

## **A study of English medium school teachers' quarter life crisis in relation to their quality of work life**

**Minal R. Thakur and Prof. (Dr.) Indu Garg**

Ph.D Research Scholar

Department of Education, University of Mumbai

### **Abstract**

This paper is an attempt to present an analysis of types of quarter life crisis faced by the teachers falling in the age group of 23 to 30 years and its correlation with the quality of their work life. Psychology, believes that engagement in work is good for health in contrast to remaining unemployed in life. But, being employed in an unhappy work environment can make one an easy prey to a variety of crisis. These crisis could be related to the productivity and quality of work put in by the teacher or handling the personal issues. The purpose to conduct this research was to know if teachers in their quarter life period, face crisis and whether these crisis lower their quality of work life. Quarter life crisis, is the period of transition to adulthood when an individual is confronted with new responsibilities, new freedom and choices which makes him feel incapable, ambivalent and apprehensive while trying to attend a comfortable living. These crisis affect the quality of work life – a process by which an organization responds to teachers need by developing mechanisms that allow them to design their lives at work. The present study used correlational method to assess statistical relationship between the two variables. The sample of 393 teachers from English medium schools of Greater Mumbai was considered for the study. The findings of the study high lights a significant positive moderate correlation between the variables of quarter life crisis and quality of work life.

### **Introduction**

Do we ever think, why we continue to do things which are often so miserable? This is because we often pursue goals which are not reachable or we do not get the right opportunity to fulfill the achievable goals. This situation in life leads to crisis and crisis affect the quality of work life. Young teachers in their quarter life period face innumerable such crisis which are called as quarter life crisis and because of these crisis they are not able to enhance their teaching quality. This research was therefore undertaken with the purpose to know: 1. the crisis situations, teachers, in their quarter life period (23 to 30 years of age) go through. 2. Whether these crisis have deteriorated their quality of work life.

### **Need for the study**

Teaching is not a glamorous profession any more. It is undervalued by the society. It does not provide the required finances to lead a luxurious lifestyle as depicted by few star icons. The craze to look trendy and modern has given rise to innumerable desires which cannot be full filled by the meagre earnings that teaching offers. Hence teachers have developed a very casual attitude (a reverse of equal pay for equal work) towards work which has deteriorated their quality of work. With a shifting trend to digital education teachers have to learn technology from students which has made teachers low on their effectiveness and quality. Review of related literature provides with the persuasive evidence that, the combination of variables selected for the present study, has not been adequately attempted so far in the field of Education. Hence the need for the present study was felt.

### **Statement of the problem**

The problem of the study has been stated as: A Correlational Study of Relationship between Quarter Life Crisis and Quality of Work Life.

### **Variables of the study**

1. Quarter Life Crisis
2. Quality of Work Life

### **Definitions of the variables**

#### **1. Quarter Life Crisis**

Quarter Life Crisis for the present study is operationalized as, a stage of anxiety and bewilderment in the life of teachers falling in the age group of 23 to 30 years while they establish themselves into teaching profession. It arises when a teacher with the teaching experience of 6 months to 5 years is unclear about the functioning of the educational institution and, at the same time faces stress from family relations, career changes and career settlement. Quarter life crisis is studied under the following components: career, health, job stress, life style, relationship and finance. Operational definitions of the components are as follows:-

Career is a source of earning livelihood with the opportunity to progress.

Health is the mental and physical state of a teacher in her/his quarter life period.

Job Stress is the emotional tension exerted by a teacher due to demanding circumstances related to work.

Life style is a teacher's style of living which is shaped and influenced by his / her interests and attitude and reflects the values that s/he represents as a member of the society.

Relationship in the context of the present research has been operationalized as teachers' competency to understand and be understood by her colleagues and seniors in the profession.

Finance is the monetary gains (salary) received by the teacher for providing her services.

#### **2. Quality of Work Life**

Quality of work life is a process of organizing one's work in a way in which it ensures physical, social, economic, psychological and cultural wellbeing of its teachers. It is a building block on which a satisfying life can be built meeting the twin goals of enhanced effectiveness of the institution and improved quality of work life for its teachers.

