



ISSN Print: 2394-7500
ISSN Online: 2394-5869
Impact Factor (RJIF): 8.4
IJAR 2024; 10(8): 108-110
www.allresearchjournal.com
Received: 02-06-2024
Accepted: 08-07-2024

Dr. C Sangeetha
Vice Principal, St. Peter's
Nursing College and Research
Institute, Krishnagiri, Tamil
Nadu, India

Bincy Mathew
MSc (N), Former Associate
professor, Narayana
Hrudayalaya College of
Nursing, Bangalore,
Karnataka, India

Corresponding Author:
Dr. C Sangeetha
Vice Principal, St. Peter's
Nursing College and Research
Institute, Krishnagiri, Tamil
Nadu, India

Descriptive study to assess the quality of life among school teachers at selected urban school at Bangalore

Dr. C Sangeetha and Bincy Mathew

DOI: <https://doi.org/10.22271/allresearch.2024.v10.i8b.11935>

Abstract

In Recent years, Human health is broadened to wellbeing. Quality of life is an individual's subjective perception of happiness and standard of living conditions. Globally teaching is considered one of the most respected professions. Teachers are considered as second parent in the society who bring wonders in students' achievements. Understanding and investigating Teachers' quality of life will improve the positive learning environment in the education institutions. Trustworthy, responsible, and greatest catalyst on student achievement and considered as the great assets to educational institutions. A descriptive study was conducted to evaluate the quality of life among 119 urban schoolteachers. The objective of the study was to assess quality of life and to find association between selected demographic variables and quality of life among schoolteachers. The standardized WHO quality of life bref questionnaire was used to obtain data. The results revealed that most of the teachers (67.7%) showed moderate and 26.1% have been reported low level of quality of life, only 4.2% of teachers were showed high level of quality of life. There was significant correlation revealed with general health and quality of life and there was significant association found between physical health with type of family and teaching experience $p < 0.01$. The comprehensive results of this study revealed that schoolteachers have moderate level of quality of life and the domains of quality of life was more related to their work life.

Keywords: Urban school, school teachers, quality of life

Introduction

Background of the study

Everyone is aware that today's youth will become tomorrow's leaders. Education is the key component for the individual and nation growth. The teachers are pivotal in facilitating education, knowledge, technological advancement and enriching the national culture ^[1]. In recent scenario, the term quality of life spotlighted in many studies. Teachers are the most important strength and backbone of educational institutions. Individual life is moving from basic life to living quality. Teaching is helping profession. People in helping profession are adapted to assist and serve others for greater good, since their own wellbeing may endure ^[2]. Teachers experience personal interaction with students and provide emotional and the behavioural support to student throughout the day makes themselves fatigue and their professional quality of life is depleted. Hence their own wellbeing and health are neglected. The personal and professional quality of life conditions of teachers need to be lifted highly to meet emerging needs of educational institution. Teachers act as a career reformer and national builder by transmitting new knowledge, imparting new skill, and inculcating new values which ultimately lead to sustainable development of nation.

Statement of the problem

Descriptive study on quality of life among schoolteachers at selected urban school at Bangalore.

Objectives

1. To evaluate the Quality of life among schoolteachers
2. To associate the Quality of life with selected background variables

Materials and Method

The non-experimental descriptive design was adopted for the study. The study was conducted at selected school at Bangalore. A formal permission was obtained, and Individual consent was obtained from the participants. There were one hundred and twenty-five teachers were selected using convenient sampling technique. one hundred and nineteen participants completed the questionnaire. Data collected using Standardised WHO Bref Quality of Life Questionnaire consisted of 26 five-point scale including four domains physical, psychological social and environmental and general quality of life. Each participants took 30 minutes to complete the questionnaire. The data analysed and interpreted for 119 study participants. The quality of life bref questionnaire consists of 26 five point Likert scale Quality of Life Questionnaire (WHOQOL-Bref). The factor structure of the WHOQOL-Bref consists of four domains - physical, psychological, social, and environmental - and a general factor (general quality of life). The physical domain refers to organic health aspects, collecting information about pain and discomfort, energy and fatigue, mobility rest and sleep etc. The psychological domain relates to positive affect, memory, concentration, self-esteem, body image and appearance. The social domain investigates interpersonal relations and social support networks. The environmental domain addresses questions related to physical safety and protection, financial resources, transportation, housing, among others. The general factor is a measure that covers satisfaction with health and quality of life. The instrument consists of 26 five-point Likert-style items in four distinct measures: intensity (nothing / extremely), ability (nothing / completely), frequency (never/always) and evaluation (very dissatisfied / very satisfied; very bad/very good) [3, 4].

