

TEACHERS QUALITY OF LIFE PROFESSIONAL QUALITY OF LIFE AND PERSONAL QUALITY OF LIFE

Dr GNANADEVAN R. ** & C. PUSHPA RANI*

** Professor, Department of Education, Annamalai University.

* Research Scholar, Department of Education, Annamalai University.

ABSTRACT

The Kothari Commission rightly referred to teachers as national builders. The all-round development of the students is influenced by the teachers. The study has been conducted to investigate the levels of Professional Quality of life and Personal Quality of life of Teachers'. It also examines the relationship between the Professional Quality of life and Personal Quality of life of the Teachers. The study was made on a random sample of 622 Teachers in and around Pondichery District. The tools used in the study were the Professional Quality of life scale and Personal Quality of life scale constructed by the investigator. The study reveals the fact that the level of Professional Quality of life and Personal Quality of life at moderate levels. Further, it is noted that there is negligible correlation between Professional Quality of life and Personal Quality of life among Teachers.

Introduction

The teacher in ancient India was not mere imparter of knowledge but guide to knowledge- seeking. He was a preacher, a healer and an adviser to the ruler. This teacher known as 'GURU' was one who has developed personally and professionally through years of experience earned hard on his own. Such a teacher could not just be trained, but had to develop on his own.

The quantitative expansion and qualitative improvement of school education has raised problems of selection of right type of teachers and enriching programmes of teacher preparation. Fundamentally the success of education does not depend either on the definition of aims, statement of objectives or discussion of the subject values but on the professional preparation of teachers.

QUALITY OF TEACHERS LIFE

Among the greatest of all services that can be rendered by men to Almighty God, is the education and training of children, so that they can foster by grace in the way of salvation, growing like pearls of divine bounty in the shell of education and will be one day the jewel in the crown of abiding glory.

Henry Von Dyke has said about teachers and teaching “Ah! There you have the worst paid and the best rewarded of vocations. Do not enter it unless you love it. For the vast majority of men and women it has no promise of wealth and fame, but they to whom it is dear for its own sake are among the nobility of mankind. I sing the praise of the unknown teacher, king of himself and leader of the mankind,” This, we may say is the philosophical meaning of teaching, but is very relevant and meaning also.

The teacher is the yardstick that measures the achievements and aspirations of the nation. The worth and potentialities of a country get evaluated in and through the work of the teacher, “The people of a country are the enlarged replica of their teacher.” They are the real nation builders.

Professional Quality of Life

Professional Quality of Life refers to the quality one feels in relation to their work as a teacher. Both the positive and negative aspects of doing one's job influence ones professional quality of life. People who work in teaching professions are responsible to students, community and nation.

Personal Quality of Life

Personal Quality of Life refers to the teachers feeling in relation to their personal life. Mental, Social, Emotional, Family, Financial and Physical Health factors contributes lot in the personal quality of teachers' life.

Objective of the study

- To study the level of Professional Quality of life of Teachers.
- To study the level of Personal Quality of life of Teachers.
- To study the significance of the difference between male and female respect to Professional Quality of life of Teachers.
- To study the significance of the difference between Graduate Assistant and Post Graduate Assistant respect to Professional Quality of life of Teachers.
- To study the significance of the difference between male and female respect to Personal Quality of life of Teachers.
- To study the significance of the difference between Graduate Assistant and Post Graduate Assistant respect to Personal Quality of life of teachers.

Hypothesis of the study

- The level of Professional Quality of life of Teachers is average.
- The level of Personal Quality of life of Teachers is average.
- There is no significance of the difference between male and female respect to Professional Quality of life of Teachers.
- There is no significance of the difference between Graduate Assistant and Post Graduate Assistant respect to Professional Quality of life of Teachers.
- There is no significance of the difference between male and female respect to Personal Quality of life of Teachers.
- There is no significance of the difference between Graduate Assistant and Post Graduate Assistant respect to Personal Quality of life of Teachers.

Methodology

In the present study, the investigator adopted the normative survey method. The normative survey method describes and interprets what exists at present.

