

Job Satisfaction and Work-Related Quality of Life Among School Teachers

Tejal Khanna¹, Dr. Deepthi Vijayan²

¹Student, Department of Psychology, Kristu Jayanti College (Autonomous), Bengaluru

²Assistant Professor, Department of Psychology, Kristu Jayanti College (Autonomous), Bengaluru

Abstract

The focus of this study is to understand the relationship between Job Satisfaction and Work-Related Quality of Life among school teachers, employing a sample of 156 school teachers from private schools. A correlational research design is used for the study. The data is collected using purposive sampling method. The index of Job Satisfaction (IJS) and Work-Related Quality of Life Scale (WRQoL) are the tools used for the assessment. The data is analysed using correlational analysis and independent sample t-tests. The correlation analysis was used to find the relationship between the two variables and independent sample t- test is conducted to understand gender difference among school teachers with regard to Job Satisfaction and Work-Related Quality of Life. The results of the study indicate that there is a significant positive correlation between Job Satisfaction and Work-Related Quality of Life among school teachers. Additionally, the findings of the study revealed that there is a significant gender difference between the two variables with females experiencing higher Job Satisfaction and Work-Related Quality of Life as compared to males among school teachers. However, limitations include the study's non- generalizability and the absence of detailed information and high-quality subjective responses. Future research is suggested to explore qualitative factors related to the variables, providing an in-depth understanding of intrinsic components. Overall, this study contributes to the understanding of the complex relationship between Job Satisfaction, Work-Related Quality of life, and gender differences among school teachers.

Keywords: Job Satisfaction, Work-Related Quality of Life, School Teachers

Introduction

In the evolving landscape of education, the dynamics of the teaching profession have experienced significant transformations, influenced teachers' behaviour and prioritized their Job Satisfaction. Recognizing the pivotal role teachers play in shaping individuals and society, the education industry is increasingly attuned to factors such as cooperation, organizational culture, and interpersonal relationships as crucial contributors to teachers' contentment. Recent studies underscore the preference of educators for workplaces that offer higher Job Satisfaction levels, emphasizing the importance of understanding and addressing these factors for both recruitment and retention of highly qualified and effective instructors. Teachers, as the lifeblood of the educational system, hold a unique position in fostering knowledge, individual development, and societal progress, making Job Satisfaction and Work-Related Quality of Life vital elements that significantly impact their effectiveness in the classroom. In the pursuit of educational quality and global demands, the satisfaction of teachers becomes paramount, transcending industries and

underscoring the need for continued research and attention to the interconnected concepts of Job Satisfaction and Quality of Work Life in the teaching profession.

Job Satisfaction, a fundamental concept in human resources management and organizational psychology, encapsulates an individual's holistic evaluation of their occupation and work environment, encompassing cognitive and affective aspects. Introduced by Edwin A. Locke in the mid-1970s, Job Satisfaction is a favourable affective state arising from the alignment of one's values, expectations, and job responsibilities with the workplace context. This multifaceted construct incorporates elements such as task status, interpersonal dynamics, compensation, career prospects, and the overall work environment. In contemporary workplaces, organizations recognize the pivotal role of Job Satisfaction in talent attraction, retention, and employee well-being. Efforts to enhance Job Satisfaction involve strategies like skill development, fair compensation, a supportive work culture, and work-life balance. Acknowledging the profound impact on overall performance and organizational success, organizations increasingly prioritize Job Satisfaction as a central objective, understanding its reflection in the psychological and emotional experiences of individuals in their work-related activities. As a crucial determinant of inner contentment and happiness, Job Satisfaction underscores the interconnectedness between individual expectations and workplace outcomes.

Work life quality encompasses various components that shape employee relationships and the overall working environment, including fair compensation, safe and healthy workplaces, career development opportunities, social integration, work-life balance, inclusive management, and recognition. This concept can be defined subjectively, reflecting employees' perceptions, and objectively, considering concrete elements like programs and activities. The Quality of Work Life procedure involves collaboration among organizational stakeholders to enhance efficiency and identify preferable activities, modifications, and improvements. Particularly in the educational sector, where instructors play a crucial role, ensuring a high quality of work life is essential for employee dedication and fulfilment. Understanding how work environments impact employee outcomes, Quality of Work Life has been linked to increased productivity and organizational effectiveness. Various scholars have explored its dimensions, with factors such as life fulfilment, work role aspects, work-personal life correlation, organizational commitment, satisfaction, secure work conditions, and social climate identified as crucial components. These diverse perspectives contribute to a comprehensive understanding of the multifaceted concept of Quality of Work Life.