Results

Totally 119 teachers returned their questionnaire, and the data was analysed. The socio demographic profile of present study revealed that majority 90% of participants were female teachers. Regarding age group 33.6% belonged to 40 years, 24.4%, 20.2% of participants were belonged to age group between 36-40 years and 31-35 years respectively with predominance of female participants, (90%) Most of them 79% were completed their post-graduation. 94.1% of study participants were married 86% had more than 2 children. And 72.3% were from nuclear family. 70.6 % of participants had annual income above 5 lakhs. Only 26.9% of female participants were supported by their parents and spouse. Majority 44.55 of teachers had 5-10 years of teaching experience, 26.9% had 1-5 years and 19.3% had more than 15 years of teaching experiences.

The teachers have moderate levels quality of life in terms of psychological, social, and environmental aspects whereas their physical demonstrated as low level of quality of life.

Figure 1 depicts the mean score of quality of life revealed in relation to physical domain (51.39 ± 11.33), psychological domain (58.55 ± 12.04), Social (61.61 ± 18.57) and Environmental domain (57.19 ± 11.81), and over all General health (57.19 ± 11.81), demonstrated moderate quality of life among schoolteachers. Hence the teachers reported low physical health related to energy, pain, and discomfort than the aspects of social interaction and support.

Table 1. Depicts that There was significant correlation revealed between quality of life with all the domains of physical, psychological, and social quality of life at $p < 0.01$ level.

There was significant association found between physical health with teaching experience $p < 0.01$. Also, there was association seen in relation to nuclear family type with physical and environmental domains of quality of life at $p < 0.01$.

Discussion

A study conducted on meaning of life psychological and QOL teacher's descriptive statistics demonstrated that 17.4% scored low on the physical domain; 18.4% on the psychological domain; 16.6% on the social domain and 13.2% on the environmental domain. For general quality of life this percentage increased to 20.3% [5], which is consistent in present study results showed lower in physical and increased in general of quality of life.

A study conducted on relationship between teachers' psychological wellbeing and their quality of schoolwork life. The study results evidenced that teachers reported their level of Quality of School Work Life moderately and measured their level of Psychological Well-being relatively higher [6]. These study findings were consisted with current study results.

Another study conducted on Assessment of Quality of Life of the Teachers in Girl's High School Compared to General Population in Iran, The study findings showed that There was a positive association between teaching experience, marital status with mental health and total physical health respectively at ($p < 0.05$) [7].

The study found that the year of study was confirmed as an important indicator of QOL in medical students ($p < 0.05$). The scores of different specialties are significantly different in the psychological health and social relations domains. Students from clinical medicine had higher scores in the psychological health and social relations domains ($p < 0.05$). Gender, interest in study, confidence in career development and physical exercise influenced the QOL of medical students in different domains [8].

