

AN EMPIRICAL STUDY ON QWL AND OCCUPATIONAL STRESS AMONG FEMALE TEACHERS OF SELECTED AIDED AND UNAIDED INSTITUTIONS WITH SPECIAL REFERENCE TO COCHIN CITY

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ABSTRACT:- The project entitled “An empirical study on QWL and occupational stress among female teachers of selected aided and unaided institutions with special reference to Cochin City”. The main objective of the study is to understand the overall QWL of lady teachers working in aided and unaided institutions. Quality of work life is an approach concerned with the overall climate of work and the impact that the work has on people as well as on organizational effectiveness. Quality of work depends upon various factors like nature of job, working conditions, occupational stress...etc...It is needed to study the satisfaction level of teachers in aided and unaided colleges regarding QWL and understand the occupational stress related with their work and its influence in personal life.

Key Words : Quality of work Life, Occupational Stress, Female Teachers Etc.

INTRODUCTION

Quality of Work Life (QWL) is a relatively new concept which is defined as the overall quality of an individual's working life. QWL is sometimes considered as a sub-concept of the broad concept of quality of life, which refers to the overall quality of an individual's life. Quality of life includes factors such as income, health, social relationships, and other factors such as happiness and fulfilment. QWL is the favorableness or unfavourableness of a job environment for people; it refers to the quality of relationship between employees and the total working environment. Broadly, the concept of QWL involves four major aspects: (i) safe work environment, (ii) occupational health care, (iii) suitable working time, and (iv) appropriate salary. Quality of work life is an approach concerned with the overall climate of work and the impact that the work has on people as well as on organizational effectiveness. Quality of work depends upon various factors like nature of job, working conditions, occupational stress...etc...It is needed to study the satisfaction level of teachers in aided and unaided colleges regarding QWL and understand the occupational stress related with their work and its influence in personal life.

The study entitled “An empirical study on QWL and occupational stress among female teachers of selected aided and unaided institutions with special reference to Cochin City” was carried out to define the quality of working conditions in institutions and to understand the occupational stress and its effect over their work and personal life. This study helps in identify various factors affecting the QWL of teachers and helps to reduce stress caused during their work. So it will ensure a very good quality of work among teachers. It also ensures a safe & peaceful working environment for them. The QWL is very significant in the context of commitment to work, motivation and job performance.

Women have been seen as actors in the household domain, while men have been seen as actors in other domains such as economic and political ones. However, women have always taken part in the economic sphere imperceptibly whether it is farm work or household production or even in industrial production. It is true they have also been active in the service sector. Now women are found in almost all sectors taking part in all domains, though their number might be less in some sectors. This being the case, women continue to be seen primarily as family care takers. Thus, their social performance is primarily viewed in terms of their family performance. Women, equally being breadwinners for the family as men, working women have this encumbrance that they are evaluated in terms of their family responsibilities. Particularly, in the eastern cultures men normally do not share the household tasks with women. Thus women experience role burden wherein they have to perform two roles and to prove themselves in both the roles. Many a time, they have to give up or under-perform part of one role in order to perform the other role. This results in role conflict.

OBJECTIVES OF THE STUDY

- To study the various factors that affects QWL of lady teachers and analyses the impact.
- To analyses the reasons for stress and the ways used to cope with stress.

HYPOTHESIS OF THE STUDY

HYPOTHESIS 1

H0: There is no significant difference between the type of institution and teachers level of occupational stress.

HYPOTHESIS 2

H0: There is no significant difference in overall satisfaction level of teachers in aided and unaided colleges

SCOPE OF THE STUDY

The study entitled “An empirical study on QWL and occupational stress among female teachers of selected aided and unaided institutions with special reference to Cochin City” was carried out to define the quality of working conditions in institutions and to understand the occupational stress and its effect over their work and personal life. By using a structured questionnaire, data have been collected from the respondents and analyses it. This study helps in identify various factors affecting the QWL of teachers and helps to reduce stress caused during their work. So it will ensure a very good quality of work among teachers. It also ensures a safe & peaceful working environment for them.

RESEARCH METHODOLOGY

Descriptive and analytical type of research is used in this study for analysing the Quality Work Life and occupational stress of female teachers of Cochin City.

DATA COLLECTION METHODS

Data collection is a process of collecting information from all the relevant sources to find answers to the research problem, test the hypothesis and evaluate the outcomes. Data collection methods can be divided into two categories: Primary Methods of data collection and Secondary Methods of data collection.

PRIMARY DATA COLLECTION METHODS

Primary data is data that is collected by a researcher from the first hand sources, using methods like surveys, interviews, or experiments. It is collected with the research project in mind, directly from primary sources.

For this project, primary data is mainly used. The primary data were collected from the teachers in selected aided and unaided institutions in Cochin City through a structured questionnaire.

