

A Study of Relationship of Emotional Competency, Work Motivation and Life Satisfaction in Government and Private School Teachers

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Abstract

Emotional Competency, work motivation and Life Satisfaction is a significant aspect influencing teaching and learning process. Because Emotional Competency, work motivation and Life Satisfaction are interrelated. The study aims to find the relationship between Emotional Competency, work motivation and Life Satisfaction in government and private school teacher of Sonapat district. The study uses the descriptive method. For collecting data of the study, Scale of Emotional Competencies by Dr. H.C. Sharma & Dr. R.L. Bhardwaj (2007), work Motivation Questionnaire (WMQ) by K.G. Aggarwal (1998) and Life Satisfaction Scale (L-S Scale) by O.G. Alam and Dr. Ramji Srivastva (2001) were administered. The sample of the study is comprised of 200 teachers selected through random sampling technique from secondary school teachers of Sonapat district. After the analysis of the data, Government and private school teachers have no difference in their level of emotional competency however government school teachers have higher mean than that of private school teachers. Male and female teachers have significant difference in their emotional competencies i.e. male teachers have higher mean than that of female teachers with significant difference.

INTRODUCTION

Education is a man making process; its specific role is to accelerate the holistic development of body, mind, intellect and emotions. The system of education in India has conformed to the ideals and objectives that the people have been sifting before them. These ideals and objectives have changed from time to time to fit the new world in which people are influenced by new technology. The Vedas, the Upanishads, The Gita, The Puranas and the various schools of philosophy, are the main sources of past era in education and teaching. Education is a lifelong process and is promoted by almost every experience in life. Everyone who remembers his own educational experience remembers teachers, not methods and techniques. Teachers expected to develop in students, creative independence thinking and prepare them for a democratic socialist society.

Eminent educationist Dr. Radha Krishnan considers the teachers place in society as of vital importance he acts as the source of the traditions and technical skill, from generation to generation and helps to keep the lamp of civilization burning. Hence only a friendly, competent, motivated, enthusiastic, satisfied, secure and well adjusted teacher can develop the well being, self esteem, self confidence etc in their students. Teacher is a professional qualified person who had undergone training and is assumed to have specific skills and competencies to develop teacher's knowledge and skills. Therefore, it is not surprising if society hopes that teachers educate their children and develop their potentials in line with the education and curriculum objectives.

Teacher plays various roles in managing learning situation, either as educator, facilitator, mediator, instructor or moderator. The effectiveness of the educational system largely depends on active, resourceful satisfied, motivated and competent teachers. The

teachers carry out this role of molding the life of children effectively, but at the same time face stress as they are dealing with young children who are difficult to handle along with their own family life. The dual roles that they are expected to perform leads to stress among teachers. An emotionally competent teacher learns and applies skills to manage stress, improve self-esteem, confidence, personal change, decision making, leadership, assertion, comfort and commitment which raise the quality of teaching along with health and well-being (Nelson et al. 2005). But unfortunately many teachers often experience negative emotions than positive ones. Negative emotions, such as, anxiety interferes in cognitive capacity for processing information, while positive emotions increase creative capacity for generating new ideas and ability to handle difficulties (Frederickson 2001). This is why the capacity to identify, understand and regulate both positive and negative emotions is indispensable in teaching profession, in order to use and generate emotions to favor well-being by overcoming stress.

EMOTIONAL COMPETENCY

Emotional Competency:

Emotional Competency is the ability to identify and manage one's emotions. This includes knowing how to nourish your emotional state, take turns, delay gratification, and cope with failure and loss. It also involves knowing how to control impulses, use good judgment and adapt emotions in response to others' emotions and reactions. Emotional competency is usually defined as the ability to understand the nature and causes of emotion, the skills to effectively regulate emotion and to manage emotional expression in a functional way (Eisenberg, Cumberland, & Spinrad, 1998).

Definition of Emotional Competency:

In the 1920s and 1930s, many psychologists explored emotional intelligence in the area of "social intelligence" as a single concept.

Goleman furthered his research in "emotional competencies in relation to two key domain facets: ability and target".

Salovey and Mayer first used the term "emotional intelligence" and stated it in four domains: knowing one's emotions, knowing others' emotions, handling one's emotions, and handling others' emotions.

