hypothesis is accepted. That means that

there exists no difference in stress and QWL among teachers based on the gender.
Ho2:Differences in stress and QWL among teachers based on experience. The respondents were classified on three groups based at an interval of 5. One way Anova is carried out to calculate the differences based on experience of the teachers.

Table 2:

Variables	Sources	SS	Df	MS	F	Sig
Stress	Between groups	275.747	2	137.87	16.27	5.23
	Within groups	1167.786	136	8.46		
	Total	1443.53	138			
QWL	Between groups	248.468	2	124.23	17.13	6.34
	Within groups	986.654	136	7.25		
	Total	1235.122	138			

One way ANOVA is carried to determine the relation between in stress and QWL among teachers based on experience. In both the cases as per the analysis the

calculated F-value is greater than the critical value , signifying that the hypothesis is rejected. That means there exists a significant relation between stress and QWL based on the experience.

Table 3:

Variables	N	Government School		Private School		Df	t-val	p-val
		Mean	SD	Mean	SD			
Stress	140	91.41	64.23	92.96	67.8	138	2.342	17.32
QWL	140	72.26	67.82	70.33	61.53	138	4.193	16.24

t-test to determine the relation in stress, QWL based on organization type.

Significance at 0.05 level

An analysis of stress and QWL among government and private school teachers reveal that the mean of private school teachers is little bit more than the government school teachers in case of stress. In addition, the mean of QWL in government school teachers is little bit more than the private school teachers. And in the both cases the calculated t value is less than the p value, signifying that the hypothesis is accepted, which states that there exists no significant relation in stress and in QWL among teachers based on organization type.

Conclusion

This study showed that the female teachers and the private teachers are under more stress. And the quality of work life of female teachers and government teachers is little bit more than the male teachers and to private school teachers. Management should involve the teachers in decision making process in the school. So the management can concentrate on the teachers problems and can adopt innovative steps to reduce stress among teachers .As per the analysis female teachers are facing more stress so management have to implement a favorable policy towards female teachers.

Teachers must also be given more opportunities to develop their teaching skills and they should be provided with constructive feedbacks about their teaching and learning practices. With the improvement of teaching and work life quality of teachers could result in higher commitment among teachers. And this action would ensure that students will benefit from better classroom teaching.

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