SECONDARY DATA COLLECTION METHODS

Secondary Data is a type of data that has already been published in books, newspapers, magazines, journals, online portals etc. Secondary Data has been collected from many magazines, journals and various other sites for literature review and conceptual framework.

SAMPLE SIZE

Sample size is the number of items to be selected from the population to constitute the sample for the research. A sample should be actual representation of the population. Sampling was employed to select 60 respondents, from selected aided and unaided colleges in Cochin City through a structured questionnaire. 30 respondents were selected from aided colleges and remaining 30 from unaided colleges.

TOOLS OF ANALYSIS

The statistical tools like diagrams, tables, percentage, chi-square test etc. are used for analyzing the collected data.

REVIEW OF LITERATURE

Kaptur, (1970) in his study found that more adjustment problems are created and faced by working women and hence they expect their spouses to accommodate and adjust. They also face role-conflict and adjustment problems in family and workplace.

Sengupta and Sankar, (1970) in their study stated that in spite of women's increasing participation in a variety of professions, one cannot say that their status has improved.

Verma, (1971) in his study found that female teachers were more satisfied with their career and possessed a better attitude towards their profession, students and school work. They also exhibited better mental health and suffered less from problems related to their teaching activities.

Sandhu and Singh, (1977) in their study listed out the motivation factors-viz. feeling of achievement, ability utilization, recognition and rewards, creative work, freedom of expression and scope for professional growth contributed comparatively more to job satisfaction than factors like behaviour of immediate superior officers, job security and advancement, adequacy of salary, administrative set-up and social status attached to the job.

ANALYSIS AND INTERPRETATION

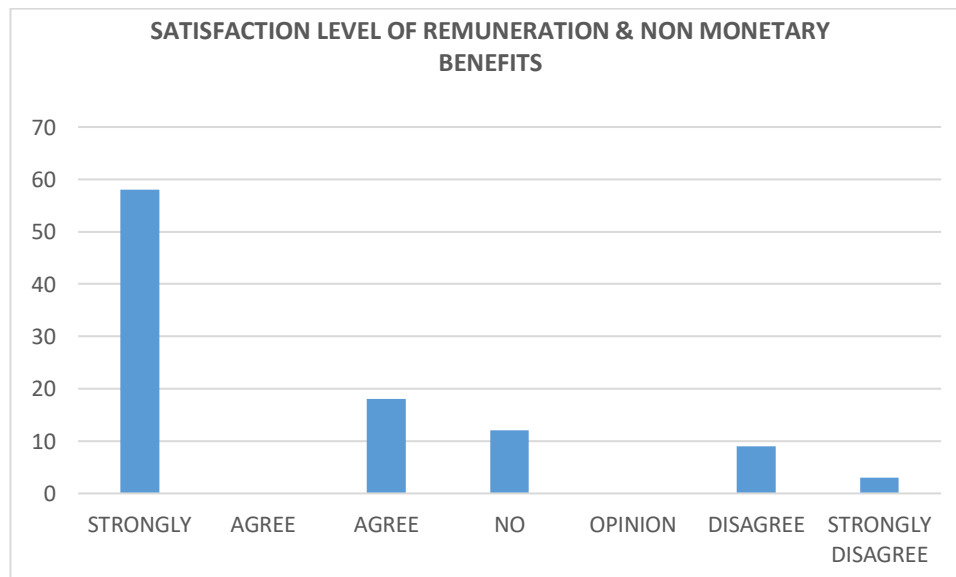
SATISFACTION LEVEL OF REMUNERATION AND NON MONETARY BENEFITS

TABLE 1: SATISFACTION LEVEL OF REMUNERATION & NON MONETARY BENEFITS

RESPONSE	AIDED	UNAIDED	TOTAL	PERCENTAGE
STRONGLY AGREE	25	10	35	58
AGREE	5	6	11	18
NO OPINION	0	7	7	12
DISAGREE	0	5	5	9
STRONGLY DISAGREE	0	2	2	3
TOTAL			60	100

(SOURCE: PRIMARY DATA)

FIGURE 1: SATISFACTION LEVEL OF REMUNERATION & NON MONETARY BENEFITS



(SOURCE: PRIMARY DATA)

INTERPRETATION: From the above table, 58% of the teachers strongly agree that they are satisfied with the remuneration and non-monetary benefits provided by their institution. 9% of respondents disagree the statement and they are teachers of unaided institutions.

