CHAPTER V

SUMMARY OF THE STUDY, FINDINGS AND CONCLUSIONS

5.1 INTRODUCTION

In today’s modern world a large chunk of people’s life is spent at work. On an average, people spend around twelve hours per day in the work place which forms one third of their entire life. Work is an integral part of everyday life as it is an individual’s livelihood or career. Hence work should yield satisfaction, give peace of mind, fulfillment of having done a task and having spent time fruitfully, constructively and purposefully. Most people recognize the importance of active life and also try to enjoy their leisure time. But most of the people tend to see work as something that they just have to put up or even something they don’t even expect to enjoy.

Work is a major activity for human beings. Work is considered a positive virtue and is described by such positive terms as industrious, diligent, persevering and willing to take initiative and devoted to one’s occupation. The work instinct of an individual is associated with the pleasure that provides the opportunity to achieve something, to surpass oneself, to exercise one’s imagination and intelligence, to become a better person, to know oneself, to meet other people, to help people, to feel competent and powerful, and to be effective.
Teaching as a profession involves a complex work. The job of being a teacher is both demanding and challenging. Teachers draw upon physical, emotional and intellectual resources in order to be effective in the classroom. Like many professionals, teachers are also overwhelmed by multiple and complex challenges. In many parts of the world, teachers are rarely provided with the resources they need to meet the high demands and expectations placed on them. The long hours at work include planning of lessons, supervision of student’s projects, evaluation of student’s work and conducting examinations which are coupled with pressures of their job environments eventually lead to debilitating health problems.

Since Psychologists believe that work should be morally desirable so that people enjoy it and hence everybody concerned with the world of work should be taking more active and vigorous steps to make work more likeable for those who have to do it. In the post-modern era the task of making work more likeable has increasingly been discussed within the points of reference supplied by the phrase, quality of work life (Orpen, 1981). Even if it is a small step towards the life time goal, at the end of the day work should give satisfaction and eagerness to the teachers to look forward to the next day. This has lead to the pursuit for improvement in quality of work life of teachers.
5.1.1 QUALITY OF WORK LIFE

In the post-modern era several factors which have evolved have led to an increase in concern for QWL. Increase in education level and consequently job aspirations of employees, association of workers, significance of human resource management, widespread unrest in work place and knowledge and behavior of workers in the recent years has created a demand for research on the concept of Quality of work life.

Quality of work life has become a conceivable aspect of the work ethics and working conditions in recent days. Quality of work life is a principle of job enrichment and social technical enrichments in a comprehensive effort to improve the quality of the work environment. It is designed to promote educational organization performance and teacher’s wellbeing which in turn depends on the management style, freedom to make decisions, pay and benefits, working conditions, safety and meaningful work.

Robbins (1989) defined Quality of work life 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”.

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According to Harrison,

“QWL is the degree to which work in an organization contributes to material and psychological well-being of its members”.

The definitions of quality of work life and its characteristics make clear, the goal of improving the quality of work life lies in the organizational conditions that foster individual learning and development, that provide individuals with substantial influence and control over what they do and how they are to do it and that provide individuals with interesting and meaningful work that serves as a service as a source of a personal satisfaction and a means to valued personal rewards.

Richard E. Walton explains quality of work life in terms of eight broad conditions of employee that constitute desirable quality of work life. He proposed the following criteria for measuring quality of work life:

- Adequate and fair salary
- Safe and healthy working conditions
- Opportunity to use and develop human capacities
- Opportunity for career growth
- Social integration in the work force
- Constitutionalism in the work organization
- Work and quality of life
- Social relevance of work
Though importance of profession is obvious, the social and psychological conditions exert a strong influence on the levels of job stress, work culture and in turn on the quality of work life of teachers. Quality of life and quality of work is apparently related to work culture and the stress experienced at work.

5.1.2. WORK CULTURE

Work Culture of a teacher forms the back bone of any educational organization and makes a huge effect on its structure. Work Culture is a willingness to take on challenging aims. It is an asset that one senses when one walks into an organization, when interacts with the staff, and find a bunch of teachers act together as a unit. Work culture of a teacher includes work related activities, and meanings attached to such activities in the framework of norms and values, as generally contextualized in an organization. A teacher has his boundaries, goals and objectives, technology, managerial practices, material and abilities which make him a human resource as well as constraints. They have skills, knowledge, needs and expectations. These two sets of factors – organizational and individual – interact and over time establish roles, norms and values pertaining to work and from their work culture.

The concept of work culture has been, defined by different theorists.
Pettigrew (1979) defines work culture as,

“system of personally and collectively accepted meanings of work, operating for a given group at a given time”.

Work culture entails new ideas, urge for creativity, aestheticity, good performance as per requirement of the job or pay packets, whether the work activities are done for self interest or for common good or for national interest, whether the work culture ethics is maintained by the teacher which involves sincerity to the job for which he is paid, whether the teacher is also sincere and, looks to the interests of the students. The work cultures vary from society to society.

It is therefore, very necessary for the present teacher not forget that he/she is the successor of past Indian teacher, and enjoys similar status, and as such, similar obligations to the society. It is therefore, most important, for the contemporary Indian teacher not to fall prey to inaction and not doing their work sincerely. Such people being inactive forget their pious duties and their real identities. Simple living, high thinking and also doing the assigned teaching, duties sincerely should be the motto of teacher’s life.

5.1.3 JOB STRESS

Stress is a common phenomenon of everyday life. Stress in our society is not something that is invisible. Person whether a child, adult, man, woman, employed, unemployed everyone is facing stress in his/her own
way. Many work situations act as a source of inspiration for teachers and some throw challenges. Any challenge that exceeds the coping abilities of the individual becomes stress.

Stress at work too is common and is a complex phenomenon and a subjective experience. Job stress can be defined as an emotional state that people experience in situations where they perceive an imbalance between the demands placed on them and their ability to meet these demands.

Beehr and Newman (1978) defined Job Stress as,

“a condition arising from the interaction of people and their jobs and characterized by changes within people that force them to deviate from normal functioning”.

National Institute of Occupational Safety and Health (NIOSH,1999) has more specifically defined work related stress as,

“the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities and resource needs of the workers”.

5.2 NEED AND SIGNIFICANCE OF THE STUDY

Quest for quality of life has been the characteristics of the entire history of human civilization. It has been the driving force behind all human endeavors. Interest in Quality of life is not a recent phenomenon (Chung,
Killingworth & Nolan, 1997). Work is an integral part of everyday life as it is an individual’s livelihood or career. On an average, people spend around twelve hours per day in the work place which is one third of their entire life. Hence work should yield satisfaction, give peace of mind, fulfillment of having done a task and having spent time fruitfully, constructively and purposefully. As Erich Fromm pointed out, work is an effective means to deal with the angst of death and void. He wrote: “The principle can be formulated thus: I am because I effect.”

