

Quality of Working Life and Occupational Stress in High School Teachers

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Abstract : Some professions had an increased risk for occupational stress and less quality of working life. Among several professions this risk is particularly preoccupant in teachers, namely high school teachers. This study aims to characterize the work stress in teachers and understand how the work stress influences their quality of working life. One hundred teachers, 60 women and 40 men with mean age of 43,2 years (SD=7,8), from North Portugal teaching in several high schools filled in the following questionnaires: Social-Demographic Questionnaire, Teacher Stress Questionnaire and the Survey of Professional Life, during January to March 2015. The results of our study show that high school teachers have several occupational stressors (M=5) and poor perceived quality of working life. They are unsatisfied with their current job and they refer to a considerable job frustration. 33% referred to no expectations about a better future in these profession and 40% have no career development. There is a strong negative correlation between stress and teacher quality of working life ($r=-.775$). Moderate levels of stress are related to more favorable quality of working life ($r=.632$). Stress, frequent in teachers, is a significant predictor of poor quality of working life. There are several stressors affecting the teachers' performance. Career development is not considered among this professional class and it seems related to current job frustration. Considering the role of high school teacher in the development and learning of students, these results should be taken in consideration when planning the graduation and interventions with teachers.

Keywords : career, quality of working life, stress, teachers

Conference Title : ICHRM 2016 : International Conference on Economics and Human Resource Management

Conference Location : London, United Kingdom

Conference Dates : January 18-19, 2016