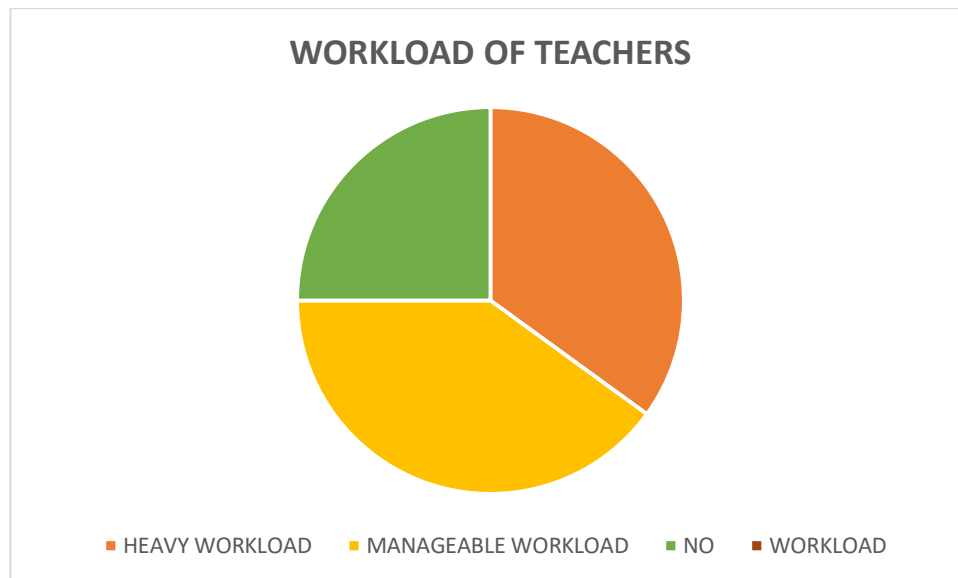
WORKLOAD OF TEACHERS

TABLE: 2 WORKLOAD OF TEACHERS

RESPONSE	AIDED	UNAIDED	TOTAL	PERCENTAGE
HEAVY WORKLOAD	5	16	21	35
MANAGEABLE WORKLOAD	15	9	24	40
NO WORKLOAD	10	5	15	25
TOTAL			60	100

(SOURCE: PRIMARY DATA)

FIGURE2: WORKLOAD OF TEACHERS



(SOURCE: PRIMARY DATA)

INTERPRETATION: According to the survey conducted and primary sources, it is found that only 40% find the workload manageable. After an in- depth analysis, it was found out that 35% considered the workload to be heavy and the remaining 25% are of the opinion that there is no workload in their institution.

RESPONSE REGARDING OCCUPATIONAL STRESS

TABLE 3: OCCUPATIONAL STRESS

RESPONSE	AIDED	UNAIDED	TOTAL	PERCENTAGE
STRONGLY AGREE	23	12	35	58
AGREE	5	10	15	25
NO OPINION	2	8	10	17
DISAGREE	0	0	0	0
STRONGLY DISAGREE	0	0	0	0
TOTAL			60	100

(SOURCE: PRIMARY DATA)

FIGURE 3: OCCUPATIONAL STRESS



(SOURCE: PRIMARY DATA)

INTERPRETATION: From the above table, 58% of the respondents strongly agree that the occupational stress in their organization is low and the management has attempted to understand stress. Only 17% had no opinion regarding the statement.

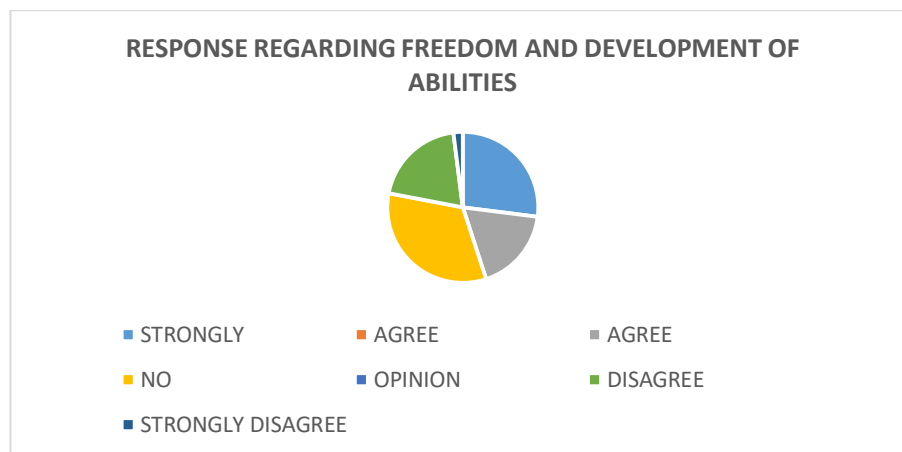
RESPONSE REGARDING FREEDOM AND DEVELOPMENT OF ABILITIES

TABLE: 4.RESPONSE REGARDING FREEDOM AND DEVELOPMENT OF ABILITIES

RESPONSE	AIDED	UNAIDED	TOTAL	PERCENTAGE
STRONGLY AGREE	11	5	16	27
AGREE	5	6	11	18
NO OPINION	6	14	20	33
DISAGREE	7	5	12	20
STRONGLY DISAGREE	1	0	1	2
TOTAL			60	100

(SOURCE: PRIMARY DATA)

FIGURE 4: RESPONSE REGARDING FREEDOM AND DEVELOPMENT OF ABILITIES



(SOURCE: PRIMARY DATA)

INTERPRETATION: The table 4.18 shows that 27% of the respondents strongly agree that they had lot of freedom to decide how to do their work and they have opportunities to develop their own special abilities. 33% had no opinion, 12% disagrees and only 1% strongly disagrees the statement

TEST CONDUCTED

HYPOTHESIS 1

H0: There is no significant difference between the type of institution and teachers level of occupational stress.