Work is a major activity for human beings. The work instinct of an individual is associated with the pleasure that provides the opportunity to achieve something, to surpass oneself, to exercise one’s imagination and intelligence, to become a better person, to know oneself, to meet other people, to help people, to feel competent and powerful, and to be effective.

Teaching is one of the most significant and noblest of all the work in the world. All other work in the society have their bases in teaching. Teaching as a profession involves a complex work. The job of being a teacher is both demanding and challenging. Teachers draw upon physical, emotional and intellectual resources in order to meet the challenges and be effective in the classroom.

Since Psychologists believe that work should be morally desirable so that people enjoy it and hence everybody concerned with the world of work should be taking more active and vigorous steps to make work more
likeable for those who have to do it. In the post-modern era the task of making work more likeable has increasingly been discussed within the points of reference supplied by the phrase, Quality of Work Life (Orpen, 1981). Even if it is a small step towards the life time goal, at the end of the day work should give satisfaction and eagerness to the teachers to look forward to the next day.

Life is apparently related to the nature and culture of work of the individual. It has been noticed that Work culture has changed drastically in the recent years. The traditional concept that work is to fulfill human basic needs are also phasing out. The basic needs have continued to diversify and change according to the evolution of the work system and standards of living of a work force. This opportunity for individuals to satisfy a wide variety of personal needs, namely the need to survive with security, interact with others, have a sense of personal usefulness, be recognized for achievement have an opportunity to improve one’s skills and knowledge is fulfilled in various levels of the quality of work life.

In the present technological and globalized world, teachers experience job stress today than never before. Work culture of an individual in an organization and the stress they experience in their job in turn may significantly affect their quality of work life. Hence there is a need to study the Quality of Work Life of teachers and influence of the Work Culture and Job Stress on their Quality of work Life.
The review of related literature has revealed that there are no attempts to study the influence of work culture and job stress on quality of work life of secondary school teachers in Indian settings. Hence this investigation is a modest venture in this direction.

5.3 REVIEW OF RELATED LITERATURE

This research study is based on all of the relevant thinking and research that has preceded it, and hence contributes to thinking and research in the field.

The studies reviewed have been classified into the following three sections:

2.1 Studies related to Quality of Work Life

2.2 Studies related to Work Culture

2.3 Studies related to Job Stress

The studies reviewed include both Indian and foreign studies.

An overview of related studies is presented in table No. 5.1.
Table No.5.1: Table showing an overview of the related studies reviewed with respect to the variables.

<table>
<thead>
<tr>
<th>Sections</th>
<th>Variables</th>
<th>Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3.2</td>
<td>Indian Studies related to Job Stress</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>

Most of the studies have investigated the Quality of Work Life of employees in various other private and public sectors. However studies attempting to study the Quality of Work Life of secondary school teachers in Indian conditions are few. The review of related studies reveals that none of the studies have attempted to study the Quality of Work Life of secondary school teachers in relation to their Work Culture and Job Stress. Hence this study is a modest venture in this direction.
5.4 STATEMENT OF THE PROBLEM

The present study intends to analyze the level of Quality of Work Life, Work Culture and Job Stress of Secondary School Teachers and also to find out the relationship among these variables.

Hence the present study is entitled,

“Quality of Work Life of Secondary School Teachers in relation to their Work Culture and Job Stress”

5.5 OBJECTIVES OF THE STUDY

The following are the objectives of the study:

1. To assess the level of Quality of Work Life of Secondary School Teachers in total and also with respect to the following categories of teachers

   (i) Male and Female

   (ii) Above 10 years and Below 10 years of Experience

   (iii) Government, Aided and Unaided Schools

   (iv) Mysore North, Mysore South and Mysore Rural Educational Divisions.
2. To assess the level of Work Culture of Secondary School Teachers in total and also with respect to the following categories of teachers
   (i) Male and Female
   (ii) Above 10 years and Below 10 years of Experience
   (iii) Government, Aided and Unaided Schools
   (iv) Mysore North, Mysore South and Mysore Rural Educational Divisions

3. To assess the level of Job Stress of Secondary School Teachers in total and also with respect to the following categories of teachers
   (i) Male and Female
   (ii) Above 10 years and Below 10 years of Experience
   (iii) Government, Aided and Unaided Schools
   (iv) Mysore North, Mysore South and Mysore Rural Educational Divisions.

4. To study the difference between / among the following categories of Secondary School Teachers in Total Quality of Work Life and its Indicators.
   (i) Male and Female
   (ii) Above 10 years and Below 10 years of Experience
   (iii) Government, Aided and Unaided Schools
   (iv) Mysore North, Mysore South and Mysore Rural Educational Divisions.
5. To study the difference between / among the following categories of Secondary School Teachers in Total Work Culture and its Components.
   (i) Male and Female Teachers
   (ii) Above 10 years and Below 10 years of Experience
   (iii) Government, Aided and Unaided Schools
   (iv) Mysore North, Mysore South and Mysore Rural Educational Divisions.

6. To study the difference between / among the following categories of Secondary School Teachers in Total Job Stress and its Aspects
   (i) Male and Female Teachers
   (ii) Above 10 years and Below 10 years of Experience
   (iii) Government, Aided and Unaided Schools
   (iv) Mysore North, Mysore South and Mysore Rural Educational Divisions.

7. To study the main and interaction effect of Work Culture and Job Stress on Quality of Work Life of Secondary School Teachers

8. To study whether the Quality of Work Life of Secondary School Teachers is related to
   (i) Work Culture
   (ii) Job Stress
5.6 HYPOTHESES OF THE STUDY

The following null hypotheses were formulated in pursuance to the objectives of the study:

1. There is no significant difference between / among the following categories of Secondary School Teachers in Total Quality of Work Life and its Indicators.
   (i) Male and Female
   (ii) Above 10 years and Below 10 years of Experience
   (iii) Government, Aided and Unaided Schools
   (iv) Mysore North, Mysore South and Mysore Rural Educational Divisions.

2. There is no significant difference between / among the following categories of Secondary School Teachers in Total Work Culture and its Components.
   (i) Male and Female
   (ii) Above 10 years and Below 10 years of Experience
   (iii) Government, Aided and Unaided Schools
   (iv) Mysore North, Mysore South and Mysore Rural Educational Divisions.
3. There is no significant difference between / among the following categories of Secondary School Teachers in Total Job Stress and its Aspects.
   
   (i) Male and Female
   (ii) Above 10 years and Below 10 years of Experience
   (iii) Government, Aided and Unaided Schools
   (iv) Mysore North, Mysore South and Mysore Rural Educational Divisions.