In recent years, several studies have explored the intricate relationship between teachers' Work-Related Quality of Life, job satisfaction, and various influencing factors. One notable investigation by (Sharma, Daga, & Ameer, 2023) compared government and private school teachers, revealing that private school instructors generally experience higher Work-Related Quality of Life. Interestingly, the study found that despite differences in certain domains like working conditions and stress, teachers from both sectors exhibited similar levels of general well-being. Another study by (Ertürk, 2022) focused on elementary school teachers in Bolu, Turkey, revealing moderate views on work-life balance, stress, and Job Satisfaction. Additionally, a study conducted by (Sadaiah & Fernandez Rao, 2021) emphasized the importance of HR policies in enhancing teachers' quality of life and Job Satisfaction. Meanwhile, research by (Bhatnagar & Soni, 2015) explored the impact of Quality of Work Life (QWL) on Job Satisfaction among school teachers in Udaipur, indicating a significant positive correlation. Another study by (Bhavani & Jegadeeshwaran, 2014) focused on women teachers in higher education, emphasizing the crucial role of the working environment in influencing Job Satisfaction. Moreover, (Demirel, 2014) highlighted the interconnectedness of Job Satisfaction and life fulfilment among teachers, shedding light on the dynamic

relationship between these two aspects. These studies collectively contribute valuable insights into the complex factors influencing the Job Satisfaction and overall well-being of teachers in various educational settings.

Method

Statement of Problem

This study explores how Job Satisfaction influences the Work-Related Quality of Life among school teachers, given the unique challenges of the profession. Understanding this relationship is crucial for comprehending the interconnectedness of teachers' mental, emotional, and professional aspects. The study aims to investigate the relationship between Job Satisfaction and Quality of Work Life, while also examining gender differences among school teachers.

Objectives

1. To study the relationship between Job Satisfaction and Work-Related Quality of Life among school teachers.
2. To study the gender difference in Job Satisfaction and Work-Related Quality of Life among school teachers.

Hypotheses

Ho1: There is no significant relationship between Work-Related Quality of Life and Job Satisfaction among school teachers.

Ho2: There is no significant gender difference among school teachers with regard to Job Satisfaction.

Ho3: There is no significant gender difference among school teachers with regard to Work-Related Quality of Life.

Operational Definition

1. **Job Satisfaction-** Job Satisfaction refers to an individual's contentment, fulfilment, and positive feelings about their job or work-related activities, which are influenced by a variety of factors such as employment conditions, relationships, recognition, and possibilities for progress.
2. **Quality of Work Life-** It is largely concerned with the conditions and experiences encountered in the workplace. It includes a variety of factors of an individual's work experience, such as job design, working conditions, relationships with coworkers and supervisors, possibilities for skill development and overall, Job Satisfaction. QWL stresses the enhancement of the work environment to improve employees' Job Satisfaction and engagement, with the goal of creating a positive and productive work environment.

Sampling and Population

The sampling technique selected for this study is a non-probability sampling technique with purposive sampling method. The total sample of 156 School Teachers (N=156) were selected for the study. The sample for the current study comprises of males and females from Delhi, Uttar Pradesh and Haryana. The sample includes 64 males and 92 females. Only the Teachers working in Private schools were considered for the study.

Inclusion criteria-

Include only school teachers.

Up to the age of 62 years.

Work experience of at least 5 years.

Exclusion criteria-

People from other occupations are not included.

Tools used for the study**Index of Job Satisfaction (IJS) scale**

Developed by Cathy King Pike and Walter W. Hudson in 1993, the IJS scale aims to assess Job Satisfaction levels across various organizational settings. Consisting of 25 items, the questionnaire helps gather data on workers' Job Satisfaction. Scores are computed by reverse-scoring specific items and then calculating the total score, which ranges from 0 to 100. A higher score indicates greater Job Satisfaction. The scale demonstrates high reliability with a Cronbach's alpha of 0.94, indicating good internal consistency. Test-retest reliability is also established through correlations between scores obtained on two separate occasions.

Work-Related Quality of Life (WRQoL) scale

The Work-Related Quality of Life (WRQoL) scale, constructed and standardized by Easton and van Laar in 2012, the WRQoL scale comprises 24 statements measuring six dimensions: Control at work, General well-being, Home-work interface, Job career fulfilment, Stress at work, and Working conditions. Responses are provided on a 5-point Likert scale. Dimension scores are calculated by averaging relevant items, with the overall WRQoL score obtained as the mean of the six dimensions. The scale exhibits good internal consistency, with Alpha coefficients ranging from 0.72 to 0.90 and a high overall coefficient of 0.94. Test-retest reliability is confirmed with coefficients ranging from 0.77 to 0.88.

Data analysis

Data analysis was conducted using IBM SPSS 28. The study used Descriptive statistics to calculate means and Standard deviations to describe the levels of Job Satisfaction and Work-Related Quality of Life. Pearson Correlation analysis was used to examine the relationship between Job Satisfaction and Work-Related Quality of Life. Independent sample t-test was used to study the gender difference in Work-Related Quality of Life and Job Satisfaction among school teachers.

Procedure for the study

The study involved gathering data from school teachers with the work experience of at least 5 years. The participants' data was collected through the questionnaires sent via Google forms for their convenience. The study maintained strict confidentiality and ethical guidelines such as consent, anonymity, and voluntary participation by explaining the purpose and values of the study to the participants.

Results

Table 1 Shows the Descriptive statistics of Job Satisfaction and Work-Related Quality of Life

Variables	N	M	SD
Job Satisfaction	156	69.81	12.56

Work-Related Quality of Life		13.83	2.040
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M= Mean, SD= Standard Deviation

Table 1 shows the findings derived from the descriptive statistics data which indicates that the mean score for Work-Related Quality of Life is 13.83 with a standard deviation of 2.040, and the mean score for Job Satisfaction is 69.81 with a standard deviation of 12.56.

