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**Mediating Effect of Quality of Work life between Teacher Effectiveness and Emotional Stability of College Teachers in Karnataka****V. John Paul Raj\***

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**Abstract**

*The perception of quality of work life in a work place is a major determinant of employee job satisfaction and motivation. Thus organizations invest huge amount of money and infrastructure to ensure that employees enjoy quality of work life. This article is an attempt to find out the role of quality of work life between teacher effectiveness and emotional stability of college teachers of higher education in Karnataka. The data was collected through a structured questionnaire and analyzed using structural equation model. The study finds that there is a significant role of quality of work life between teacher effectiveness and emotional stability of the respondents.*

*Key Words: Quality of work life, Teacher Effectiveness, Emotional Stability, Structural Equation Model*

**Introduction**

The state of Karnataka has 25 government universities, 15 deemed universities and 10 private universities. There are over 50000 college teachers in higher education in Karnataka. The quality of work life in higher education is one of the major reasons for teachers to hop from one educational institution to another. Besides this, job autonomy, grievance handling, interpersonal relationship, workload and pay have contributed to the same cause. While quality of work life plays a pivotal role in

contemporary organizations, there are various other factors on which quality of work life mediates. For instance the teacher effectiveness and emotional stability of teachers are very much interlinked.

Teacher effectiveness is the ability of a teacher to have a positive impact on student attitude, behavior and learning. Teacher effectiveness also refers to the measure of the success of a teacher in fulfilling institutional and specified duties given. It includes the way teacher gives instruction to the students, student and classroom

management, evaluation and feedback and interpersonal communication. Teacher effectiveness is made of teacher and effectiveness. Effectiveness is the quality of a teacher being successful in producing an expected or intended result.

Emotional stability of the teacher is one of the major determinants teacher's teaching effectiveness. However, emotional stability here in this research aims to study the teacher's ability to project stable emotional self. There are several sources that would contribute to emotional stability or emotional instability of a college teacher. The sources of emotional stability or instability are the students' positive and negative classroom behaviour, the colleagues and the Job itself. A conceptual framework of the research was developed based on the research of Baron and Kenny(1986). The independent variable is emotional stability and the dependent variable is teacher effectiveness and Quality of work life as mediator between the emotional stability and teacher effectiveness

### **Objectives of the Study**

The study is an attempt to find out the mediating effects of quality of work life between teacher effectiveness and emotional stability of college teachers. The study focuses on identifying various elements that

make up quality of work life. The primary objective of the study is to know the mediating effects of quality of work life between teacher effectiveness and emotional stability of college teachers in Karnataka. The study also aims to find out impact of quality of work life on teacher effectiveness and emotional stability. Thus the hypotheses of the research are

H1: There is a significant mediating effect of quality of work life between teacher effectiveness and emotional stability.

### **Review of Literature**

Suttle (1977) defines "Quality of work life is the degree to which employees of a work organization are able to satisfy their personal needs through their experiences in the organization". Bharathi, Umaselvi and Kumar (2009) found no significant difference between gender of the respondents and their perceived levels of quality of work life. The service of the employee and their perception of quality are related. Tabassum, Rahman and Jahan (2011) identified the perception quality of work life issues among male and female genders. Findings of the research showed that the male respondents' perception differ from female respondents. Male respondents' perception of quality of work life was more positive than female

respondents. Tabassum (2012) attempted to study the quality of work life of college teachers of private universities in Bangladesh. The dimensions considered for the study were fair competition, work and life system, job security, social integrate, development of human capacities and social relevance. The study found that teaching experience of less than one year is more positive about QWL and its related dimensions than teachers who were highly experienced. Aloys (2013) identified a positive correlation between quality of work environment and the mode of QWL, autonomous, job rotation, flexible working time, career growth and development. Further, it was found that the relationship between colleagues and supervisor affects the quality work environment on the perception of quality of work life. Surienty, Ramayah, Lo and Tarmizi (2014) found work life balance as the most important predictor of turnover intention of the employees. Further, they identified the behavior of the supervisor; job characteristics and work life balance have negative relationship with the turnover intention of the employees. Sharma, Ghuman and Sharma (2016) in their study on quality of work life and its key dimensions have identified job security,

career growth and job satisfaction as the major dimensions of quality of work life. Kumar and Gupta (2017) found that quality of work life was significantly correlated with well-being. They found differences in perception of well-being and quality of work life among different genders.