4. There is no significant main and interaction effect of Work Culture and Job Stress of Secondary School Teachers on Quality of Work Life.

5. To Study whether the Quality of Work Life of Secondary School Teachers is related to
   
   (i) Work Culture
   (ii) Job Stress

5.7 VARIABLES OF THE STUDY

The following are the variables of the study:

❖ Main variable:
   
   • Quality of Work Life.
   • Work Culture
   • Job Stress
Back ground variables:

- **Gender**: Male and Female Teachers
- **Length of Experience**: Above 10 Years of Experience and Below 10 Years of Experience
- **Type of school**: Government, Aided and Unaided Schools
- **Educational Division**: Mysore North, Mysore South and Mysore Rural Educational Divisions

5.8 OPERATIONAL DEFINITIONS OF KEY TERMS

- **Quality of Work Life**

  Quality of work life is the perception of the teachers about their work environment, organization and the people associated with them at their work place, with the human, technical and economic dimension. Quality of Work Life is indicated by the extent to which their work has caused them to experience a more satisfactory work life.

  The indicators of Quality of Work Life in this study are:

  - **Job Security**: refers to the feeling of fearlessness of a teacher towards the probability of him / her loosing the job and becoming unemployed.
  - **Equitable Pay and Rewards**: refers to equal pay and rewards for equal work in the educational organization. It is the degree to which the institution follows fair procedure in giving promotion and reward for efficient and effective work.
**Justice in the Work Place:** refers to undifferentiated application of rules and regulations to all those teachers working in an educational organization. It refers to teachers being given equal opportunity to attend in-service training programmes, seminars, workshops and freedom to express their views.

**Supervision:** refers to the act of the management in maintaining and regulating the teacher’s work, interpersonal relationship, development of team spirit, encouragement to work, providing objective feedback and career guidance to the teachers.

**Meaningful and Interesting Work:** refers to the extent to which the teacher’s work is able to hold their attention. It is the degree to which teachers find their work to have significance and purpose, the contribution their work makes to find meaning in their life and the means for their work to make positive contribution to individuals, family, community and the society at large. It is also the extent to which the sense of fulfillment and enjoyment they get from their work.

**Control over Self, Work and Work Place:** refers to the sense of having control over self, work and work place, recognition of self at work, ability to exercise restraint over one’s feelings, emotions and reactions at work place. Control over the way the teachers perform their job and also the degree to which they are able to gain authority and autonomy at work place.
**Decision Making Opportunities:** refers to the chances given to the individual teacher to select a course of action among several alternatives in the educational system. It refers to the openings for a teacher to participate and express his/her opinion during the decision making process in the organization. It also refers to the opportunities provided to a teacher to take decision on adopting new teaching methods, new techniques of evaluating student learning, finding their own solutions to the problems they face and adopting them in schools, and implementing new strategies for improvement of the existing educational practices.

**Growth Opportunities:** refers to the circumstances at work place that are favorable for continuous professional growth of a teacher by means of expanding his/her knowledge, capabilities, enrichment of their competencies and qualification. It also refers to situations suitable for their career development, promotions, and future prospects in the job.

**Feedback and Knowledge of Results:** Feedback refers to the information given to the teacher about their performance for future improvement by their higher authorities, colleagues, parents and students.

Knowledge of results refers to the adequacy of information a teacher receives about the effect and extent of success of their work.

**Work Authority:** refers to the power to enforce and communicate corrective measures, judge suitability of the prevalent learning
environment, flexibility for expressing their ideas and freedom to adopt innovative methods in the teaching learning process, responsibility and duty of the teacher to take immediate action about their work, discuss and determine corrective measures with personnel involved in the educational process of the organization, review and revise measures if necessary.

**Recognition of Contribution:** refers to the feeling of a teacher being appreciated for their performance. It is the official act by which the teacher receives acknowledgement of their achievement, service and merit, which results in enhancement of their self esteem. In the present education system recognition of contribution may take the form of rewards, awards, promotions and additional responsibilities bestowed on the teacher by the higher authorities.

**Total Quality of Work Life:** is indicated by the sum total of the scores on all the indicators of Quality of Work Life.

In the present study, Quality of Work Life of Teachers is represented by the total scores obtained by the teachers on Teacher’s Quality of Work Life Scale that was constructed by the researcher. The teachers are categorized into three levels based on their Quality of Work Life as those possessing high, moderate and low Quality of Work Life.
➢ Work Culture

Work Culture is defined as the totality of a teacher’s beliefs, thought processes, attitudes, behaviours, ideologies, principles, commitments, sense of loyalty to their work and their adherence to the rules, regulations and guidelines of the educational organization. It is a combination of qualities in a teacher that emerge from what they perceive as appropriate ways to think and act. Work culture of a teacher decides the way they interact with each other, their performance and the ambience of the educational institution.

Teachers work culture includes five components related to the school situation and they are as follows:

Team Work and Adjustability: Team work refers to the process of a teacher working collaboratively with a group of teachers in order to achieve a common goal, cooperate using their individual skills and providing constructive feedback to each other to achieve the goal of the team.

Adjustability refers to the ability of a teacher to adjust to his world of work. It is indicated by the adjustment of the individual teacher to his colleagues, supervisor, higher authorities, students and also his/her adjustment to their interest and temperament.
Work Load and Proactiveness: Work load of a teacher is the amount of work to be done by him/her as assigned to or expected in a specified time period.

Proactiveness is the teacher’s preparedness to intervene or control an expected situation related to their work. It refers to a teacher acting in advance to deal with an expected difficulty or problem that may occur at work and controlling rather than waiting to respond to it after it happens.

Role Clarity: It is the clarity of understanding of the teacher about the nature and responsibilities in the tasks of his/her work. It refers to the certainty, definiteness and distinctness with reference to the duties to be performed by the teacher. It is their awareness about the criteria by which their performance will be judged.

Leadership and Work Scheduling: Leadership refers to the ability of the teacher to influence their colleagues and students, having a vision and communicating it, building trust among higher authorities, colleagues and students and taking effective action to realize their organizational goals.

Work Scheduling refers to assigning job task to oneself, planning for performing work to achieve their teaching objectives within the stipulated, planned time bearing in mind one’s own abilities and job description.
**Obligations:** refer to the condition of a teacher being morally and socially bound to his/her duties towards their work. It is the commitment of the teacher towards their students, profession, higher authorities, colleagues, and the society.

**Total Work Culture:** is indicated by the sum total of the scores on all the components of Work Culture.

In the present study, the level of Work Culture of Teachers is represented by the total scores obtained by the teachers on Teacher’s Work Culture Scale that was constructed by the researcher. Work Culture of teachers is categorized as strong, moderate and weak work culture.

