

Relationship Between Occupational Stress and Quality of Work Life of Government Teacher

Dr Sushma Shrivastava¹, Kiran Rai², Dr Neema S Balan³

^{1,3}Department of Education, GD Rungta College of Science and Technology, Bhilai, Chhattisgarh

²Department of Education, Kalyan PG college, Bhilai, Chhattisgarh

ABSTRACT

In summary, the relationship between occupational stress and the quality of work life of government teachers is complex and multifaceted. Addressing stressors and enhancing the work environment can significantly impact educators' job satisfaction, well-being, and ultimately, the quality of education provided to students. Effective strategies require collaboration between educational institutions, policymakers, and individual educators to create supportive and fulfilling teaching environments.

Occupational Stress:

1. Sources of Stress:

- **Workload:** Heavy teaching loads, administrative tasks, and extra responsibilities can lead to stress.
- **Role Ambiguity:** Unclear job expectations and conflicting roles.
- **Lack of Resources:** Inadequate facilities, teaching materials, and support staff.
- **Student Behavior:** Managing disruptive behavior and academic challenges.
- **Job Security:** Uncertainty about promotions, transfers, or contract renewals.

2. Impact of Stress:

- **Physical Health:** Increased risk of health problems like hypertension, fatigue, and burnout.
- **Mental Well-being:** Anxiety, depression, and emotional exhaustion.
- **Job Satisfaction:** Decreased morale and motivation.
- **Performance:** Reduced productivity and effectiveness in teaching.

Quality of Work Life:

1. Elements of Quality of Work Life:

- **Work Environment:** Safe, supportive, and conducive to professional growth.
- **Job Satisfaction:** Fulfillment, pride, and engagement in teaching.
- **Work-Life Balance:** Flexibility in work hours, manageable workload.
- **Career Development:** Opportunities for growth, training, and skill enhancement.
- **Interpersonal Relationships:** Positive interactions with colleagues, supervisors, and students.

2. Impact on Teaching Performance:

- **Job Engagement:** Higher quality teaching, commitment, and enthusiasm.
- **Innovation and Creativity:** Ability to experiment with teaching methods.

- **Student Relationships:** Better student-teacher interactions and academic outcomes.
- **Retention:** Higher retention rates of experienced and effective teachers.

Relationship Between Stress and Quality of Work Life:

Negative Impact:

- **Reduced Quality of Work Life:** High stress levels can erode job satisfaction and overall well-being.
- **Decreased Performance:** Burnout and stress can lead to poorer teaching quality and less effective classroom management.
- **High Turnover Rates:** Stressful work environments contribute to teacher attrition.

Positive Impact:

- **Supportive Environments:** Institutions that address occupational stress can improve teachers' quality of work life.
- **Well-being Initiatives:** Stress management programs, professional development, and peer support can enhance job satisfaction and retention.

Interventions and Recommendations:

1. Institutional Support:

- **Training Programs:** Educators can benefit from stress management workshops and skill enhancement sessions.
- **Resource Allocation:** Providing adequate teaching resources and facilities.
- **Workload Management:** Balancing responsibilities and optimizing teaching hours.
- **Recognition and Rewards:** Acknowledging teachers' efforts and achievements.

2. Personal Coping Strategies:

- **Self-care:** Encouraging teachers to prioritize their well-being through exercise, mindfulness, and hobbies.
- **Work-Life Balance:** Setting boundaries between work and personal life.

It is obvious that people have to work so that they are for their own living along with a support to the family. There is individual difference and people are with different psychological characteristics, so is the case with the world of work where different jobs have different demands in terms of the nature of work which can be accomplished only through certain characteristic of the person. The demands of the job and characteristics of the individual should have an adequate balance so that the individual is able to work according to his optimize ability. Searching is profession within teaching is focused on the knowledge of all thing, so they may attain maintain or knowledge of each subject and quality of life. Teacher may be differentiated from other health care working collaboratively family and other school team members that process on improve quality of life. Quao Griy Liejjan and Hujie(2011) found that a number of significant correlation were found among demograohic characteristics sources of occupational stress , and psychological well-being. Role transition is often different when an individual comes to a new environment and is given new responsibility and expectations. Occupational stress, quality of work life are interrelated and it is often seen that thing affect each other, less occupational stress increases quality of work life. In the present research work relationship among the two variables is being studied of male and female teacher in government school. The

findings will be help to consellorsand guidance workers, so that there is less occupational stress and the teacher are in a position to have improved work life.

Variable –

- a. Occupational stress(OS)
- b. Quality of work life(QWL)

Objectives –

- a. To study correlation between occupational stresses, and quality of work life of male government teachers.
- b. To study correlation between occupational stresses, and quality of work life of female government teachers.

