



INFLUENCE OF QUALITY OF WORK LIFE AND EMOTIONAL INTELLIGENCE ON JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS

Psychology

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ABSTRACT

An attempt was made in the present investigation **Aim:** influence of quality of work life and emotional intelligence on job satisfaction of secondary school teachers. **Objective:** To assess the influence of quality of work life and emotional intelligence on job satisfaction of secondary school teachers. **Sample:** The Sample of the present study consists of 300 teachers working in different government and private high schools in Yadadri Bhuvanagiri district of Telangana state. **Tools:** Quality of Work Life Scale developed by Santhosh Dhar & Upinder Dhar & Rishu Roy (2008), Emotional Intelligence Scale developed by Antara Dey and Nil Ratan Roy (2014) and Job Satisfaction Scale by Nidhi Madan and Umender Malik (1977) were administered. **Conclusion:** Results revealed significant impact of quality of work life and emotional intelligence on job satisfaction of secondary school teachers.

KEYWORDS

Quality of Work Life, Emotional Intelligence, Job Satisfaction and Secondary School Teachers.

INTRODUCTION:

Education is potentially the greatest social equalizer in society and higher education plays a critical role and thus provides a very deep impact in creating society, culture, and economic wellbeing of new generation. So, the educational teachers' quality of work life is a necessary indeed, the key ingredient for improving our nation.

Quality of work life is a process by which interest groups in the organization will learn how to work better together, how to determine for themselves what activities, changes and improvements are desirable and effective to the organization to be more efficient; as teachers at technical schools have different integration in the organization, work life and social dependence, overall living space from the other theoretical schools, thus, leading to different development of human capability and growth opportunities. Also points out that the concept of "quality of work life" in 80s was a general term to include a set of conditions in different fields such as organization, work environment, and partnership. Efforts to improve the quality of life and changes healthy work environments have produced positive results not only in mental health of organizations, but also in participation rate and economic efficiency.

Emotional intelligence abilities are seen as vital elements in teaching practice, thus in need of further exploration. Practices integrated with emotional intelligence may be actualized through emotionally intelligent teachers who are thought to consistently and continuously perceive, use, understand and manage emotions that are of their own and their students, in planning lessons, delivering lessons, communicating in or outside of teaching/learning settings and providing feedback. Teachers with abilities to recognize and understand emotions are more likely to identify discrepancies between what students feel and their outward behaviour, thus know when and how to provide support accordingly.

The term job satisfaction refers to the attitude and feelings people have about their work. Positive and favorable attitudes towards the job indicate job satisfaction. Negative and unfavorable attitudes towards the job indicate job dissatisfaction.

The word job satisfaction is a worker's sense of achievement and success on the job. It is generally perceived to be directly linked to productivity as well as to personal well-being. Job satisfaction implies doing a job one enjoys, doing it well and being rewarded for one's efforts. Job satisfaction further implies enthusiasm and happiness with one's work.

Literature Review:

Sandhu (2015) revealed that there is significant positive impact of type of college, gender, age, teaching experience, emotional intelligence and attitude towards teaching on the job-satisfaction of teacher educators. Teacher educators of government aided colleges, females, senior teachers, high emotionally intelligent and teachers with

favourable attitude towards teaching were found to possess higher job-satisfaction level.

Shinu and Kumari (2016) examined the job satisfaction among secondary school teachers in relation to their emotional intelligence with special reference to Kangra district of Himachal Pradesh. The result showed that there is significant difference among male and female respondents regarding their job satisfaction and there is job satisfaction among teachers of high emotional intelligence and low Emotional intelligence in schools. The result also shows that there is no significant interactional effect of the gender and emotional intelligence on job satisfaction of secondary school teacher. The results of this study may be helpful for human resource managers especially in schools to satisfied and retained their talented and loyal workforce.

Bhagat Singh (2016) showed that level of EI significantly affected the job satisfaction of primary school teachers. However, there is no significant difference between male and female teachers regarding the level of job satisfaction. There are other factors which affect job satisfaction but the role of EI cannot be neglected. So, the level of EI must be taken into consideration in order to select the best teachers.

Hüseyin Akar (2018) found that the grade level and the country variables are moderators in the effect of quality of work life on job satisfaction as opposed to the sampling participants' variable. Based on these results, it can be expressed that quality of work life has a significant role in educational stakeholders' organizational commitment and job satisfaction.

Sruthimol (2019) analysed that the quality of work life among teachers of government and private in Kottayam district. The study helps to know whether there is any difference in job satisfaction of teachers on various factors of QWL based of their demographic and organisational profiles compare QWL and measure the level of QWL among government and private teachers.