➢ **Job Stress**

Job Stress is the harmful physical and emotional responses that occur when the requirements of a job do not match the capabilities, resources or needs of the teacher. Conditions that may lead to stress include heavy workload, lack of participation in decision-making, poor social environment, conflicting or uncertain job expectations, job insecurity or lack of opportunity and unpleasant or dangerous work environment.

Job Stress is the integrated whole of problems / demands of teaching profession, due to which the teacher feel Overloadedness, Powerlessness, Motivelessness, Conflict in Role, Ambiguity in Role and also Frail Interpersonal Relationship at work place, which leads him / her to face
stress. (Dr. Mrs. Meena Buddhisagar Rathod and Dr. Madhulika Varma). Job stressors are the tensions and pressures usually experienced at place of work. The Scale comprises of six main Job Stressors experienced by the teachers. These stressors are mainly related with the school situations and which adversely affect the teacher’s performance. They are:

- **Overloadedness (OL):** It refers to condition / situation of increased level of work than a person has to do/ forced to do according to rules and regulations for the prescribed job.

- **Role conflict (RC):** refers to a situation in which an individual perceives disagreement, interference or incompatible work demands in his / her job.

- **Powerlessness (PL):** is the cause of stress when an individual is not in a position to control the outcome and do not perceive sufficient power to act according to his/ her wish/need.

- **Role Ambiguity (RA):** refers to the role when it is uncertain, not clearly expressed or state of indefiniteness in nature of the particular job / duties / work.

- **Motivlessness (ML):** refers to a situation of stress when an individual perceives obstacle in attaining the desired goal or do not have any goal which leads / motivates him/ her to do something.

- **Frail Interpersonal Relationship (FIR):** refers to situation in which an individual perceives stress due to existing unhealthy/ unconducive relationship with colleagues, officers or subordinates.
**Total Job Stress:** is indicated by the sum total of the scores on all the aspects of Job Stress.

In the present study Job Stress of teachers is represented by their scores on Indore Teachers Job Stressors Scale developed by Dr. (Mrs.) Meena Buddhisagar Rathod and Dr. Madhulika Varma (2005).

➢ **Type of School**

In this study the following three categories of schools were considered:

- **Government School:** Schools which are established, funded and managed by Government of Karnataka are classified as Government Schools.

- **Aided School:** Schools which are established and owned by private management and funded by Government of Karnataka are classified as Aided Schools.

- **Un-aided School:** Schools which are established, owned, funded and managed by private management and recognized by Government of Karnataka are classified as Un-aided Schools.

➢ **Educational Division**

Mysore Taluk is divided into three educational divisions namely Mysore North, Mysore South and Mysore Rural by the Education Department.
- **Mysore North:** Schools which are geographically located in northern part of Mysore Taluk were considered as Mysore North Educational Divisions.

- **Mysore South:** Schools which are geographically located in southern part of Mysore Taluk were considered as Mysore South Educational Divisions.

- **Mysore Rural:** Schools which are geographically located in rural part of Mysore Taluk were considered as Mysore Rural Educational Divisions.

Schools under these three divisions were considered in the present study.

- **Length of Teaching Experience**

  In the present study Length of Teaching Experience means the total number of years of experience in teaching from the beginning of a teacher’s career (irrespective of the institutions/schools where they worked) till the date of the teachers filling the tools.

  In the present study, teachers are categorized into two groups on their teaching experience viz.,

  - **Above 10 years of Experience:** Teachers working for 10 years and above were considered as those with Above 10 years of experience.

  - **Below 10 years of Experience:** Teachers having below 10 years of experience were considered as those with Below 10 years of experience.
5.9 METHOD OF THE STUDY

The study is a *descriptive survey*. The researcher personally visited the schools and administered the Teacher’s Quality of Work Life Scale, Teachers Work Culture Scale and Indore Teacher’s Job Stressors Scale tools to the selected sample of teachers. The teachers were informed about the purpose of this research study. They were instructed to fill in the three tools and necessary clarifications were given. Sufficient time was given to the teachers to fill the three tools.

5.10. SAMPLING

Selection of the sample for the study was done at two stages. In the first stage the schools were selected and in the second stage teachers were selected from these schools.

a) Stage - I Selection of Schools

In the present study 35% of 321 schools (total) that is 112 schools were selected using proportionate stratified random sampling technique giving representation to Mysore north, Mysore south and Mysore rural educational divisions of Mysore Taluk. There were 41 schools from 116 of Mysore north division, 41 schools from 116 of Mysore south division, and 30 schools from 89 of Mysore rural educational division were selected randomly for the study. The number of schools selected from each educational division was proportionate to the total number of schools in that educational division.
b) Stage - II Selection of Teachers

In the present study all the teachers from these 112 selected schools. From the three educational division of Mysore Taluk were included as the sample in the study. Thus 217 teachers from Mysore north, 343 teachers from Mysore south, and 323 teachers from Mysore rural educational divisions of Mysore Taluk formed the sample of the study. In total 883 teachers, both male and female from 2524 teachers working in government, aided and unaided schools from these three educational divisions formed the sample of the study. The sampling frame is shown in table no. 5.2.

Table No 5.2: Table showing the sample of teachers drawn from different educational divisions of Mysore Taluk.

<table>
<thead>
<tr>
<th>Educational Division</th>
<th>Mysore North (116)*</th>
<th>Mysore South (116)*</th>
<th>Mysore Rural (89)*</th>
<th>Total (321)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Schools selected</td>
<td>41 schools</td>
<td>41 schools</td>
<td>30 schools</td>
<td>112</td>
</tr>
<tr>
<td>No. of teachers working in selected schools</td>
<td>217</td>
<td>343</td>
<td>323</td>
<td>883</td>
</tr>
</tbody>
</table>

Source: List of Schools from DDPI office, Mysore (2010-11)

(*)- Total number of Schools in the educational divisions of Mysore Taluk.
5.11 TOOLS USED FOR COLLECTION OF DATA

The tools used to measure the variables and to collect the data are shown in table no 5. 3.

Table No 5.3: Table showing tools used for collection of data with respect to the variables of the study.

