



PERCEIVED SOCIAL SUPPORT IN RELATION TO QUALITY OF LIFE AMONG SCHOOL TEACHERS

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ABSTRACT The purpose of this study is to examine the relationship of various levels of social support with quality of life (QOL) among school teachers in Kashmir. It has been found that social support and its three dimensions namely support from significant others; support from family and support from friends had a positive significant relationship with quality of life and its four dimensions. Understanding the relationship between perceived social support and QOL in teachers may provide guidance to the healthcare providers, family members and social services about the importance of social support to the nation builders of the society.

KEYWORDS : Kashmir, Quality of life, perceived social support, School teachers.

Introduction

Throughout all educational levels, from preschool to graduate school, there are a number of nuances that pervade the lives and actions of teachers in both public and private institutions. Before finishing our internal development, we must establish routines and understand how life might be fragile. Also, to enter the adulthood, then we realize that no human being is complete. We are always learning throughout our life cycle. We are never ready, which causes some instability to our own being. As Mosquera (1987), "we cannot let consider that he (the teacher) is primarily a human being, with its potential energetic, ideas, mental structuring and limitations". Therefore, it is important to consider who the teacher is, how we should develop as we get older, how we must make decisions about our requirements as we move forward in life, and how to overcome obstacles in both our personal and professional lives. All people are fallible and must adapt to daily life. In the process of teaching, the figure of construction established the teacher as a subject to be many things at once: imaginative, persistent, patient, humorous, competent, friendly, socially active, aware of its role as an example, ethical and moral, constantly updated, especially on matters related to teaching and resulting in their own new learning and their students.

Quality of life

World Health Organization, (1995) has defined quality of life (QOL) as the perception of individuals of their position in life, in the context of culture and the system of values in which they live in as well as their goals, expectations, standards, and concerns.

According to Crosby, Kolotkin, and Williams (2003), quality of life includes several characteristics, such as mental and physical health, selfconfidence, satisfaction, and life satisfaction, and is need of the most significant outcomes in health studies (Kashefi, 2005). Enhancing Quality of Life (QOL) has long been a major explicit or implicit life-style and policy goal for individuals, communities, nations, and the world (Schuessler and Fisher, 1985; Sen 1985). A search of the Institute for Scientific Information (ISI) database from 1982-2005 reveals over 55,000 academic citations utilizing the term "quality of life," spanning a large range of academic disciplines. In the popular press, quality of life is also a critical element in the ongoing discourse on economic prosperity and sustainability, but it has often been subsumed under the heading of "economic growth" under the assumption that more income and consumption equates to better welfare. This equation of consumption with welfare has been challenged by several authors, notably Sen(1985) and Nussbaum (1995) and is now also being challenged by recent psychological research (Diener and Lucas, 1999; Easterlin, 2003).

Perceived social support

Social support is the actual or potential assistance provided by one's own resources and the people, organizations, networks, and systems to which they are connected. In the context of social psychology, which examines coping with stress and tension as well as the value of social interactions and social change, the idea of social support was adopted from clinical and therapeutic procedures. Afzali S (2012). Humans are

social creatures, and social communication is crucial to a person's quality of life. Furthermore, having more social contact can improve one's health. Rimaz et al(2015). The level of accessibility and an individual's sense of the availability of support from others, if help is needed, are both known as perceived social support (Moradi, Dehghani zadeh & Soleimani Khashab, 2015). An individual's cognitive evaluation of his or her surroundings and relationships with others forms the basis of their perception of social support. According to perceived social support theorists, not every relationship a person has with another person constitutes social support unless the person perceives it as a source that is readily available or appropriate for meeting their needs (Pour Agha et al., 2012).

Objective

To examine the relationship between perceived social support its three dimensions namely (support from significant others, support from family and support from friends) and quality of life.

Hypothesis

There will be positive relationship between perceived social support and its three dimensions with quality of life.

Methodology

Sample: The sample of the present study consisted of 240 school teachers who were selected on purposive basis from north Kashmir Union territory of J&K.

Research Design

Based on the nature of the study correlation design, is used to examine the relationship of two variables, i.e. Perceived Social Support and quality of life. The data collected is analyzed using Pearson's product moment correlation to know the relationship between the variables.

Tools Used

Multidimensional Scale of Perceived Social Support scale (MSPSS)

The MSPSS is a self-report instrument with a 12-item scale Items were rated on a 7-point Likert scale created by Zimet (1988).

Quality of life scale for Quality of life

There are 26 questions in the WHOQOL-BREF in total. In addition, two items from the facets of general health and overall quality of life have been added. WHOQOL-BREF has four domain scores.

RESULT AND DISCUSSION

Result Table Correlation matrix of the independent variable, namely, perceived social support (support from significant others, support from friends and support from family) with dependent variable namely, quality of life (Physical Health, Psychological Health, Social Relations, Environment)(N=240).

Result table shows that perceived social support and quality of life among teachers have significant positive correlation i.e., ($r=.805$, $p<.01$) which is significant at.01 level. One dimension of perceived social support i.e., support from significant others have significant positive correlation with four domain of quality of life i.e., physical

health ($r=.776, p<.01$.) Psychological health ($r=.794, p<.01$), social relations ($r=.726, p<.01$) and environment ($r=.765, p<.01$). The support from family (the second dimension of perceived social support) has significant positive correlations with four domains of quality of life, namely, physical health($r=.794, p<.01$), psychological health ($r=.813, p<.01$), social relations ($r=.740, p<.01$) and environment($r=.783, p<.01$). The support from friends (the third dimension of perceived social support) has significant positive correlation with four domains of quality of life, namely, physical health($r=.774, p<.01$), psychological health ($r=.798, p<.01$), social relations ($r=.725, p<.01$) and environment (Y4

($r=.767, p<.01$). The above results are concurrent with the studies of Moghadam et al (2020). The higher the social support, the higher the quality of life (Tavakoli & Nejad,2022). A higher number of different types of support persons have been found associated with overall Quality of life, (Singstad et al., 2021; Ahmad et al., 2016). The result of present study indicates that social support and quality of life are significantly correlated with each other which are also in accordance with the findings of Jonsson (2005) and thus social support seems to be a significant component of quality of life (Tarkar and Dhamija, 2020 ; Cherian and Kumara , 2021; Chrusciel and Dobrowolska, 2020)

Variables	Physical health	Psychological health	Social relations	Environment	Overall QOL	Support from significant others	Support from family	Support from friends	Total social support
Physical health	1								
Psychological health	.957**	1							
Social relations	.919**	.905**	1						
Environment	.951**	.949**	.926**	1					
Overall QOL	.981**	.977**	.962**	.980**	1				
Support from significant others	.776**	.794**	.726**	.765**	.785**	1			
Support from family	.794**	.813**	.740**	.787**	.803**	.953**	1		
Support from friends	.774**	.798**	.725**	.767**	.785**	.940**	.951**	1	
Total social support	.796**	.816**	.744**	.787**	.805**	.981**	.986**	.980**	1

** . Correlation is significant at the 0.01 level (2-tailed).

multidimensional scale of perceived social support. Journal of Personality Assessment. 52:30-41.

CONCLUSION

It is concluded that perceived social support and its three sub dimensions viz., support from significant others, support from family and support from friends has its significant positive correlation with quality of life and its four domains like physical health, psychological; health, social relations, and environment . Thus the result of the present study suggested that social support is important to enhance the quality of life of school teachers. The study will be helpful for families of teachers, government and counsellors to work for the betterment of quality of life of people.

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