Recently, psychologists have been paying attention to the complexity of the construct and describing it in terms of multiple capabilities and competencies. The multiplicity and integration of the concepts provide a more comprehensive framework for investigating emotional competency.

"Emotional competency is understood as the capabilities that are used as predictors of performance and effectiveness in management and leadership".

Boyatzis et al. offer a descriptive definition of emotional competency that "a person demonstrates the competencies that constitute self-awareness, self-management, social awareness, and social skills at appropriate times and ways in sufficient frequency to be effective in the situation."

Characteristics of socially and emotionally competent teachers.

A teacher who is strongly and emotionally competent deals easily with his/her day to day life problems. But if any teacher have negative emotions, such as anxiety, stress etc, cannot deal with environment. So there are some characteristics of emotional competent teachers these are:

- Socially and emotionally competent teachers have high self-awareness. They recognize their emotions, emotional patterns, and tendencies and know how to generate and use emotions such as joy and enthusiasm to motivate learning in themselves and others. They have a realistic understanding of their capabilities and recognize their emotional strengths and weaknesses.
- Socially and emotionally competent teachers also have high social awareness. They know how their emotional expressions affect their interactions with others. Such teachers also recognize and understand the emotions of others. They are able to build strong and supportive relationships through mutual understanding and cooperation and can effectively negotiate solutions to conflict situations.

WORK MOTIVATION

Work motivation:

Work motivation refers to the psychological processes that influence individual behavior with respect to the attainment of workplace goals and tasks. However, measuring the determinants and consequences of work motivation is complex because these psychological processes are not directly observable and there are numerous organizational and environmental obstacles that can affect goal attainment.

LIFE SATISFACTION

Life satisfaction:

Life satisfaction is considered to be the cognitive or judgmental component of subjective well-being. Life satisfaction can be assessed globally or by specific domain area, such as satisfaction with work, marriage, and health. It represents how satisfied people feel with their life generally, as contrasted with positive affect (sometimes called just 'happiness'), which represents how they feel at a single point in time. That is, life satisfaction involves people thinking about their life as a whole, including factors such as whether they are achieving their goals, are doing as well as other people around them, and are happy generally rather than just right now. Life satisfaction is thus a longer-term measure than affect. Life satisfaction is important predictor for subsequent health outcomes, quality of life, and the risk of mortality (Koivumaa-Honkanen et al., 2000; Gustafson, Isakson, and Thorslund, 1998). Life satisfaction is one among a range of concepts that is assumed to reflect the conditions of 'a good life'.

Demographic variables as predictors of life-satisfaction:

The vast majority of research on life satisfaction investigates the extent to which various demographic variables predict life satisfaction. These demographic variables are following:

1. **Culture:** People from different cultures are able to distinguish between such terms as "happiness," "satisfaction with life," "best possible life," and "worst possible life," and there does not appear to be a linguistic bias.
2. **Gender:** Women report experiencing affect both positive and negative with greater intensity and frequency than do men.
3. **Age:** Numerous studies have provided evidence that, contrary to common expectations, life satisfaction does not decline with age.

4. **Social Relationships:** Francis Bacon (1625) said that human relationships double our joys and halve our sorrows. Many studies have supported this contention. High levels of social support have been shown to be strongly associated with high levels of life satisfaction.
5. **Income:** The relationship between income and life satisfaction is a complicated one. It seems that within nations, wealthier individuals are more satisfied than poorer individuals.
6. **Employment:** An individual's employment status, regardless of income, appears to predict life satisfaction, such that the unemployed report significantly diminished satisfaction compared with the employed.
7. **Education:** Education also appears to be more highly related to life satisfaction for individuals with lower incomes and in poor nations. Perhaps poorer persons obtain greater satisfaction from education because the achievement surpasses their expectations of what is attainable.

Sharma. A. (2012). The present study was undertaken to identify difference towards life Satisfaction among 200 female teachers of government and private schools. The major finding of the study was that female teachers differ significantly towards life Satisfaction of government and private school.

Emotional competency, Work motivation and life satisfaction are very essential in the lives of teachers because they form the fundamental reason for working in life. Almost teachers work in order to satisfy their needs in life. Teachers' motivation appears crucial for optimal human functioning in the workplace because teachers who are highly motivated are more engaged in their work and more satisfied (Levesque, Blais, & Hess, 2004).