<table>
<thead>
<tr>
<th>Variables to be Measured</th>
<th>Tools used</th>
<th>Constructed by</th>
<th>Reliability of the Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Work Life (QWL)</td>
<td>Teacher’s Quality of Work Life Scale (TQWLS) (English and Kannada Version)</td>
<td>Investigator</td>
<td><em>English Version:</em> Test Re-test (0.982), Cronbach’s Alpha (0.927).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>Kannada Version:</em> Test Re-test (0.951), Cronbach’s Alpha (0.884).</td>
</tr>
<tr>
<td>Work Culture (WC)</td>
<td>Teachers Work Culture Scale (English and Kannada Version)</td>
<td>Investigator</td>
<td><em>English Version:</em> Test Re-test (0.819), Cronbach’s Alpha (0.826).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>Kannada Version:</em> Test Re-test (0.876), Cronbach’s Alpha (0.822).</td>
</tr>
<tr>
<td>Job Stress (JS)</td>
<td>Indore Teachers Job Stressors Scale (English and Kannada Version)</td>
<td>Dr. (Mrs). Meena Buddhisagar Rathod and Dr. Madhulika Varma (2005). Kannada version-Investigator</td>
<td><em>Kannada Version:</em> Cronbach’s Alpha (0.812)</td>
</tr>
</tbody>
</table>
5.12 STATISTICAL TECHNIQUES USED TO ANALYZE THE DATA

To analyze the collected data SPSS package version 17.0 was used and all the hypotheses were tested at 0.05 and 0.01 levels of significance. For the analyses of the data the following statistical techniques were used:

✓ Descriptive Statistics: Mean, Standard Deviation and Percentage Analysis were employed to study the level of Quality of Work Life, Work Culture and Job Stress of Secondary School Teachers.

✓ Inferential statistics: ‘t’ test, One Way Anova, Two Way ANOVA Pearson’s Product Moment Coefficient Correlation was employed to find out the significant difference, interaction effect and relationship between the various categories of secondary school teachers with respect to their Quality of Work Life, Work Culture, and Job Stress.

5.13 LIMITATION OF THE STUDY

The limitation of the study is:

➢ Teacher’s Quality of Work Life Scale and Teacher’s Work Culture Scale constructed by the investigator for this study were not standardized but only their reliability and validity was established.
5. 14. MAJOR FINDINGS OF THE STUDY

The major findings that emerged out of the present study are presented below:

1. A majority (71.7%) of the secondary school teachers were found to possess an average level of Quality of Work Life and 14% were found to possess low level of Quality of Work Life. Only 14.3% of the teachers possessed high level of Quality of Work Life.

2. Majority of Male and Female teachers that is 71.8% and 71.6% respectively possess average level of Quality of Work Life and 14.7% of Male and 13.5% of female teachers were found to possess low level of Quality of Work Life. Only 13.5% of Male and 14.9% of Female teachers were found to possess high level of Quality of Work Life.

3. It was found that is 71.5% of teachers with above 10 years of experience and 72% of below 10 years of experience possess an average level of Quality of Work Life. 13.2% of teachers with above 10 years of experience and 12.7% of below 10 years of experience teachers were found to possess low level of Quality of Work Life. Only 15.3% of secondary school teachers with above 10 years of experience and 12.7% of below 10 years of experience possess a high level of Quality of Work Life.
4. 70.2% of Government, 70.9% of Aided and 73.2% of Unaided secondary school teachers were found to possess average level of Quality of Work Life. 15.7% of Government, 13.85% of Aided and 13.4% of secondary school teachers were found to possess low level of Quality of Work Life. Only 14.1% of Government, 15.3% of Aided and 13.4% of teachers were found to possess high level of Quality of Work Life.

5. 71%, 73.2% and 70.5% of secondary school teachers from Mysore North, Mysore South and Mysore Rural educational division respectively were found to possess average level of Quality of Work Life. 16.3% of Mysore North, 12.5% Mysore South and 13.6% of Mysore Rural educational division teachers were found to possess low level of Quality of Work life. Only 12.7% of Mysore North teachers, 14.3% of Mysore South teachers and 15.9% of Mysore Rural educational division teachers were found to possess high level of Quality of Work Life.

6. A majority (68.2%) of the secondary school teachers were found to possess a moderate Work Culture. 14.8% of teachers possess weak Work Culture and only 17% of the teachers were found to possess strong Work Culture.

7. 67.3% of male and 68.9% of female teachers were found to possess moderate Work Culture. 15% of male and 14.75% of female teachers
were found to possess a weak of Work Culture. Only 17.7% of male and 16.4% of female teachers were found to possess strong Work Culture.

8. 67.9% of teachers with above 10 years of experience and 68.6% of teachers with below 10 years of experience possess moderate Work Culture. 17% of secondary school teachers with above 10 years of experience and 11.5% of below 10 years of experience possess weak work Culture. Only 15.1% of secondary school teachers with above 10 years of experience and 19.9% of below 10 years of experience possess a strong Work Culture.

9. It was found that 70.2% of Government, 67% of Aided and 68.2% of Unaided secondary school teachers possess moderate Work Culture. 9.6% of Government, 17.1% of Aided and 15.6% of Unaided secondary school teachers were found to possess weak Work Culture. Only 20.2% of Government, 15.9% of Aided and 16.2% of Unaided Secondary school teachers were found to possess strong work Culture.

10. It was found that 67.4% of Mysore North, 67.3% of Mysore South and 70.1% of Mysore Rural educational division teachers possess moderate Work Culture. 13.4% of Mysore North, 15.7% of Mysore South and 15.2% of Mysore Rural educational division teachers possess weak Work Culture. Only 19.2% of Mysore North, 16.9%
Mysore South and 14.8% of Mysore Rural educational division secondary school teachers were found to possess strong Work Culture.

11. It was found that a majority (71.3%) of the teachers experiences an average level of Job stress. 13.3% of teachers experiences a low level of Job Stress. Only 15.4% of teachers were found to experiences high level of Job Stress.

12. 70.6% of male and 72% of female secondary school teachers were found to experiences an average level of Job Stress. 13.5% of male and 13.1% of female secondary school teachers were found to possess a low level of Job Stress. Only 16% of male and 14.9% of female teachers were found to experiences high level of Job Stress.

13. The study reveled that 71.8% of teachers with above 10 years of experience and 70.6% of below 10 years of experience were found to felt average level of job stress and only 14.7% of secondary school teachers with above 10 years of experience and 11% of below 10 years of experience were found to felt low level of Job stress. Only 13.4% of secondary school teachers with above 10 years of experience and 18.4% of below 10 years of experience were found to felt high level of job stress.

14. 72.7% of Government, 69.1% of aided and 72.6% of unaided teachers were found to experience an average level of Job Stress. 8.1% of Government, 16.2% of Aided and 13.4% of Unaided secondary school
teachers were found to experience low level of Job Stress. Only 19.2% of Government, 14.7% of Aided and 14% of Unaided teachers experience high level of Job Stress.

15. 71.4% of Mysore North, 71.4% of Mysore South and 71.2% of Mysore Rural educational division secondary school teachers were found to experience an average level of Job stress. 11.2% of Mysore North, 13.7% of Mysore South and 14.8% of Mysore Rural educational division secondary school teachers were found to experience low level of Job Stress. Only 17.45 Mysore North, 14.9% of Mysore South and 14% of Mysore Rural educational division secondary school teachers were found to experience high level of Job Stress.