Quality of work life is studied under the following factors: Fair and appropriate compensation, working conditions, use of abilities, growth and security, social integration, constitutionalism, total life space and social relevance. For the present research Richard Walton's tool (model) has been used. The sub – factors described by the tool are as follows-

1. Adequate and Fair Compensation includes fair remuneration, wage balance, participation in results and extra benefits.
2. Safe & Healthy Working Conditions which includes weekly journey, workload, process technology, salubrity (conditions) equipments and frustration.
3. Development of Human Capacities includes autonomy, importance of the task, polyvalence (possibility to perform several works), performance evaluation and conferred responsibility.

4. Growth and Security includes professional growth, trainings, resignations and encouragement for studies.
5. Social Integration includes discrimination, interpersonal relations, team's compromise, ideas' valorization.
6. Constitutionalism includes worker's right, freedom of expression, discussion and norms and respect of individualities.
7. Total life space includes influence on family routine, leisure possibility, time of work and rest.
8. Social relevance includes proud of the work, institutional image, community integration, qualities of services and politics of human resources.

### **Objective of the study**

The study was undertaken with the following objective:

- To ascertain the relationship between quarter life crisis and quality of work life of school teachers.

### **Hypothesis of the study**

The Null hypothesis formulated for the present study is as follows:

- There is no significant relationship between quarter life crisis and quality of work life of school teachers.

### **Research design**

#### **Methodology of the Study**

In the present study a correlational method has been used precisely to measure the extent to which the two variables are related to each other. The data collection involved gathering quantitative data by using standardized tools. The data thus collected were analyzed using appropriate statistical techniques.

#### **Sample of the Study**

In the present study the sample comprised of 393 teachers from English medium schools of Greater Mumbai. The teachers falling in the age group of 23 to 30 years and with 6 months to 5 years of experience were considered for the study. The sample therefore comprised of 40 male teacher and 353 female teachers.

#### **Tools of Data Collection**

The following tools were used for data collection

- Quarter Life Crisis Rating Scale
- Quality of Work Life Scale based on Walton's Quality of Work Life Model.

#### **Delimitations of the study**

The study under consideration was restricted to the teachers of English medium schools of Greater Mumbai. It considered the said variables and covered only those teachers falling in the age group of 23 – 30 years and having experience of 6 months to 5 years.

#### **Testing of the hypothesis**

The null hypothesis states that there is no significant relationship between quarter life crisis and quality of work life of school teachers.

Technique used: Pearson's Product Moment Coefficient of Correlation ('r')

Table: 1

### Relationship between Quarter Life Crisis and Quality of Work Life

Variables	N	Mean	SD	'r'	Level of Significance
Quarter Life Crisis	393	151.33	14.811	.591	0.01 Significant
Quality of Work Life		126.89	20.012		

### Findings and conclusion

Table: 1 shows the statistics of correlation between the variables quarter life crisis and quality of work life. A significant moderate relationship has been found between the two variables as per the tabulated range of correlation and hence the hypothesis is rejected. Since 'r' is positive it suggests a direct and moderate positive linear relationship between the two variables under study. Since the value of 'r' ranges between + 1 and - 1, the obtained 'r' .591 which can be considered a little above the midpoint indicating equal variation around the line of the best fit.

### Discussion

It can be inferred from the findings that, there exist a direct and moderate positive linear relationship between the variables under study. Moderate relationship show, that crisis do affect teachers' quality of work life but, moderately. This could be due to the fact that, teachers, consider their job as an important social responsibility. They keep their personal and professional crisis at bay and work for the betterment of their stake holders. Modern technological advancement has compelled teachers to improve their concepts of commitment and motivation towards their work. Teachers face a lot of work related stress due to the changing pattern of education (CCE) where their work is reduced to more of clerical entries to various departmental records. This takes a toll on their health and they lose interest in pursuing their career sincerely. Such work patterns disturbs their family routine and many a times teachers have to compromise on their total life space. Commitment towards work can come only when teachers can balance their responsibilities along with the lifestyle that they desire to have. But with increasing work load it has become difficult for teachers to have a healthy balance of work and their life.

### Conclusion

It can therefore be concluded that quarter life crisis do influence the quality of work life of school teachers. The relationship is moderate but, it can bring about considerable changes in either, if studied with other variables. One also needs to give a considerable thought that, quality of work life can be enhanced when teachers are happy. Teachers' happiness is greatly linked with their productivity at work which is in turn linked with positive outcomes of the stakeholders.

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