Anna Toropova, Eva Myrberg and Stefan Johansson (2021) found that substantial association between school working conditions and teacher job satisfaction. More specifically, teacher workload, teacher cooperation and teacher perceptions of student discipline in school were the factors most closely related to teacher job satisfaction. As to teacher characteristics, female teachers, teachers with more exposure to professional development and more efficacious teachers tended to have higher levels of job satisfaction. In addition, it was found that the relationship between the extent of teacher cooperation and job satisfaction was more pronounced for male teachers, while student discipline was more important for job satisfaction of teachers.

Bhavani and Jegadeeshwaran (2022) studied the aspects of job satisfaction and quality of work life among working women teachers in educational institutions coming under University of Mysore. For the purpose of data collection 289 women teachers have been selected using stratified random technique. The present study aims to

understand the relationship between job satisfaction on quality of work life. The result of the study shows that there is positive impact of job satisfaction on quality of work life of women teachers.

OBJECTIVE:

1. To find out the influence of quality of work life and emotional intelligence on job satisfaction of secondary school teachers.

Hypotheses:

1. There would be significant impact of quality of work life on job satisfaction of secondary school teachers.
2. There would be significant impact of emotional intelligence on job satisfaction of secondary school teachers.

Sample:

A sample of 120 teachers from different schools were selected by using systematic random sampling technique and their age ranges from 25-60 years and administered "quality of work life scale, job satisfaction scale and emotional intelligence scale was used.

Variables Studied:

Dependent Variable

1. Job Satisfaction

Independent Variables

1. Quality of work life
2. Emotional Intelligence

Tools:

1. Assessment of Quality of Work Life: Quality of Work Life Scale developed by Santhosh Dhar & Upinder Dhar & Rishu Roy (2008). It consists of 24 items. Each question has 5-Options. The Reliability of the Instrument is 0.91.

2. Assessment of Job Satisfaction Scale: Job Satisfaction Scale by Nidhi Madan and Umender Malik (1977). This scale consists of 35 items and each item has 5 options. The reliability coefficient by test-retest reliability is to be 0.78.

3. Assessment of Emotional Intelligence: The Emotional Intelligence of the Subjects was assessed by using the Emotional Intelligence Scale developed by Antara Dey and Nil Ratan Roy (2014). It consists of 28 items. The Reliability of the Instrument is 0.89.

Research Design:

As there are two independent variables i.e., quality of work life (low & high) and emotional intelligence (low & high). Hence, 2×2 factorial design was employed.

Statistical Analysis:

The obtained data was analyzed statistically in order to test the hypotheses using Means, SDs and Analysis of Variance (ANOVA).

RESULTS AND DISCUSSION:

Table- I: Means And SDs Of Job Satisfaction Scores.

Variables	Group	Mean	SD
Quality of Work Life	Low	97.25	19.57
	High	105.92	21.83
Emotional Intelligence	Low	95.64	18.45
	High	112.37	23.97

The results mention in table-I explains that the high school teachers with high quality of work life ($M=105.92$) have high level of job satisfaction than the subjects with low score in quality of work life ($M=97.25$). High school teachers with high emotional intelligence ($M=112.37$) have high level of job satisfaction than the subjects with low score of emotional intelligence ($M=95.64$).

Table-II: The Summary of ANOVA for scores on Job Satisfaction.

Source of Variance	SS	df	MSS	F
Quality of Work Life (A)	325.563	1	325.563	6.25*
Emotional Intelligence (B)	394.230	1	394.230	7.56**
$A \times B$	282.120	1	282.120	5.42*
Within	15426.336	296	52.116	-
Total	16428.249	299	-	-

** - Significant beyond 0.01 level

* - Significant at 0.05 level

Hypothesis-1: There would be significant impact of quality of work on job satisfaction of secondary school teachers.

It is evident from table-II that the obtained 'F' value of 6.25 is significant beyond 0.01 level indicates that quality of work life has significant impact on job satisfaction of secondary school teachers. As the 'F' value is significant, the hypothesis-1, which stated that quality of work life has significant impact on job satisfaction of secondary school teachers, is accepted by the results.

Hypothesis-2: There would be significant impact of emotional intelligence on job satisfaction of secondary school teachers.

As shown in table-II that the obtained 'F' value of 7.56 is significant beyond 0.01 level indicates that emotional intelligence has significant impact on job satisfaction of secondary school teachers. As the 'F' value is significant, the hypothesis-2, which stated that emotional intelligence has significant impact on job satisfaction of secondary school teachers, is accepted by the results.

Table-II clearly indicates that the 'F' value of 5.42 quality of work life and emotional intelligence ($A \times B$) is significant. This indicates that there is significant interaction between quality of work life and emotional intelligence in causing the effect on job satisfaction of secondary school teachers.

CONCLUSIONS:

1. High school teachers with high quality of work life have high job satisfaction than the subjects with low quality of work life.
2. High school teachers with high emotional intelligence have high job satisfaction than the subjects with low emotional intelligence.

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