16. No significant difference was found in total Quality of Work Life of male and female secondary school teachers and teachers with above 10 years and below 10 years of experience.

17. No significant difference was found in Total Quality of Work Life between teachers working in government, aided and unaided secondary schools; Mysore north, Mysore south and Mysore rural educational divisions.

18. No significant difference was found in Job Security, Equitable Pay and Rewards, Justice in the Work Place, Supervision, Meaningful and Interesting Work, Control over Self, Work and Work Place, Decision
making Opportunities, Growth Opportunities, Feedback and Knowledge of Results, Work Authority, and Recognition of Contribution - Indicators of Quality of Work Life of male and female secondary school teachers.

19. Significant difference was found in Job Security- an Indicator of Quality of Work Life of secondary school teachers with above 10 years and below 10 years of experience. Teachers with above 10 years of experience were found to possess higher Job Security when compare to teachers with below 10 years of experience.

20. No significant difference was found in Equitable Pay and Rewards, Justice in the Work Place, Supervision, Meaningful and Interesting Work, Control over Self, Work and Work Place, Decision making Opportunities, Growth Opportunities, Feedback and Knowledge of Results, Work Authority, and Recognition of Contribution – Indicators of Quality of Work Life of secondary school teachers with above 10 years and below 10 years of experience.

21. No significant difference was found in Job Security, Equitable Pay and Rewards, Justice in the Work Place, Supervision, Meaningful and Interesting Work, Control over Self, Work and Work Place, Decision making Opportunities, Growth Opportunities, Feedback and Knowledge of Results, Work Authority, and Recognition of
Contribution – Indicators of Quality of Work Life between teachers working in Government, Aided and Unaided secondary schools.

22. No significant difference was found in Job Security, Equitable Pay and Rewards, Justice in the Work Place, Supervision, Meaningful and Interesting Work, Control over Self, Work and Work Place, Decision making Opportunities, Growth Opportunities, Feedback and Knowledge of Results, Work Authority, and Recognition of Contribution - Indicators of Quality of Work Life between teachers working in Mysore South, Mysore North and Mysore Rural Educational Divisions secondary schools.

23. No significant difference was found in Total Work Culture of male and female secondary school teachers.

24. Significant difference was found in Total Work Culture of secondary school teachers with above 10 years of experience and below 10 years of experience. Teachers with below 10 years of experience were found to possess strong Work Culture when compare to teachers with above 10 years of experience.

25. No significant difference was found in Total Work Culture of teachers working in Government, Aided and Unaided secondary schools; and Mysore North, Mysore South and Mysore Rural educational divisions.
26. No significant difference was found in Team Work and Adjustability, Work Load and Proactiveness, Role Clarity, Leadership and Work Scheduling, and Obligation – Components of Work Culture of male and female secondary school teachers.

27. Significant difference was found in Team Work and Adjustability – Components of Work Culture of secondary school teachers with above 10 years and below 10 years of experience. Teachers with below 10 years of experience scored significantly higher in Team Work and Adjustability when compare to their above 10 years of experience counterparts.

28. Significant difference was found in Work Load and Proactiveness - Components of Work Culture of secondary school teachers with above 10 years and below 10 years of experience. Teachers with below 10 years of experience scored significantly higher in Work Load and Proactiveness when compared to their above 10 years of experience counterparts.

29. Significant difference was found in Role Clarity – a component of Work Culture of secondary school teachers with above 10 years and below 10 years of experience. Teachers with below 10 years of experience possess higher Role Clarity when compared to teachers with above 10 years of experience.
30. Significant difference was found in Leadership and Work Scheduling – a Component of Work Culture of secondary school teachers with above 10 years and below 10 years of experience. Teachers with below 10 years of experience scored significantly higher Leadership and Work Scheduling when compared to their above 10 years of experience counterparts.

31. Significant difference was found in Obligation – a Component of Work Culture of secondary school teachers with above 10 years and below 10 years of experience. Teachers with below 10 years of experience possess higher Obligation when compared to teachers with above 10 years of experience.

32. No significant difference was found in Team Work and Adjustability, Work Load and Proactiveness, Role Clarity, Leadership and Work Scheduling, and Obligation – Components of Work Culture of teachers working in Government, Aided and Unaided secondary schools.

33. No significant difference was found in Team Work and Adjustability, Work Load and Proactiveness, Role Clarity, Leadership and Work Scheduling, and Obligation – component of Work Culture of teachers working in Mysore South, Mysore North and Mysore Rural educational divisions secondary schools.

34. It was found that male and female secondary school teacher do not differ significantly in their total Job Stress.
35. Significant difference was found in Total Job Stress of secondary school teachers with above 10 years and below 10 years of experience. Teachers with above 10 years of experience perceived significantly higher Job Stress when compared to their counterparts with below 10 years of experience.

36. Teachers working in Government, Aided and Unaided secondary schools and Mysore North, Mysore South and Mysore Rural educational division secondary schools do not differ significantly in their total Job Stress.

37. No significant difference was found in Overloadedness, Role Conflict, Powerlessness, Role Ambiguity, Motivelessness, and Frail Interpersonal Relationship – Aspects of Job Stress of Male and Female secondary school teachers.

38. Significant difference was found in Overloadedness, Role Conflict, and Role Ambiguity – Aspects of Job Stress of secondary school teachers with above 10 years and below 10 years of experience. Teachers with above 10 years of experience perceived significantly higher Overloadedness, Conflict in Role, and Ambiguity in Role when compared to teachers with below 10 years of experience.

39. Significant difference was found in Powerlessness and Motivelessness – Aspects of Job Stress of secondary school teachers with above 10 years of experience and below 10 years of experience.
Teachers with above 10 years of experience perceived significantly more Powerlessness and Motivelessness when compared to their counterparts with below 10 years of experience.

40. Significant difference was found in Frail Interpersonal Relationship - an Aspect of Job Stress of secondary school teachers with above 10 years and below 10 years of experience. Teachers with above 10 years of experience perceived significantly higher Frail Interpersonal Relationship when compared to teachers with below 10 years of experience.

41. No significant difference was found in Overloadedness, Role Conflict, Powerlessness, Role Ambiguity, Motivelessness, and Frail Interpersonal Relationship – Aspects of Job Stress of teachers working in Government, Aided and Unaided secondary schools.

42. No significant difference was found in Overloadedness, Role Conflict, Powerlessness, Role Ambiguity, Motivelessness, and Frail Interpersonal Relationship – Aspects of Job Stress of teachers working in Mysore North, Mysore South and Mysore Rural educational division secondary schools.

43. Work culture has been found to have no significant influence on the quality of work life of secondary school teachers.
44. Job stress has been found to have no significant influence on the quality of work life of secondary school teachers.