Rationale of the study:

Emotional competency, work motivation and life satisfaction are interrelated. Because these are help for people to strength their relationship, to achieve their goals and to improve their well-being, save their lives, and to remain more productive in their life course. If a person is emotionally competence and motivated for any work, it means he is satisfied with his life.

In today scenario most teachers do not fully aware of the challenges in the education world. There are a lot of critiques on teaching methods and activities managed by teachers in their classroom. Therefore, teachers should fully equip themselves with teaching skills and competencies and be sensitive to the recent development of the education world. Teachers also need to have high motivation as well as knowledge, expertise and satisfaction. In our day to day life

STATEMENT OF THE PROBLEM:

“A study of relationship of emotional competency, work motivation and life satisfaction in government and private school teachers”

OBJECTIVES:

The objectives of a research project summarize what is to be achieved by the study. So for the present study following objectives are formulated:

- I. To compare the emotional competency of government and private school teachers on the basis of their gender.
- II. To compare the work motivation of government and private school teachers on the basis of their gender.
- III. To compare the life satisfaction of government and private school teachers on the basis of their gender.

HYPOTHESIS:

A hypothesis is a testable relationship between two or more than two variables. So according to the objectives following hypothesis are formulated:

- I. There is no significant difference in the emotional competency of government and private school teachers on the basis of their gender.
- I. There is no significant difference in the work motivation of government and private school teachers on the basis of their gender.
- II. There is no significant difference in the life satisfaction of government and private school teachers on the basis of their gender.

OPERATIONAL DEFINITION:

An operational definition can, when operationalized to a greater degree, besides the procedure needed to bring something into existence, include also [measuring](#) the ingredients, time sequences at which every step should be done, and the duration of each step. In the present study following definitions are explained:

Emotional competency:

Emotional competence means “a person demonstrates the competencies that constitute self-awareness, self-management, social awareness, and social skills at appropriate times and ways in sufficient frequency to be effective in the situation”.

Work motivation:

“Work motivation is a set of energetic forces that originate both within as well as beyond an individual’s being, to initiate work-related related behavior and to determine its behavior, and to determine its form, direction, intensity, and duration.”

Life satisfaction:

“Life satisfaction means how satisfied people feel with their life, it involves people thinking about their life”.

School teachers:

“School teachers are those who teach the students and give the knowledge to students and play a role of guide in the student’s life.”

DELIMITATIONS:

1. The present study is delimited to the school teachers of Bhiwani district only.
2. The present study is delimited to the sample of 200 teachers.
3. The present study is delimited to the variables used for research work.

RESEARCH METHODOLOGY

Research methodology is the systematic, theoretical analysis of the methods applied to a field of study, or the theoretical analysis of the body of methods and principles associated with a branch of knowledge. It, typically, encompasses concepts such as paradigm, theoretical model, phases and quantitative or qualitative techniques. A Methodology does not set out to provide solutions but offers the theoretical underpinning for understanding which method, set of methods or so called “best practices” can be applied to a specific case.

Research design:

Research design is the most crucial aspect in the smooth and successful conditions of any research work. It seems as a blue print. The implicit purpose of all research design is to impose controlled restriction on observation of natural phenomenon. It has been found that the changes of arriving at accurate and valid conclusions are better with same research design. Research design is the plan, structure and strategy of investigation conceived, so as to obtain answers to research questions and to control variance.

According to Gay and Airasian (2000), —A design is general strategy for conducting a research study. The nature of the hypothesis, the variables involved, and the constraints of the —real world all contribute to the selection of design.

The present study is the descriptive study. Descriptive research studies are concerned with analysis of the relationships between non manipulated variables. **Descriptive research** provides information about conditions, situations, and events that occur in the present. Their purpose is both immediate and long range. They constitute a primitive type of research. So for the present study the descriptive survey method was used for the data collection.

Variables used in the study

Variables are those attributes of objects, events, things and beings, which can be measured. Variables are the characteristics or conditions that are manipulated, controlled or observed by the researcher. There are following types of variables.

1. **Independent variable:** The independent variable is defined as one which is manipulated, measured and selected by the researcher. In this study independent variables are: type of schools (Government and private schools) and sex of the subjects (male and female).
2. **Dependent variable:** The dependent variable is defined as one about which the experimenter makes the predication. In this study dependent variables are: emotional Competency, Work Motivation and Life Satisfaction.