Dash and Barman (2016) in their study, it was found a significant difference among the secondary school teachers regarding their level of teaching experiences on the basis of school location. Skourdumbis (2017) found that attributing school system success largely to the teachers and their work. More importantly in terms of teacher's classroom practices. Kaushik and Verma (2018) attempted to measure the work motivation and teacher's effectiveness. They found that there is a significant positive relationship between teacher effectiveness and work motivation of college teachers. They have identified positive insignificant relationship between work motivation and teacher effectiveness amongst teachers working in private institutions.

Ryans (1960) identified that the teachers with high emotional stability displayed high self-confidence. They are cheerful and have a high level of contact with people. Teachers with low emotional stability displayed less

contact with people and are more directive in nature. Lee, Dougherty, & Turban (2000), state that emotional stability plays a key role in maintaining conducive workplace social interactions. Rothmann and Coetzer (2003), emotional stability is recognized as the most significant predictor of job performance. Aleem (2005) found the differences in emotional stability among the genders. Male students are found to be more emotionally stable than female students. Bhat (2014) defines emotional stability as individual's proneness to negative emotions anxiety. Individuals with high resilience are less prone to experiencing negative reactions while more reactive people are prone to experiencing negative emotions. Singh (2015) identified the significant differences of emotional stability among the male national players, inter-school players and non-players. There were also significant differences between male national players and female national player with reference to emotional stability.

### **Research Methodology**

The study was conducted using descriptive method of research. The primary objective of the research was to find out the mediating effects of quality of work life between teacher effectiveness and emotional stability

of college teachers in Karnataka. Questionnaire was developed based on the literature review and tested through pilot study. The questionnaire contains questions under the major variables of the study such as quality of work life, teacher effectiveness and emotional stability. The questionnaire was circulated to six major cities of Karnataka. Although 422 respondents responded to the questionnaire, only 381 responses were finally considered for the further study. The responses were tested for validity and reliability. The data was analyzed using frequency test and structural equation model.

### **Data Analysis and Findings**

The primary data that was collected from the sample respondents were tested as per the hypothesis stated in the study. Cronbach's Alpha was used initially to test the validation of the entire research questionnaire. The characteristics of the demographic profile of the respondents and the descriptive profile of investigated variables are presented. Finally structural equation model was developed based on the data and checked for model fit.

### **Frequency distribution of the respondents**

Table 1 shows the distribution of gender among the sample respondents. Out of 381 respondents who participated in the study,

250 or 65.6% of them are male respondents while the remaining 131 are female respondents (34.4%). The constitution of 65.6% of the male respondents is comparatively higher than that of female respondents(34.4%).

This indicates that male respondents are more found to be working in higher education institutions than female respondents. This research further triggers the scope for researchers to find out the reasons for female respondents not willing to pursue their career in higher education institutions. The research can also be conducted to find out the reasons for male respondents to work in higher education institutions.

It is observed that 70.8 percent of the respondents belong to the age group of 30-50 yearsold.

This indicates that the higher education institutions have more number of employees who are in the middle of their career. 12.6 percent of the respondents are less than 30 years old indicate that youngsters do not prefer to work in the education industry. The obvious reasons may be due to poor salary or any other reasons mentioned in chapter one. The respondents who are above 50 years old constitute only 63 which is only 16.5% of

the overall respondents. This indicates that researchers should try to find out the reasons for respondents who are not willing to work after the age of 50 and above.

The above table also depicts the qualifications of the respondents of the study. The highest academic qualification of the respondents is a Ph.D. with 178 (46.0%). Majority of respondents have Ph.D as their highest qualification. From this, the inference is that the college teachers of higher education have fully understood that Ph.D is a compulsory qualification if one wants to work in higher education institutions. The early literature review also emphasizes that there is a pressing need on college teachers to complete or possess the required qualifications. There is a possibility that the respondents though may not possess Ph.D. qualification yet would have opted to project that they have completed Ph.D. 13.1 percent of the respondents have PG NET as their current qualification. This indicates that over 50 respondents have taken up teaching as their career soon after their PG qualification and continued to acquire the UGC recommended NET qualification to get into teaching industry. 27.6 percent of the respondents have PG as their only qualification to teach in higher education

industry which is the second biggest number of respondents who come under this category. This indicates on the hand that there are a lot of youngsters who actually want to pursue their career in teach in higher education institutions. On the other hand it also indicates that there are several educational institutions that employ teachers without prescribed UGC qualifications and eligibility.