45. There is no significant interaction effect of work culture and job stress of secondary school teachers on their quality of work life.

46. Negligible positive relationship was found between Quality of Work Life and Work Culture of secondary school teachers.

47. Moderate positive relationship was found between Quality of Work Life and Job Stress of secondary school teachers.

5.15 EDUCATIONAL IMPLICATIONS

The following educational implications could be drawn from the findings of the study:

1. The present study identified that majority of secondary school teachers possess average level of Quality of Work Life and only 14% of them possess low level of Quality of Work Life. Only 14.3% of teachers were found to have a high level of Quality of Work Life. It is also found that majority of male and female teachers, teachers with above ten years and below ten years of experience, government, aided and unaided school teachers, and teachers from Mysore North, South and Rural educational divisions posses average Quality of Work Life. Since high Quality of Work Life is to be ensured by educational organizations to attract and retain teachers, programs should be designed to improve QWL of teachers. In order to achieve high level of Quality of Work
Life of teachers, the education department has to provide a wide range of fringe benefits and social security benefits which result in improvement in effectiveness, and turnover, and reduction in absenteeism and sick leave.

High quality of Work Life indicates deep and stable values among its teachers and therefore indicates Job Security, Equitable Pay and Rewards, Justice in the Work Place, Supervision, Meaningful and Interesting Work, Control over Self, Work and Work Place, Decision Making Opportunities, Growth Opportunities, Feedback and Knowledge of Result, Work Authority, and Recognition of Contribution of teachers. Hence it has to be ensured that the school environment and school practices cater to the improvement of these indicators of QWL. Programmes to improve capabilities to provide individual development opportunities, increasing chances of utilizing acquired skills, job security and income, creating employment promotion system, in-service teacher education, creating opportunities for teacher's further studies and training can help teachers to empower themselves professionally and hence enhance their Quality of Work Life.

2. No significant difference was found in total Quality of Work Life of male and female teachers, teachers with above ten years and below ten years of experience, teachers working in government, aided and unaided schools, and secondary school teachers from Mysore north, Mysore south and Mysore rural educational divisions. The benefits or maintenance activities which include medical and health benefits, safety measures, legal and financial services, retirements benefits, conveyance, canteen facilities, recreational services,
work place justice, career counseling, and teacher information reports should be provided to bring about improvements in quality of work life of all secondary school teachers irrespective of their gender, length of experience, type of school, and division which they work.

Higher authorities in the institutions should ensure that the teachers grow academically and develop interest in their work, commitment to the organization, good relationship with non academics, students, and parents. The heads of the institutions should hence themselves adopt good leadership qualities and maintain better interpersonal relationship.

3. No significant difference was found in Job Security, Equitable Pay and Rewards, Justice in the Work Place, Supervision, Meaningful and Interesting Work, Control over Self, Work and Work Place, Decision making Opportunities, Growth Opportunities, Feedback and Knowledge of Results, Work Authority, and Recognition of Contribution - Indicators of Quality of Work Life of secondary school teachers with respect to gender, length of experience, type of school, and educational divisions. Depending upon the situational requirements, the managements have to identify the relevant needs of the teachers and improve them with short term plans and programs. Government should frame policies to provide job security, equitable pay and rewards, Justice in the work place and to provide decision making opportunity to teachers.
The school management should ensure more congruence between educational agendas set by the school and teachers’ teaching and learning processes. Teachers should be made to feel respected by the school communities and more need to be done to improve public perceptions of the teaching profession. Teachers must also be given more opportunities to develop their teaching skills and also to practice these skills in the classrooms. Teachers should be encouraged to offer suggestions for bringing about improvements in the performance of the institution. This makes them feel their importance in the school. The school management should also strive to improve the infrastructural facilities, teaching and learning resources available in the school and actively involve the teachers in the decision making process of the school irrespective of the teachers gender, length of teaching experience, type of school and the educational division.

4. A significant difference was found in Job Security- an Indicator of Quality of Work Life of secondary school teachers with above ten years and below ten years of experience. It was found that teachers with above ten years of experience found to have a high Job Security than their below ten years of experienced counterparts. Teachers should not have fear of losing their job in order to concentrate on working towards achieving the objectives of the educational system. Hence optimum job and financial security have to be improved for teachers with below ten years of experience. Education Department should offer financial support to schools that experience unexpected declines in enrolments, to encourage the hiring of permanent staff.
Teachers who decide to pursue permanent teaching employment should have a reasonable chance in the hiring process. Conditions in the work environment must be created by the education department and school management to ensure that teachers with ten years of experience and lesser are given freedom from fear of losing their jobs. Appropriate pay strategies should be evolved to give fair and adequate compensation to the teachers with below ten years of experience. Performance based increments would also improve the performance of the teachers.

5. A majority of the secondary school teachers possess a moderate Work Culture and (14.8%) of teachers possess weak Work Culture. Only 17% of teachers possess strong Work Culture in total and a similar result was found when teachers were categorized with respect to gender, length of experience, type of school and division. It is recommended that in order to gain and retain competitive advantage, it is imperative for organizations to develop a strong and responsive work culture in its teachers based on new paradigms. The work culture has an immense influence on the individual performance of teachers as well as on the performance of the institution. Educational institutions should foster a strong work culture in its teachers, provide strong motivation to every individual teacher to put in his best performance in an enthusiastic and charged up environment that helps them to work without any fear of failure, with a feeling of being part of the organization and therefore be more involved, more excited and more loyal to the organization. They must be given an opportunity to take part in decision making and implementation of
the plans, which in turn improve the overall performance of the institution. Since a strong work culture indicates good team work and adjustability, proactiveness, obligation, leadership and work scheduling and role clarity, they have to be enhanced in teachers, by organizing workshops and training programme to develop them among the teachers.

6. No significant difference was found in total Work Culture and Team Work and Adjustability, Work Load and Proactiveness, Role Clarity, Leadership and Work Scheduling, and Obligation – Components of Work Culture of male and female, government, aided and unaided schools, and Mysore north, Mysore south and Mysore rural educational divisions secondary school teachers. Hence they need not be differentiated for in-service teacher training programs. The head of the educational institutions should be trained to transmit a strong work culture in their teachers in an effective manner. Strong work culture indicates deep and stable values among its teachers. It also indicates appropriate pace of work, obligation towards work, transformational leadership, team work, adjustability in work, work schedule, role clarity, and autonomy. These components contribute to individual and thus to the organizational effectiveness and hence need to be developed in all the teachers. Hence the pre-service teacher education curriculum should cater to the development of these aspects in the future teachers.