SAMPLE AND POPULATION

“All researches experimental and non-experimental in the behavioral science, particularly in the field of psychology, sociology and education draw some inference

regarding a well specified and deniable group on the basis of some selected measures. The well specified and identified group is known as population and universe and the selected number of persons or object is known as a sample”.

Population of the study:

A population is a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which we intend to generalize the results of the research. In the present study:

“All the teachers of Government and Private schools located at Bhiwani district”.

Sample of the study:

The sample is the group of elements, or a single element, from which data are obtained. Although the phrase “the sample included.” is used to indicate the characteristics of the people or events in the sample, the nature of the sampling procedure is usually described by one or more adjectives, such as random sampling or *stratified random* sampling.

In the present study the target sample constituted 200 teachers of Bhiwani district. The selection of school is based on purposive sampling but the selection of male and female teachers is based on purposive sampling. There are 100 teachers, 50 males and 50 females of government schools and 100 teachers, 50 males and 50 females of private school select for the present study.

RESEARCH TOOLS USED IN THE STUDY:

1. The scale of emotional competencies (revised scale): This scale was developed by Dr. H.C. Sharma and Dr. R. L. Bharadwaj in 2007. **Administration:** This scale can be administered individually as also to groups. After establishing a good rapport with the subject, the tester ought to read instructions loudly, while subjects do read them silently along with him. The subjects are asked to respond any one alternative of each item by marking a tick.

Scoring: It is five point scale based on the lines of Likert having five alternatives to each item. Scoring of these five alternatives follow a system of 1, 2, 3, 4 and 5 from upper to lower end. The addition of the item scores horizontally will provide scores of the competences for A, B, C, D, and E separately. The obtained competencies scores are to be converted into Z-scores.

Reliability and validity: The reliability of the scale has been derived by employing two methods, viz., and test-retest and split half method. The validity of this scale has been determined with factor A and C of 16 personality factor questionnaire and found to be .64 and .69 respectively.

2. Work Motivation Questionnaire (WMQ). This questionnaire was developed by K.G. Agarwal (1988). It consist 26 items. These items are divided into six factors.

Scoring: All the items were Likert types which were rated on five-point scale. Since the items were likert type, summated scoring is done by assigning 5 to the most positive response and 1 to the extreme negative response. So in this way scores 5, 4, 3, 2, 1 were given to each item; alternatively a, b, c, d, e c can also be assigned respectively.

Validity:

Face validity: face validity was computed by circulating the questionnaire among 22 judges who were all practicing psychologists. Using 5-point scale judges rated 24 items.

Item validity: in order to find out the item validity, item correlation with total work motivation score was computed. All the items had high coefficient of correlation with the total score significant beyond 1% level of confidence.

Factorial validity: in order to find out the factorial validity all the items were factor analyzed using principal component method.

Reliability: Internal consistency of the instrument was found by spilt half method. The reliability co-efficient by Spearman Brown formula was very high i.e .994.

- 2. Life satisfaction scale (L-S Scale):** This test was developed by O. G. Alam and Dr. Ramji Srivastva (2001). This scale consists 60 items. These items related to six areas viz. health, personal, economic, marital, social and job. The responses are to be given in yes/no. yes responses indicates the satisfaction. There is no time limit yet it takes about 20 minutes to complete the questionnaire.

Scoring: The scale has 60 items. Every item is to be responded either in yes or no. there is no other alternative. Every 'yes' response is assigned 1 mark. The sum of marks is obtained for the entire scale.

Reliability: The test retest reliability was computed after a lapse of 6 weeks. The obtained quotient was .84.

Validity: The validity of the scale was obtained by correlating it with Saxena's Adjustment Inventory and Srivastava Adjustment Inventory. The quotient obtained was .74 and .82 respectively.

PROCEDURE OF DATA COLLECTION

Collection of data is an essential part of a research. Findings of the study depend on the data. Hence an effort was made to have, most fruitful information from the subjects. There are two types of subjects in present study i.e male teachers and female teachers. Before conducted the test the permission of principle was dully sought. After the permission subjects were made to sit comfortably and after that rapport was established with the subjects. When subjects was feeling comfortable and ready for testing the following instructions were given to the subject" I am going to administer a test having some statements regarding your emotional competency, work motivation and life

satisfaction. Please answer frankly and honestly as the information provided will be kept confidential and would only to be used for research purpose. There is no right and wrong answer. There is no time limit to complete it but complete it fast. If there is any doubt you can ask or shall we start?’