Hypothesis –

- a. There is no significant correlation between occupational stress and quality of work life of government male teacher.
- b. There is no significant correlation between occupational stress and quality of work life of government female teacher.

Sample – Government school teachers as shown below were selected for study randomly.

Group	N
Male	25
Female	25
Total	25

Tools

- 1. Occupational stress index **Dr. A. k. Srivastava and Dr. A. P. Singh.**
- 2. Quality of work life scale – **Santosh dhar, Upinder Dhar**

Method

Survey method was adopted for this study. Data was collected by administrating the scale/ tests on the sample and by statistical analysis of data conclusion were drawn.

Analysis

The analysis and discussion of results is presented below.

Table 01: The results of correlations between variables of government male teachers-

Variable	N	R	P - value
OS – QWL	25	+0.08	>0.05
QWL-OS	25	-0.27	>0.05

Degree of freedom = 23 sig at 0.05 level is 0.38 sig. at 0.01 level is 0.48

The result of correlations between the variable occupational stress and quality of work life show that for government male teacher the correlation are statistically insignificant.

Table 02: The results of correlations between variables of government female teachers

Variables	N	R	P-level
OS – QWL	25	+0.23	>0.05
QWL – OS	25	+0.28	>0.05

The result of correlations between variables of female government teacher shown that there is insignificant correlation between occupational stress and quality of work life. From the above result it is clear that for both male and female teacher in government school the correlation and female teacher in government school the correlation between the variable are insignificant. It is significant to mention that while in duty they forget about occupational stress in relation to quality of work life. The work life is basically in relation to taking optimal care of the student as such no relation between the variable seem obvious. In this regard the research shows has Qiao Griyuan, Lisitian and Hugie (2011) show significant correlation were found among demograph characteristics Source of teacher stress coping. Negative predictors of Psychological well-being were denial coping strategy and work place stressor, role transition is often difficult when an individual comes to a new environment and is given new responsibility and expectation.

Conclusions:

1. There is no significant correlation between occupational stress and quality of world life of government female teachers.
2. There is no significant correlation between occupational stress and quality of world life of government female teachers.

References

1. ShridevilDr. C. K. Hebbar?, 2021,Occupational Stress Among Teachers –A Literature Review.
2. Vaishalee Bhriugu, Shweta Dubey, Banasthali Vidyapith, Jyoti Singh, A Study OfOccupational Stress Among School Teachers Of Rudrapur City, Uttarakhand.
3. Rajubhai M. Rana a Comparative Study of Job Stress of Government and PrivateEmployees Assistant Professor (Psychology) Government Arts & CommerceCollege, Jafrabad Gujarat (India) (2014).
4. Sunbul Naeem Cheema, Muhammad Naeem Sadiq Cheema & Nazia Parveen Gill, 2021,Occupational Stress and its Outcomes: The Mediating Role of Emotional Intelligence among Employee.
5. Urmilaben, Manubhail & Dr. Vaghela2.(2015),Job Involvement and Occupational Stress amongFemale and Male Government Employees.
6. Rajubhai m. Rana, 2014, A Comparative Study of Job Stress of Governmentand.
7. International Labor Organization (ILO) Workplace Stress(2016): A CollectiveChallenge. International Labor Office; Genève, Switzerland.

8. Kahn R., Byosiere P. Stress in Organizations. In: Dunnette M., Hough 1...editors. Handbook of Industrial and Organizational Psychology. 2nd ed. Volume Consulting Psychologists.
9. Murtaza M., Ilzam E.M., Muniandy R.K., Hashmi M.I., Sharifa A.M., Nang M.K. Causes and Prevention of Occupational Stress. J. Dent.
10. Colligan T.W., Higgins E.M. Workplace Stress Etiology and Consequences. J Workplace Behav. Health.
11. Kuper H., Marmot M. Job strain, job demands, decision latitude, and risk of coronary heart disease within the Whitehall II study. J. Epidemiol.
12. Dollard M.F., Bakker A.B. Psychosocial safety climate as a precursor to conducive work environments, psychological health problems, and employee engagement.
13. Idris M.A., Dollard M.F. Psychosocial safety climate, emotional demands, burnout, and depression: A longitudinal multilevel study in the Malaysian private sector.
14. National Institute for Occupational Safety and Health (NIOSH) The Changing Organization of Work and the Safety and Health of Working People: Knowledge Gaps and Research Directions. DHHS Publication No. 2002-116; U.S. Government Printing: Washington, DC, USA: 2002.