The table explains the frequency test on the type of institutions in which the sample respondents are working at present. It is found that more than 42.5 percent of the employees are working in Universities. Though the questionnaire was equally circulated to a good number of colleges and autonomous institutions, only respondents working in universities have actively responded to the study. 98 respondents working in the autonomous institutions also have responded positively. Only 14 sample respondents are working in unaided or private colleges. It is also found that most of the respondents of the study are working in the university and autonomous colleges in Karnataka. Further the inference is that 204 respondents are working the government institutions. The government employees have indeed actively participated in the

research survey. Others probably did not show interest in filling the questionnaire. Hence there is an opportunity for a researcher to find out the reasons why the respondents working in the private institutions did not show interest in the research survey.

It is found that 40.5 percent of the respondents have less than 5 years of work experience in the current organization. This is the biggest number in the study that explains that most of the respondents seem to be hopping from one institution to the other institution. The inference is that good number of college teachers may be switching to various other organizations due to various reasons which researchers need to find out in the days to come in their respective study. Only 23.4 percent of the respondents seem to be having more than 15 years of work experience in the current organization. This indicates that most of the respondents do not stick to one institution for a very long time.

### **Structural Equation Model**

Structural equation model was used to find out the mediating effects of quality of work life between teacher effectiveness and emotional stability of the respondents. It is a statistical technique for testing and estimating causal relations using a

combination of statistical data and qualitative causal assumptions. The causal relationships among variables, viz. teacher effectiveness, quality of work life and emotional stability were constructed and verified through the SEM.

Table 2 shows the structural equation model for the emotional stability and teacher effectiveness where Quality of work life acts as the mediating variable. It is evident from the SEM analysis that emotional stability created a significantly positive effects on teacher effectiveness (t-value=2.79,  $p < 0.01$ ); emotional stability also significantly created an indirect positive effects on teacher effectiveness through Quality of work life (t-value=2.01,  $p < 0.05$ ). This implies that null hypothesis of no mediating effects of quality of work life on emotional stability and teacher effectiveness was thus rejected. Quality of work life acts as the mediator between emotional stability and teacher effectiveness.

The Chi-square ( $\chi^2$ ), Goodness of Fit Index (GFI), Adjusted Goodness of Fit Index (AGFI), Comparative Fit Index (CFI) and Root Mean Square Error of Approximation (RMSEA) values presented in table 3 revealed an acceptable model fitness for the structural model. This model, hence, could

appropriately explain the linear relationship among the lurking variables in this study, such as Quality of work life (mediating variable), teacher effectiveness and emotional stability.

### **Recommendations and Conclusion**

The study has several implications for the administrators of higher education in Karnataka. The research found that there is more number of male college teachers than female teachers. This indicates that higher education institutions should first identify the reasons for not able to attract female college teachers in higher education. Thus the administrators of higher education are recommended to take remedial measures to attract female teachers in higher education. Secondly it is found that there are very few youngsters getting to teaching career. The academic institutions must take appropriate measures to attract the young talent and nurture them as teachers, administrators and researchers. There are good numbers of teachers or respondents with post graduation as their highest qualification to teach in the higher education. It means that many higher education institutions did not follow the minimum eligibility criteria to teach in the higher education. Therefore the academic institutions must ensure that they employ

only the qualified teachers in higher education. It is also found that the retention of employees in higher education institutions is not very much appealing. This research has found that actual current work experience of the employee in the same organization is not encouraging. Adequate measures should be taken to retain the employees in the same organization. Deemed and autonomous institutions need to take appropriate measures to ensure that they