Sample

Population of the present study was Higher Secondary School Teachers in and around Pondichery district. The data were collected from 622 teachers drawn from 32 schools at random. The sample was drawn at random. The sample was selected by using simple random sampling technique. The sample forms a representative sample of the entire population. Proportionate weightage was given to various sub-samples. The distribution of sample is given in table 1.

Tool used

Professional Quality of life and Personal Quality of life tool was constructed and standardized by the investigator (2019).

Statistical Techniques used

For the analysis of the data, the following statistical techniques had been used.

Descriptive analysis

Measures of central tendency (Mean)

Measures of variability (standard deviation)

Table - 1

Distribution of sample used in the study

Sl. No.	Variable	Sample	N
1	Gender	Male	406
		Female	216
2	Designation	Graduate Assistant	472
		Postgraduate Assistant	150
3	Entire Sample		622

The Mean and Standard Deviation were calculated for the Teachers' Professional Quality of Life and its dimensions with respect to the entire sample. The results of the same are summarized in the Table 2

TABLE 2

Mean and Standard Deviation for the Scores on Teachers' Professional Quality of Life and its Dimensions with respect to Entire Sample

Variables	Mean	Standard Deviation	Percentage
Attitude Towards Job	38.87	5.78	80.98
Organization Environment	36.19	6.80	75.40
Opportunities	37.98	5.94	79.13
Job Stress	33.70	7.75	70.21
Job Satisfaction	37.45	6.42	78.02
Carrier Prospects	31.00	8.17	64.58
Burnout	34.06	7.15	70.95
Overall Professional Quality of Life	249.24	32.93	74.18

The perusal of Table 2 reveals that the Mean and Standard Deviation of the Overall Professional Quality of Life were 249.24 (74.18%) and 32.93 respectively. Thus the Professional Quality of Life is found to be high for the teachers. The mean score percentage was high for the dimension Attitude Towards Job (80.98%) and the same was low for the dimension Carrier Prospects (64.58%).

Teachers' Personal Quality of Life with respect to Entire Sample

The Mean and Standard Deviation were calculated for the Teachers' Personal Quality of Life and its dimensions with respect to the entire sample. The results of the same are summarized in the Table 3

TABLE 3

Mean and Standard Deviation for the Scores on Teachers' Personal Quality of Life and its Dimensions with respect to Entire Sample

Variables	Mean	Standard Deviation	Percentage
Mental	60.77	7.96	75.96
Social	58.68	7.91	74.35
Family	59.63	9.65	74.54
Financial	54.83	10.35	68.54
Emotional	55.38	11.14	69.23
Physical Health	57.98	11.24	72.48
Overall Personal Quality of Life	347.27	46.32	72.35

The perusal of Table 3 reveals that the Mean and Standard Deviation of the Overall Personal Quality of Life were 347.27 (72.35%) and 46.32 respectively. Thus, the Personal Quality of Life is found to be high for the teachers. The mean score percentage was high for the dimension Mental (75.96%) and the same was low for the dimension Financial (68.54%).

Differential Analysis

Teachers' Professional Quality of Life with respect to Gender

The Mean, Standard Deviation and t-values were calculated for the scores on Teachers' Professional Quality of Life with respect to Gender and the same are given in the Table 4

TABLE 4

Mean, Standard Deviation and T-Values for the Scores on Teachers' Professional Quality of Life with respect to Gender

Variables	Male		Female		t-value	Level of Significance
	Mean	SD	Mean	SD		
Attitude Towards Job	38.57	6.12	39.44	5.08	1.34	P > 0.05
Organization Environment	35.83	7.01	36.86	6.36	1.32	P > 0.05
Opportunities	37.68	6.08	38.54	5.65	1.23	P > 0.05
Job Stress	33.87	7.37	33.40	8.44	0.49	P > 0.05
Job Satisfaction	37.66	6.15	37.03	6.92	0.79	P > 0.05
Carrier Prospects	30.70	8.20	31.56	8.11	0.88	P > 0.05
Burnout	34.14	6.86	33.90	7.69	0.28	P > 0.05
Overall Professional Quality of Life	248.45	32.23	250.72	34.30	0.57	P > 0.05

The mean score for the Overall Professional Quality of Life is more for Female teachers (250.72) than Male teachers (248.45). The t-values calculated for the Overall Professional Quality of Life and its dimensions however reveal that there is no significant difference between Male and Female teachers with respect to their Professional Quality of Life and its dimensions.