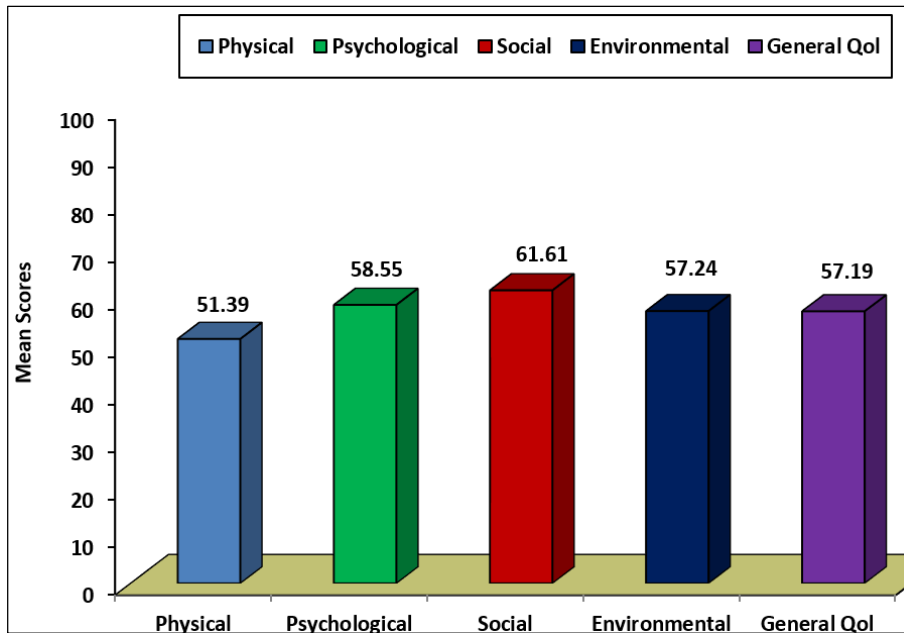


Fig 1: Assessment of mean and standard deviation of quality of life among school teachers at selected urban school

Table 1: Correlation coefficients in two overall questions and four domains of Quality of life.

N = 119

		Q1	Q2	Physical	Psychological	Social	Environmental
Q1	Pearson Correlation	1	.414**	.399**	.375**	.389**	.316**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
Q2	Pearson Correlation		1	.266**	.166	.206*	.346**
	Sig. (2-tailed)			.004	.073	.026	.000
Physical	Pearson Correlation			1	.607**	.554**	.615**
	Sig. (2-tailed)				.000	.000	.000
Psychological	Pearson Correlation				1	.562**	.660**
	Sig. (2-tailed)					.000	.000
Social	Pearson Correlation					1	.653**
	Sig. (2-tailed)						.000
Environmental	Pearson Correlation						1
	Sig. (2-tailed)						

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed)

Conclusion

Every student deserves for quality education, and teachers are facilitating positive learning environment. The current study showed that teachers have moderate quality of life. There was low in quality found in physical domain. Meeting needs of the teachers and improving their working conditions may enhance the quality of life to higher.

Conflict of interest: Nil.

References

1. Sruthimol KS. Quality of work life among teachers of government and private aided colleges. *J Emerging Tech Innov Res.* 2019;6(1):562-568. Available from: www.jetir.org.
2. Hunger MB, Morosini MC, Stobaus CD. Teacher quality of life: Perspectives about their welfare. *Creat. Educ.* 2016;7:1796-1805.
3. Gomez K. Elementary teachers’ self-perceptions of professional quality of life [dissertation]. Omaha: University of Nebraska at Omaha; c2010.
4. WHOQOL Group. WHOQOL-BREF: introduction, administration, scoring, and generic version of the

assessment. Geneva: World Health Organization; c1996.

5. Damasio BF, Melo RL, Silva JP. Meaning in life, psychological well-being and quality of life in teachers. *Paideia (Ribeirao Preto).* 2013;23:73-82.
6. Ilgan A, Ozu-Cengiz O, Ata A, Akram M. The relationship between teachers’ psychological well-being and their quality of school work life. *J Happiness Well-Being.* 2015;3(2):159-181.
7. Dabiran S, Khajehnasiri F, Varzdar F, Beheshti MH. Assessment of quality of life of the teachers in girl’s high school compared to general population in Iran. *Ann Med Health Sci. Res.,* 2018, 8(3).
8. Susoliakova O, Smejkalova J, Paprsteinova M, Hodacova L, Cermakova E. Influence of profession on teachers’ quality of life. In: Juszczak S, editor. *Quality of life;* c2013. p. 223-228.
9. Heng PH, Sahrani R, Silalahi N. Description of the quality of life of teachers for special needs students during the pandemic of COVID-19. In: *Proceedings of the International Conference on Economics, Business, Social, and Humanities (ICEBSH 2021);* c2021 Aug 8. p. 1224-1231.