7. Significant difference was found in Total Work Culture of secondary school teachers with above ten years and below ten years of experience. It was found
that teachers with below ten years of experience have a strong work culture than their above ten years of experience counterparts. Teachers with above ten years of experience need to be given opportunities to develop a stronger work culture. Sufficient training programs should be arranged so that the teacher efficiency could be improved. Teachers should be encouraged by providing constructive feedbacks concerning their teaching and learning practices must be concentrate on enhancement of Work Culture.

8. It was found that teachers with below ten years of experience were significantly better in Team Work and Adjustability, Work Load and Proactiveness, Role Clarity, Leadership and Work Scheduling, and Obligation – Components of Work Culture when compared to secondary school teachers with above ten years of experience. Efforts have to be made by the education department, university departments, DSERT, CTE, and NCERT to organize programs and orient them towards acquiring adjustability and team work, proactiveness, obligations, transformational leadership and role clarity. It should be made imperative to teachers that promotion of positive relationships, team spirit, helps in developing a strong work culture which would enhance their opportunities to grow in their work.

9. It was found that a majority of the teachers experiences an average level of Job Stress and 13.3% of teacher’s experiences low levels of job stress. 15.4% of teachers were found to experience a high level of Job Stress. A similar result was found with male and female, above ten years and below ten years
of experience, government, aided and unaided, Mysore north, Mysore south and Mysore rural educational division teachers. The educational institutions should create general awareness among the teachers regarding the existence of job stress and its related negative consequences. Furthermore, they should provide suitable job resources to the teachers to help them in fighting stress and increasing performance. Apart from job resources, awareness should be brought to utilize their personal resources for managing their job related stress and performance.

Stress Management Training should focus on several mental techniques such as replacing self-defeating thoughts with more constructive ones, identifying barriers for growth, improving time management and goal setting skills, using problem solving techniques, handling emotions, and dealing with life changes. Training should also help them to cope with overloadedness, have role clarity, manage powerlessness, resolve role conflicts, identify and remove irrational beliefs, thus helping them to reduce stress. Learning the skills for changing how an individual thinks about a situation can be very important in a stress management educational program which would contribute in improving their functional skills and lead to effective teaching/learning practices.

10. No significant difference was found in Total Job Stress and Overloadedness, Role Conflict, Powerlessness, Role Ambiguity, Motivelessness, and Frail Interpersonal Relationship – Aspects of Job Stress of male and female, government, aided and unaided school teachers, and teachers belonging to
Mysore north, Mysore south, and Mysore rural educational division. Hence they need not be differentiated based on their gender, type of schools and divisions for periodical stress management programmes for reducing the levels of stress among the teachers.

Situational coping strategies allow individuals change the way they react to a specific stressor or alter their work environment. During the training provided individuals will have to learn assertive techniques, tools to seek the help of others, and skills for changing a stressful situation.

Effective intervention for reducing stress need to be adopted by teachers by means of clarifying specific stress related issues at school, cooperatively establishing specific goals, and developing and implementing strategies to alleviate or modify educational processes, and behaviors. They need to learn to change the situation and their reactions to it and thus minimize stress to a great extent. Training in adopting Cognitive coping strategies which allow teachers to use their mind to control their emotions are to be organized.

11. It was found that the teachers with above ten years of experience perceived a high level of Job Stress and felt were more Overloaded, Powerlessness, Motiveless and had more Role Conflict, Role Ambiguity, and Frail Interpersonal Relationship than their counterparts with below ten years of experience.
Stress management educational programs which include stress awareness, physiological training, situational coping strategies, and cognitive coping strategies will help teachers with above 10 years of experience in reducing their job stress. Physiological training that provide training in muscle relaxation, yoga and meditation, breathing techniques, and aerobic activities need to be organised. When combined with other stress management techniques, physiological training has been found to be very effective and hence could be used for reducing general stress at work and this would help the teachers to deal with their job stress effectively.

12. Since work culture and job stress were found to have an insignificant main and interaction effect on quality of work life of secondary school teachers. Programs for improvement in quality of work life in educational organization need not consider level of work culture and job stress of secondary school teachers. Irrespective of the level of work culture and job stress the teachers possess the strategies adopted by the management for improvement of quality of work life of their teachers can equally be provided to all the teachers.

13. Negligible positive relationship was found between Quality of Work Life and Work Culture and moderate relationship was found between Quality of Work Life and Job Stress of secondary school teachers. Optimum level of work culture and job stress is found to be necessary to a teacher to improve his ability and performance in his work place. Optimum level of stress can serve as a stimulus to enhance performance and productivity at work. The capabilities and resource an individual draws determine the perceived amount
of stress. An optimum level of stress is needed for a teacher to be motivated to perform effectively to prove his worth and identity. It also acts as an energizer for his identity and dignity and inactualizing his potential. Hence the teachers should be trained to manage an optimum level of job stress. Teacher should be provided training in stress management techniques like time management skills, good support working network, setting goals and priorities, practice to control mind, develop positive thinking and humanistic approach, self-analysis of one’s own ability and inability, keep punctuality in duties, giving importance to values, training in muscle relaxation, practice yoga and meditation, breathing techniques, and aerobic activities, and develop good physical, mental and social health. Higher authorities of the institutions should see that the teachers grow academically and develop interest in their work, commitment to the organization, good relationship with non academic ions, students, and parents. The teacher should be trained in task and time management to handle their work load thus enabling them to handle an optimum level of work culture and job stress.

Stress management educational programs for teachers should be conducted by specialized trainers and should include follow up, long term evaluation so that the impact can be maintained over an extended period of time. If this is successfully done, teachers can expect to achieve positive outcomes such as improved peer support, reduced levels of somatic complaints, enhanced feelings of personal accomplishment, decreased work pressure and role ambiguity, and improved Quality of Work Life.
School management and education department play a key role in building healthy workplaces. They should have the skills and the integrity to clarify expectations and to provide clear, coherent guidance to their teachers along with the mission of the organization they lead, in order to give work a sense of purpose and usefulness. They must have the courage to make strategic decisions that promote justice, equity, and their staff’s health and safety. They must also ensure that work and organizational practices respect human dignity. They should support the efforts and initiatives of their employees and encourage mutual support in difficult times. School managements should have the courage to set the rules of proper conduct for their team, encouraging all teachers to respect each other and to keep their commitments.

5.16 SUGGESTIONS FOR FURTHER STUDY

The following are the suggestions for further study:

1. Studies can be undertaken to study the influence of independent variables such as Job Involvement, Mental Health, Job Commitment, Attitude towards Teaching Profession on the variables Quality of Work Life, Work Culture and Job Stress.

2. The present study could be extended to teachers / head of the institutions of pre-primary, primary and higher educational levels.

3. Impact of training programs, orientation programs and refresher courses to reduce Job Stress to enhance Work Culture and Quality of Work Life is fertile area of research.