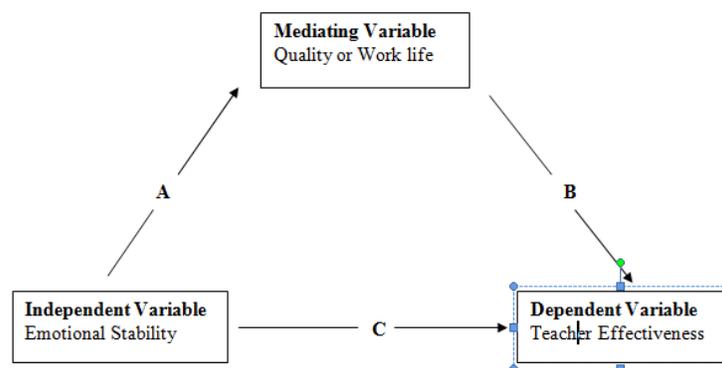
attract the right talent as most of the respondents are employed either in government universities or government aided intuitions. The mediating effects of the quality of work life, teacher effectiveness and emotional stability are very high. This implies that all these three constructs are interrelated and interconnected. Lack of emphasis on any one of these constructs would adversely affect teacher effectiveness and emotional stability of college teachers of higher education.

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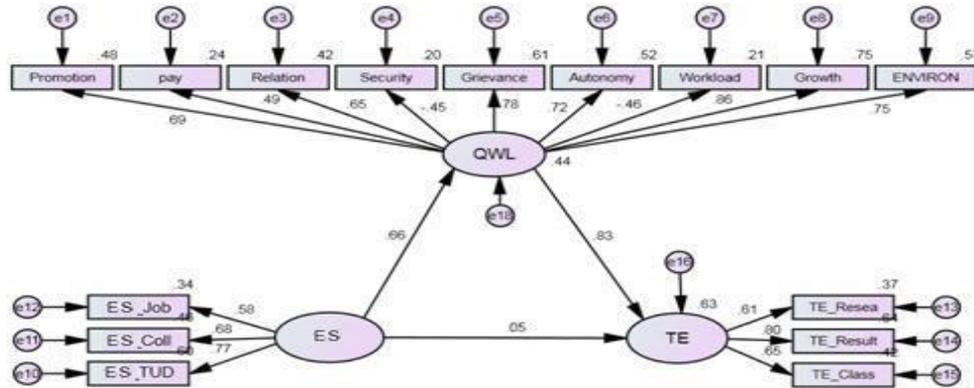
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**Figure: 01 Conceptual Framework of the study**



**Figure 2 Structural Equation Model with Quality of Work Life as Mediator**



**Table 1 Frequency distribution of the respondents on demographic factors of the study**

Demographic Variables	Frequency	Percent	Cumulative Percent	
Gender	Male	250	65.6	65.6
	Female	131	34.4	100.0
	Total	381	100.0	
Age	Less than 30 years old	48	12.6	12.6
	30 - 40 Years old	143	37.5	50.1
	40 - 50 years old	127	33.3	83.5
	more than 50 years old	63	16.5	100.0
	Total	381	100.0	
Qualification	PhD	178	46.7	46.7
	Mphil	39	10.2	57.0
	PG NET	50	13.1	70.1
	Post Graduation	105	27.6	97.6
	Mphil NET	4	1.0	98.7
	Mphil PhD	5	1.3	100.0
	Total	381	100.0	
Type of Institution	University	158	41.5	41.5
	Govt / Aided Institution	46	12.1	53.5
	Deemed/Deemed to be University	65	17.1	70.6
	Autonomous Institution	98	25.7	96.3
	Both Aided/Unaided	14	3.7	100.0
	Total	381	100.0	

Source: Primary Data

**Table 2 The Path Coefficients of SEM and t-value with QWL as Mediator**

Route Relationship	Path Coefficient	t-value	Results
ES → TE	0.05	2.79*	Reject H <sub>0</sub> and Accept H <sub>1</sub>
ES → QWL	0.66	3.01*	Reject H <sub>0</sub> and Accept H <sub>1</sub>
QWL → TE	0.83	2.70*	Reject H <sub>0</sub> and Accept H <sub>1</sub>
ES → QWL → TE	0.54	2.01**	Reject H <sub>0</sub> and Accept H <sub>1</sub>

**Table 3 Goodness of Fit Indices for SEM with QWL as Mediator**

Chi-square ( $\chi^2$ )	Goodness of Fit Index	Adjusted Goodness of Fit Index	Comparative Fit Index	Root Mean Square Error of Approximation
1245.1	0.96	0.87	0.9	0.08