

# Emotional satisfaction and its impact on employee involvement: A study of school teachers in Ludhiana city

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## ABSTRACT

The study aims at studying the various components of emotional satisfaction and employee involvement for achieving the better employee performance and overall development of the organisation. Primary data was collected from randomly selected school teachers in Ludhiana city through use of personally administered questionnaire. It was found that cordial student teacher relationship and teacher authority relationship were responsible for emotional satisfaction among school teachers. It was further concluded that both the factors of emotional satisfaction were found to have a positive and significant impact on employee involvement but emotional satisfaction due to teacher authority relationship was found to be more influential in determining employee involvement.

## INTRODUCTION

Satisfied workers are the great asset of any of the organisation and satisfaction leads their attitudes towards profession. Emotional satisfaction and employee involvement are closely related concepts in today's business environment that draws the interest of the researchers considerably. Being emotionally satisfied is very important for proper employee participation. Emotional satisfaction is a pleasurable or positive emotional state when a person is being appraised for his job or job experiences. Emotional satisfaction refers to the fulfilment of a desire or want or the pleasure being derived from such gratification. It refers to the cause of fulfilment or contentment. It is a state of mind in which

one feels free from any doubts.

Development of nation depends upon the quality of education imparted to its citizen, which in turn depends upon the quality of teachers. The quality of the teachers is judged through his work and behaviours, which in turn depends upon how well a teacher is satisfied with himself / herself and his / her environment. A teacher, who is happy with his job, plays a pivotal role in the up liftment of society. Well-adjusted and satisfied teacher can contribute a lot of the well being as his/her pupils. A dissatisfied teacher can become irritable and may create tensions which can have negative influences on the students learning process and it consequently affects their academic growth to satisfaction implies the overall adjustment to work situation. Attitude is readiness to real

toward or against some situation, person or things in a particular manner.

Review of literature is of immense importance with respect to any research. It is essential for understanding the scope and spectrum of the research objectives. Various components of emotional satisfaction and job involvement are studied by many researchers. A study on job involvement and Emotional satisfaction has been subjected to the extensive research in the past and researchers have given different results. Pervez (2010) studied the impact of emotions on employee job performance. He collected information from 210 employees about job performance and used restricted probability sampling to choose a specific number from the population. The study revealed that there is strong influence of one's emotions on his performance. His findings described emotions such as anger, trust and interest. Employees due to heavy work load usually get agitated or due to the behaviour of subordinates so for better performances organisations must choose those employ having strong control on their emotions. Sridevi and Markos (2010) studied about improving the employee's performance through employee engagement as if the employees are well known with the strategies of the organisation and also about achieving the goals through those strategies. When employees are having proper knowledge about their work they feel confident about the work and it leads to more efficiency in work. Arora *et al.* (2012) studied the exploring relationship between the employee engagement and the emotional intelligence. He targeted the service sector organisations and administered 92 respondents. The findings of the study indicated that out of four factors which define emotional intelligence with well being, self control, emotionality and sociability, well being has a significant positive relationship with the employee involvement and emotionally how negative effect the emotions. Jwahr and Swaminathan (2013) studied the job satisfaction as a predictor of organisational behaviour. The researcher took a sample of 252 faculty members in Tamil Nadu. Faculty members who are satisfied with their jobs exhibit better organisational Citizenship behaviour and intern reflects on their work performance. Job satisfaction is a sense of inner fulfilment and joy achieved while performing a particular job. He studied the emotional responses that occur as a result of interaction between the worker values concerning his or her job. Raj and

Lalita (2013) concluded that male respondents were found more satisfied as compared to female respondents and the government school teachers are more satisfied than the private school teachers due to job security, flexibility in job, high wage and independence of work. Studies revealed that the private school teachers are very sensitive to wage payment. Private sector should revise the salary structure and should include teachers at that time. Unbiased decisions will increase level of satisfaction among school teachers. Singh and Jain (2013) concluded that satisfaction leads to more productive workers, it reduces absenteeism, increases customers satisfaction as it also leads to better customer service. They also concluded that effective communication also proved to be a key factor in affecting the performance of the employees; also some other factors such as competitive salaries, motivation and also providing the best equipments could increase the efficiency and effectiveness in work etc. Crosby (2014) studied about improving the employee retention public sector by increasing the employee engagement. It was seen that a poor reputation and low salary could make it difficult for a talented workforce to stay for a longer time period. So with the changing scenario the companies starting encouraging more of the employee participation for easy retention of the employees so that the employees could themselves feel committed towards the organisation and act more loyal towards their organisation. Joseph (2015) identified the factors that affect construction workers' motivation and the corresponding effect of the identified motivational factors on workers' performance and overall productivity. The survey revealed that, among the top ten critical factors (teamwork, work based on contract, supervision based on leadership by example and provision of equipment) had great effect on motivation as well as impact on productivity. More so communication, love and belongingness, opportunity to undertake challenging task, identification with goal and overtime were among the critical factors. Nwankwo *et al.* (2016) concluded that there is a positive relationship between job satisfaction and job involvement among school teachers. It implies that they become highly satisfied with their teaching jobs and will be more involved with their career jobs. This will aid the policy makers in the educational sector to pay attention to overall wellbeing and satisfaction and wellbeing of the teachers and this will lead to the job involvement, efficiency and

productivity.

### **Objectives of the study :**

The study aims to identify the various components of emotional satisfaction among school teachers and to assess the impact of emotional satisfaction on employee involvement.