After giving the necessary instructions to the subject, test was administered. After the completion of the test it was taken next day and it was ensured that subject has responded each and every item in the prescribed way. After completion of the testing, the subject was duly thanked for his/her co-operation. All the items were scored as per the scoring pattern.

STATISTICAL TECHNIQUES USED

The statistical techniques used for analysis and interpretation of the data are: mean, Standard deviation and two way ANOVA. For mean and S.D the SPSS 11.5 software was used but for Calculating the Two way ANOVA following formal’s are used for the analysis and interpretation.

FINDINGS

Findings are the facts and figures which are collected by the researcher to satisfy the objectives of the study. Some major findings of the present study are mentioned below as:

Finding related to emotional competency of Government and private school teachers on the basis of their gender.

Objective1.

To compare the emotional competency of government and private school teachers on the basis of their gender.

Hypothesis1:

There is no significant difference between emotional competency of government and private school teachers on the basis of their gender.

Government and private school teachers have no difference in their level of emotional competency however government school teachers have higher mean than that of private school teachers. Male and female teachers have significant difference in their emotional competencies i.e. male teachers have higher mean than that of female teachers with significant difference. It means they have more control over emotions according to their comfort and situations than female teachers.

Finding related to work motivation of Government and private school teachers on the basis of their gender.

Objective2.

To compare the work motivation of the government and private school teachers on the basis of their gender.

Hypothesis2:

There is no significant difference between work motivation of government and private school teachers on the basis of their gender.

The motivation level of government school teachers and private school teachers is significantly different towards their work. Mean for government school teachers is higher than that of private school teachers. And there is no difference between the male teachers and female teachers towards their level of work motivation but mean value indicate that female teachers have higher work motivation than male teachers.

Finding related to work motivation of Government and private school teachers on the basis of their gender.

Objective3.

To compare the life satisfaction of the government and private school teachers on the basis of their gender.

Hypothesis3:

There is no significant difference between life satisfaction of government and private school teachers on the basis of their gender.

The life satisfaction of government school teachers is significantly different than the private school teachers. Mean value for government school teachers is higher than private school teachers. The levels of life satisfaction in male teachers and female teachers have no difference; however male teachers have higher mean value than female teachers.

SUGGESTIONS FOR THE FURTHER STUDIES

The present study was designed scientifically and was conducted using suitable techniques. Accuracy and perfection cannot be possibly drawn in a single research work, as all the factors are difficult to be taken into stride by an individual in a stipulated amount of time. Some of suggestions about present study are being sated here under in brief:

1. In the present study a large domain of the sample was required for generalization results.
2. In the present study, the purposive sample of teachers have been increased, it would have certainly enlightened more on the variables studied.
3. In this study, the respondents were taken from only Bhiwani city. Metro cities respondents would have shown light in the proper relation of various variables.
4. The present study data was collected on availability basis. Proper sampling criteria would have served better results.
5. The sample does not include any other stream which restricted the scope analysis based on different streams.

6. More sophisticated statically analysis could have been done for evaluating the empirical data deriving concrete conclusions.
7. Some other variables could also have included in the study to make it more interesting.
8. Some of the questionnaires used in the study were very lengthy as the subjects complained of the monotonous effect that led to insignificant result in most important variables.
9. In the present study, demographical variables like urban -rural, class, caste etc may also be important.
10. The data was collected only with the help of questionnaires: use of interview schedules would have been an added advantage in present study.

EDUCATIONAL IMPLICATIONS

This investigation, if truly and sincerely followed has tremendous impact on education, especially for students because upon their vocational interests, depends the findings and can be applicable at several stages.

1. Those teachers who have low level of emotional competency need the programme of intervention for improving their emotional competency. Intervention will give individually both the government school teachers and private school teachers as well as male and female teachers.
2. For improving the skills of teaching some teachers specially private school teachers have need of motivation in their life for better teaching.
3. Administrations should make such programs and provide such an environment which helps the employees in improving their skills, work motivation, satisfaction in their life etc.
4. Emotional competence refers to personal and socio skill that lead to superior in world of work.

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