H1: There is significant difference between the type of institution and teachers level of occupational stress.

CHI – SQUARE TABLE

RESPONSE	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE	TOTAL
AIDED	23	5	2	0	0	30
UNAIDED	12	10	8	0	0	30
TOTAL	35	15	10	0	0	60

O	E	O-E	(O-E) ²	(O-E) ² /E
23	17.5	5.5	30.25	1.73
12	17.5	-5.5	30.25	1.73
5	7.5	-2.5	6.25	.83
10	7.5	2.5	6.25	.83
10	5	5	25	5

CALCULATED VALUE	10.12
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$$\text{DEGREE OF FREEDOM} = (c - 1) (r - 1)$$

$$= (5-1) (2-1)$$

$$= 4 * 1$$

$$= 4$$

$$\text{LEVEL OF SIGNIFICANCE} = 5\% \text{ TABLE VALUE} = 9.488$$

Since the calculated value (10.12) is greater than table value (9.488), the null hypothesis is to be rejected.

i.e., There is significant difference between the type of institution (aided - unaided) and teachers level of occupational stress.

HYPOTHESIS 2

H0: There is no significant difference in overall satisfaction level of teachers in aided and unaided colleges.

H1: There is significant difference in overall satisfaction level of teachers in aided and unaided colleges.

CHI – SQUARE TABLE

RESPONSE	HIGHLY SATISFIED	SATISFIED	NO OPINION	DISSATISFIED	HIGHLY DISSATISFIED	TOTAL
AIDED	23	7	0	0	0	30
UNAIDED	5	9	6	10	0	30
TOTAL	28	16	6	10	0	60

O	E	O-E	(O-E) ²	(O-E) ² /E
23	14	9	81	5.79
5	14	-9	81	5.79
7	8	-1	1	.125
9	8	1	1	.125
6	3	3	9	3
10	5	5	25	5
CALCULATED VALUE				19.83

FINDINGS

- Most of the teachers strongly agree that they are satisfied with the remuneration and non-monetary benefits provided by their institution. 9% of respondents disagree the statement and they are teachers of unaided institutions
- It is clear from the study that there is a significant difference between the type of institution (aided - unaided) and teachers level of occupational stress
- The study reveals that mainly eight factors affects QWL of teachers working in the institutions, they are nature of job, compensation of teachers, working conditions, opportunity for growth and development, work and total life space, occupational stress and participation in management.
- It is found from the study that majority of the respondents had a positive attitude about opportunity for growth and development. 68% of respondents are satisfied with the extension activities in their institutions. Only 5% had the opinion that the growth opportunities are low in their institutions.

SUGGESTIONS

- If the institution concentrate and give more importance to working environment and meet Personal requirements, the level of stress will be reduced comparing with present level.
- The establishment should improve interpersonal relationship among teachers and management.
- Since the individual always get into stress due to extra role apart from teaching, proper work allocation should be given to reduce stress.
- Institutions can concentrate on providing more opportunities to teachers for enriching their skills.

- Institutions should ensure a better safety working environment for their teachers.
- Salary should be provided according to their skill, experience, and working hours.
- Various programs should be conducted in colleges to ensure and enhance the complete interest of teachers towards their profession.

CONCLUSION

Many teachers studied under this project are not satisfied with the overall QWL in their institutions. The reasons for such dissatisfaction is due to the limitations of various factors that affecting the QWL. It is due to inadequate working conditions, the growth opportunities available in their institutions is less, lack of management support and inadequate compensation for their job....etc....Not only these factors but also occupational stress related with their profession is also distracting them.

Teachers working in unaided institutions show a higher level of dissatisfaction. But it can be changed by overcoming all the limits. Institutions can provide safer working environment for their teachers, providing up-to-date training programs and conducts seminars, workshops etc. for improving their skills. Management should give more support to teachers in all their activities and ensure fair and adequate salary for their services.

And it is very clear from the study that these factors influencing their personal life too. Many of them were not satisfied with the time available to spend with family and leaves available for them. And most of them often have stress symptoms like headache, migraine etc. To avoid all these the above discussed measures are to be taken.

We can conclude that mainly teachers of unaided were dissatisfied with the QWL in their institutions and facing the problem of occupational stress.

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