Table 2 Correlation between Job Satisfaction and Work-Related Quality of Life among school teachers

Variables	N	M	SD	r	p
Job Satisfaction	156	69.81	12.56	.681**	.001
Work-Related Quality of Life		13.83	2.040		

** . Correlation is significant at 0.01 level

Table 2 shows a positive, moderate correlation between Job Satisfaction and Work-Related Quality of Life among school teachers, as shown by a correlation coefficient of 0.68. This relationship is statistically significant at the 0.01 level, with a p-value of 0.01, which is less than 0.05. This result leads to the rejection of the null hypothesis, affirming a significant relationship between Job Satisfaction and Work- Related Quality of Life.

Table 3 Gender Difference Based On Job Satisfaction And Work-Related Quality Of Life Among School Teachers

Variables	Gender	N	Mean	SD	t	p
Job Satisfaction	Male	64	63.63	12.61	5.605	0.01
	Female	92	74.11	10.63		
Work-Related Quality of Life	Male	64	13.27	1.71	2.899	0.04
	Female	92	14.21	2.16		

p* < 0.05

Table 3 shows the results of an Independent Sample t-test examining gender differences in Job Satisfaction and Work-Related Quality of Life among school teachers. Females exhibited higher Job Satisfaction (M=74.11) compared to males (M=63.63), with a statistically significant difference indicated by a t-value of 5.605 (p=0.01). Similarly, females showed higher WRQoL (M=14.21) than males (M=13.21), with a significant difference represented by a t-value of 2.899 (p=0.04). These findings suggest meaningful gender differences in both Job Satisfaction and Work- Related Quality of Life among school teachers.

Discussion

The research aimed to explore the relationship between Work-Related Quality of Life (WRQoL) and Job Satisfaction among teachers, as well as gender disparities in these aspects. The study found a significant positive correlation between WRQoL and Job Satisfaction among school instructors, indicating that higher Job Satisfaction corresponds to improved work-related quality. Studies by (Strukan et al. 2014) emphasized the impact of these factors on teacher performance and well-being. Positive work environments, including fair wages and support systems, were linked to higher Job Satisfaction and teacher commitment.

Notably, satisfied teachers exhibited higher engagement, motivation, and retention rates, contributing to stability in educational institutions (Ragae et al., 2022). Gender differences, explored in studies by (Zakaria

et al. 2021) and (Jewell & Kazakis 2020), highlighted higher Job Satisfaction levels among females, although this trend has shown some changes over time. The research's generalizability was limited to specific regions in India, urging further exploration across diverse populations and fields to better understand contributing factors to WRQoL and Job Satisfaction.

Conclusion

The aim of the study was to understand the relationship between the two variables of Work-Related Quality of Life and Job Satisfaction and to explore the gender difference between the two variables. According to the findings obtained in this study, there exist a significant relationship between Work-Related Quality of Life and Job Satisfaction exhibiting a moderately positive correlation. The study also revealed that there exists a significant gender difference in Work-Related Quality of Life and Job Satisfaction among school teachers.

Implications

The study reveals a positive correlation between Work-Related Quality of Life and Job Satisfaction among school teachers, highlighting the need for educational policies and interventions. It suggests that policymakers can design targeted interventions to improve Job Satisfaction and Work-Related Quality of Life, such as supportive work environments, professional development programs, and recognition mechanisms. The study also emphasizes the importance of gender-sensitive strategies, as female teachers tend to report higher levels of satisfaction and better Work-Related Quality of Life. It also suggests that Job Satisfaction is crucial for teacher retention, highlighting the need for a positive work environment. Institutions can use this information to implement strategies to retain experienced teachers, reduce turnover rates, and provide stability within schools. Investing in professional development opportunities can contribute to teacher Satisfaction and overall well-being.

Limitations

The study acknowledges several limitations that impact the generalizability and depth of its findings. Firstly, its use of a specific sample size and focus on a particular geographic region may restrict broader applicability to diverse teacher populations. Additionally, the study's reliance on high-level subjective responses and self-reported data raises concerns about potential biases in participants' responses, affecting the accuracy of the collected information. Moreover, the study's inability to explore qualitative factors related to Job Satisfaction and Work-Related Quality of Life limits a comprehensive understanding of the complex dynamics influencing these aspects among teachers. These limitations suggest the need for caution in interpreting the study's results and highlight avenues for future research to address these gaps and provide a more nuanced understanding of teacher well-being.

Suggestions for Future Research

Future research should explore variables influencing WRQoL and Job Satisfaction among teachers, such as workload, organizational culture, and support systems. Longitudinal studies can provide a more nuanced understanding of these relationships over time. To enhance external validity, more diverse samples should be used. More detailed qualitative data can provide a richer understanding of factors influencing Job Satisfaction and Work-Related Quality of Life. Objective measures or combining self-reported data with other assessment methods can also enhance findings and other intrinsic components that contribute to the

dynamics of these variables.

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