Teachers' Professional Quality of Life With Respect To Designation

The Mean, Standard Deviation and t-values were calculated for the scores on Teachers' Professional Quality of Life with respect to Designation and the same are given in the Table 5.

TABLE 5

**Mean, Standard Deviation and t-Values for the Scores on Teachers'
Professional Quality of Life With Respect to Designation**

Variables	Graduate Teachers		Postgraduate Teachers		t-value	Level of Significance
	Mean	SD	Mean	SD		
Attitude Towards Job	38.84	6.01	38.97	5.04	0.19	P > 0.05
Organization Environment	36.25	7.08	35.97	5.87	0.34	P > 0.05
Opportunities	37.94	6.12	38.11	5.38	0.23	P > 0.05
Job Stress	33.75	7.81	33.57	7.60	0.17	P > 0.05
Job Satisfaction	37.44	6.53	37.48	6.10	0.05	P > 0.05
Carrier Prospects	30.36	7.99	32.99	8.44	2.37	P < 0.05
Burnout	34.03	7.15	34.15	7.19	0.12	P > 0.05
Overall Professional Quality of Life	248.61	33.60	251.24	30.83	0.63	P > 0.05

The mean score for the Overall Professional Quality of Life is more for Graduates (251.24) than Postgraduates teachers (248.61). The t-values calculated for the Overall Professional Quality of Life and its dimensions however reveal that there is no significant difference between Graduate and Postgraduate teachers with respect to their Professional Quality of Life and its dimensions except Carrier Prospects where they differed significantly at 0.05 level.

Teachers' Personal Quality Of Life With Respect To Gender

The Mean, Standard Deviation and t-values were calculated for the scores on Teachers' Personal Quality of Life with respect to Gender and the same are given in the Table 6

TABLE 6

**Mean, Standard Deviation and T-Values for the scores on Teachers'
Personal Quality of Life with respect to Gender**

Variables	Male		Female		t-value	Level of Significance
	Mean	SD	Mean	SD		
Mental	60.74	7.86	60.82	8.17	0.09	P > 0.05
Social	58.75	8.28	58.56	7.21	0.20	P > 0.05
Family	59.71	9.39	59.48	10.16	0.20	P > 0.05
Financial	54.15	10.22	56.10	10.51	1.58	P > 0.05
Emotional	55.41	10.26	55.31	12.67	0.07	P > 0.05
Physical Health	58.23	11.16	57.52	11.41	0.53	P > 0.05

Overall Personal Quality of Life	346.99	44.75	347.80	49.35	0.14	P > 0.05
----------------------------------	--------	-------	--------	-------	------	----------

The mean score for the Overall Personal Quality of Life is more for Female (347.80) than Male (346.99) teachers. The t-values calculated for the Overall Personal Quality of Life and its dimensions however reveal that there is no significant difference between male and female teachers with respect to their Personal Quality of Life and its Dimensions.

Teachers' Personal Quality Of Life With Respect To Designation

The Mean, Standard Deviation and t-values were calculated for the scores on Teachers' Personal Quality of Life with respect to Designation and the same are given in the Table 7.

TABLE 7

Mean, Standard Deviation and t-Values for the Scores on Teachers' Personal Quality of Life with respect to Designation

Variables	Graduate Teacher		Postgraduate Teacher		t-value	Level of Significance
	Mean	SD	Mean	SD		
Mental	60.70	7.83	60.99	8.41	0.26	P > 0.05
Social	58.78	8.04	58.39	7.56	0.39	P > 0.05
Family	59.50	9.85	60.07	9.03	0.47	P > 0.05
Financial	54.75	10.23	55.06	10.79	0.22	P > 0.05
Emotional	55.45	10.82	55.14	12.15	0.20	P > 0.05
Physical Health	57.49	10.93	59.53	12.09	1.31	P > 0.05
Overall Personal Quality of Life	346.66	45.60	349.18	48.77	0.40	P > 0.05

The mean score for the Overall Personal Quality of Life is more for Postgraduate Teachers (349.18) than Graduate Teachers (346.66). The t-values calculated for the Overall Personal Quality of Life and its dimensions however reveal that there is no significant difference between Graduate Teachers (BT Assistant) and Postgraduate Teachers (PG Assistant) with respect to their Personal Quality of Life and its Dimensions.

