

## QUALITY OF LIFE AMONG TEACHERS AND LAWYERS

**Dr. Kamala H**

Associate Professor of Psychology,  
Smt.V.H.D. Central Institute of Home Science, Bangalore

### Abstract

In the present study 70 teachers and 70 lawyers between the age 25 to 45 years participated. A between group design was followed to assess quality of life. To assess the quality of life WHO QOL-BREF containing 26 items were used. It was hypothesized that there will be no significant difference in quality of life among teachers and lawyers. Applying appropriate statistical steps data collected was analyzed to test the hypothesis. Results showed a significant difference between the two groups in quality of life.

**KEY WORDS: Teachers, Lawyers and Quality of life.**

### Introduction

World Health Organization defines Quality of Life as an individual's perception of their position in life in the context of culture and value system in which they live and in reaction to their goals, expectations, standards and concerns. It is a concept that incorporates a complex way a person's physical health, psychological state, level of independence, social relationship, personal beliefs and their relationships to salient features of the environment.

Quality of life refers to the 'Perceived' quality of life, 'Perceived' effects of diseases and health.

a) Health refers to the person's perception of well-being.

b) Physical domain is a facet of quality of life assessing unpleasant physical sensation experienced by a person, the extent to which these sensations are distressing and interfere with life. The energy, enthusiasm and endurance that a person has in order to perform the necessary tasks of daily living and the problems related to sleep and rest which in turn affects the person's quality of life.

c) Psychological domain includes a person's view of his thinking, learning, memory, concentration and ability to make decisions, self-esteem, body image/appearance and of independence and negative feelings of dependency, guilt, sadness, despair, anxiety and possible beliefs (spirituality), positive feelings of contentment, balance, happiness, joy, hopefulness and enjoyment and from these factors affects quality of life.

d) Social domain refers to the extent to which people feel the companionship, love and support they receive from the intimate relationship in their life.

e) Environment domain refers to the person's sense of safety where a person lives and the way that impacts on the person's life, financial resources to meet the needs for a healthy and comfortable life style, availability of health, participations in and opportunities for recreation and leisure and the person's view of how available or easy it is to find and use transport service to get around.

### **Review of Literature**

R Thephilah Cathrine, S Aruna and R Vijayaragahavan (2021) conducted a study having the following aims. a) To assess the level of quality of life (QOL) among teachers of private and fully aided schools in pos ttest for the experimental and control groups and b) To determine the effectiveness of nursing strategies on QOL among 28 private and fully aided school teachers with an age of 25–60 years from Vellore district. A nursing strategy program once a week for 6 weeks was given. They adopted pre test and post test with two groups (experimental and control). Results showed that median value in pre test was significantly different from post test and also nursing strategy interventions were effective and beneficial in all domains of QOL.

A study by Soheila Dabiran, Farahnaz Khajehnasiri, Fateme Varzdar and Mohammad Hossein Beheshti (2018) aimed to determine the quality of life among 190 girl's high school in Tehran to compare the quality of life of Tehran general population. To assess the quality of life SF-36 Quality of Life Scale was used. Demographic factors were the independent variable. The mean scores of teachers in this study were significantly lower than the general population in all dimensions of the QOL except for mental health and emotional limitations.

Ayesha Anjum Dr. P Swathi (2017) in their study at Hyderabad on 60 secondary school teachers' with an age range of 20 to 60 years made an attempt to find out of emotional intelligence on quality of life. To assess the level of emotional intelligence (low and high), scale developed by Shutte (1998) and Quality of Life Scale given by WHO was used. Result showed that teachers with low emotional intelligence have poor quality of life and the teachers with high emotional intelligence have high quality of life. A positive correlation between emotional intelligence and quality of life is found.

### **Aim:**

To assess quality of life among teachers and lawyers.

### **Objectives:**

1. To study the difference in quality of life among teachers and lawyers.

### **Hypotheses**

Ho<sub>1</sub>. There will be no significant difference in quality of life among teachers and lawyers.

**Variables**

**Independent Variable:** 1. Teachers  
2. Lawyers

**Dependent Variable:** 1. Quality of Life

**Research Design:**

A “between groups” design with survey method was adopted for the study.

**Sample**

A random purposive sampling technique was used. Data was collected from 70 teachers and 70 lawyers between the age 25 to 45 years.

**Tools**

**1. Quality of Life**

WHO QOL-BREF is an abbreviated generic Quality of Life Scale developed through the World Health Organization. The WHOQOLBREF instrument comprises 26 items, which measure the following broad domains: physical health, psychological health, social relationships and environment. This is a five point rating scale 1. Very poor, 2. Poor, 3. Neither poor nor good, 4. Good and the last 5. Very good.

**Procedure**

After consulting the respective participants, a brief note of information was given about the study. Their consent was taken to be a part of the study and questionnaires were administered.

**Statistical Analysis**

Mean, Standard deviation and ‘t’ test are applied and the results are analyzed to find out the levels of significance between the two groups.

*Table 1 – indicating significant difference in Quality of Life among teachers and lawyers.*

Ho<sub>1</sub>. There will be no significant difference in quality of life among teachers and lawyers.

Sub Scales	Teachers (70)	Lawyers (70)	t	df	P
	Mean/ S D	Mean/ S D			
Physical	25.59 (3.25)	27.86 (3.37)	4.01	138	0.00**
Psychological	21.54 (5.48)	22.69 (3.09)	1.44	138	0.15
Social	12.19 (2.84)	12.47 (1.84)	0.71	138	0.48
Environment	27.76 (7.69)	28.01 (4.01)	0.25	138	0.81
Total	87.09 (19.26)	91.03 (12.31)	1.97	138	0.05*

Significant at 0.05 level

\*\* Significant at 0.01 level

Table 1 shows significant difference between the two groups in quality of life. Two sub scales i.e. psychological (0.15), social (0.48) and environment (0.81) dimension does not show significant difference. On the other hand physical (0.00\*\*) has the difference at 99%. On the whole there is a significant difference between the two groups (0.05\*) at 95%. Study by R Thephilah

Cathrine, S Aruna and R Vijayaragahavan (2021) also proves the difference between pre and post test conditions in the group.

Hence, the hypothesis which states that “There will be no significant difference in Quality of Life among teachers and lawyers” is rejected.

### **Conclusions**

1. There is significant difference in Quality of Life among teachers and lawyers.

### **Limitations**

1. Demographical factors as independent variable were not included in the present study.
2. A comparative study can be conducted between urban and rural areas.
3. Any other specific working sample could have been considered.

### **References:**

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