Findings of the study

1. The Professional Quality of Life of teachers is assessed to be high (74.18%). The mean score percentage was higher for the

dimension Attitude towards Job (80.98%) and the same was lower for Carrier Prospects (64.58%) in Teachers' Professional Quality of Life.

2. The Personal Quality of Life of teachers is assessed to be high (72.35%). The mean score percentage was higher for the dimension Mental (75.96%) and the same was lower for Financial (68.54%) in Teachers' Personal Quality of Life.
3. Male and Female Teachers did not differ significantly in their Personal Quality of Life and Professional Quality of Life as well as their dimensions.
4. Teachers with Graduate Assistant and Postgraduate Assistant as Designation did not differ significantly in their Personal Quality of Life and Professional Quality of Life as well as in their dimensions. However, they differed significantly in only one dimension viz. Carrier Prospects under Work-Related Quality of Life.

Conclusion

Teachers' role is a vital concept of our education. Their Professional Quality of life and Personal Quality of life is one of the factors which determine their efficiency. Thus a study on their Professional Quality of life and Personal Quality of life has been undertaken and it is found to be at high level which is a good sign for our education system.

REFERENCES

- Aggarwal, J. C. (1995). *Teacher and education in developing society*. New Delhi Publishing Hous.
- Aggarwal, J.C. (1966). *Educational research*. New Delhi: Riya Book Deport.
- Best, J. W., & Kahn, J.V. (2009). *Research in education* (10th ed.) New Delhi: Prentice- Hall of India.

- Abayadeera, Nadana; Mihret, Dessalegn Getie; Hewa Dulige, Jayasinghe (2018) Teaching Effectiveness of Non-Native English-Speaking Teachers in Business Disciplines: Intercultural Communication Apprehension and Ethnocentrism, *Accounting Education*, v27 n2 p183-207 2018
- Abdel-Rahim, Heba (2021) The Effectiveness of Online Teaching and Learning Tools, *Learning and Teaching: The International Journal of Higher Education in the Social Sciences*, v14 n3 p52-69 Dec 2021
- Brown, Ivan. et.al., (1993). Quality of life for people with developmental disabilities.
- Brown, J. D. (2010). How are PCA and EFA used in language test and questionnaire development? *SHIKEN: JALT Testing & Evaluation SIG Newsletter*, 14 (2), 30-35.
- Cobb, Clifford, W. (2000). *Measurement tools and the quality of life*. San Francisco, CA: Redefining Progress.
- Felce, David., & Perry, Jonathan. (1995). Quality of life: Its definition and measurement. *Research in Developmental Disabilities*, 16(1), 51-74.
- Gumus, Huseyin; Isik, Ozkan (2018) The Relationship of Physical Activity Level, Leisure Motivation and Quality of Life in Candidate Teachers, *International Journal of Progressive Education*, v14 n5 p22-32 2018
- Karen Seashore, Louisa. (1998). Effects of teacher quality of work life in secondary schools on commitment and sense of efficacy. *School Effectiveness and School Improvement*, 9(1), 1-27.
- Mathews, Odisa Alfred; Jeremiah, Kalai Mutuku; Ursulla, Okoth Achieng (2021) Influence of Characteristics of Work-Life Balance on Teachers' Levels of Job Satisfaction in Public Secondary Schools in Nairobi, Kenya *International Journal of Educational Administration and Policy Studies*, v13 n2 p85-94 Jul-Dec 2021

- Sirgy, M. J. (2009). Applied Research in Quality of Life. *The Official Journal of the International Society for Quality-of-Life Studies*, n11482.