## **MATERIAL AND METHODS**

In order to accomplish the objectives, a list of private schools operating in Ludhiana city was prepared. Only those private schools were considered which provide education at least upto matriculation. From the prepared list, 10 schools were randomly selected and from each school 15 teachers were selected on the basis of convenience, thereby making a total sample of 150. Only those teachers were considered who are working as a teacher for the past 2 years and is a permanent employee of the organisation. Data were collected with the help of structured questionnaire. Different statistical tools like mean, standard deviation, factor analysis and multiple regression were used in the analysis.

## **OBSERVATIONS AND ANALYSIS**

The results obtained from the present investigation as well as relevant discussion have been summarized under following heads :

### **Demographic profile :**

150 school teachers from ten major schools of Ludhiana city formed the part of the study. The majority of the school teachers were found to be in the age group of 20-30 yrs (50.7 %) with an experience of 2-5 yrs (49.4 %). Most of the teachers were trained graduate teachers (53.3 %) whereas (52 %) were post graduates having an income of 20,000-30,000 (33.3 %). Most of the respondents were married (72.7 %) handling a class size of less than 50 students. Teachers were also found to have more than 4 lectures (59.3 %) in a day and most of the schools were not the chain schools (59.3 %).

### **Components of emotional satisfaction- A factor analytic approach :**

School teachers were asked about the various components of emotional satisfaction on a 5 point likert scale. The components of emotional satisfaction were

extracted using factor analytic approach. The factors along with their codes and factor loadings are given in Table 1.

In order to identify the components of emotional satisfaction, 16 statements on likert scale were subject to factor analysis. With regard to pre-analysis testing for the suitability of the entire sample for factor analysis, the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was found to be 0.950. Thus, it indicates that the sample taken was suitable for factor analysis procedures. It was observed that the cumulative percentage of variance is 70.021. Although, the satisfactory level of cumulative variance depends upon a particular problem, it is recommended that the factors extracted should account for at least 60 per cent of the variance. Later on, it was found that there are total 2 factors which explain the majority of the variance in the study, as initially 16 variables were taken into consideration and these variables may be clubbed into only 2 factors. A factor loading represents the correlation between variable and its factor. Their signs are just like any other correlation co-efficient. Like signs mean the variables are positively related and opposite signs mean the variables are negatively related. In fact the variables carried out in this research study do not reveal any negative related factor loading. Factors can be labelled symbolically as well as descriptively. Symbolic tags are precise and help avoiding confusion. The two components of emotional satisfaction were thus labelled as relation between teachers and students and relationship between teachers and school authorities.

### **Parameters of employee involvement :**

Table 2 shows the agreement of respondents regarding the various parameters of employee involvement by respondents measured on 5 point likert scale, where 5 point was given to strongly disagree and 1 to strongly agree. Involvement of the employees is evaluated on the basis of the statements posted in the table below.

Table 2 shows the agreement of teachers regarding the various parameters of employee involvement by respondents measured on a 5 point likert scale, where 5 point was given to strongly disagree and 1 to strongly agree. It was observed that the employees who are provided with more steady employment felt themselves more engaged or involved towards the organisation

(Mean: 2.63) followed by teachers whose suggestions were duly considered by the school authorities (Mean: 2.60). Further, trust on peers and superiors also boosted the involvement (Mean: 2.53) followed by regular opportunity to improve skills and job knowledge (Mean: 2.40). Other activities which make teachers more involved included the optimum utilization of potential of teachers; having proper equipments and facilities to

work efficiently; getting ample opportunities to learn and grow; values of the organisation; high sense of achievement from work.

**Impact of emotional satisfaction on employee involvement :**

In order to assess the impact of emotional satisfaction on employee involvement, multiple

**Table 1 : Factor labels**

Factor name	Eigen value (Percentage of variance explained)	Factor loadings	Statements included in the factor
Relationship between teacher and student	9.381 (58.631)	.643	I am happy with my job profile.
		.741	School encourages to involve parents/regular interactions with teachers during the session.
		.882	There are ample opportunities for growth in my job.
		.850	School facilities me to have a proper integration between my work and family life.
		.856	There are cordial relationships between peers.
		.778	Rules and regulations followed in school are consistent to the tenure/designation of teachers.
		.703	School authorities encourage me for attaining regular skill enhancement/ personality development programmes.
		.760	I find my work responsibilities at par with my designation.
		.711	Organizational traditions/beliefs are conducive for female employees.
		.708	Superiors try to maintain healthy relationships with juniors.
Relationship between teacher and school authorities	1.822 (11.390)	.648	Various perks like transport facility, free education of kids enhances our sense of belongingness in school.
		.802	I encourage my students to be practically oriented and have active participation in all activities.
		.891	Students confine in me for their personal as well as academic problems.
		.733	Work timings are appropriate to maintain my work life balance.
		.745	Overall work facilities in my school are conducive for female workers.
		.809	I play a supportive role in overall development of the child.

**Table 2 : Agreement regarding the parameters of employee involvement**

Sr. No.	Statements	Mean (SD)	t- test	P value
1.	My suggestions are duly considered by school authorities	2.60 (1.22)	3.931	Significant
2.	The mission and purpose of teacher in society makes me feel the importance	2.20 (1.19)	8.176	Significant
3.	I get frequent chances to improve my skill and job knowledge	2.40 (1.04)	7.004	Significant
4.	I am utilizing myself and my potential as whole for development of this organization	2.29 (1.19)	7.271	Significant
5.	I have full trust on my peers and superiors	2.53 (1.21)	4.689	Significant
6.	I have proper equipments/facilities to work efficiently	2.38 (1.11)	6.731	Significant
7.	I get ample opportunities at work to learn and grow	2.34 (1.14)	7.054	Significant
8.	I get adequate and proper information to perform my job well	2.40 (1.09)	6.686	Significant
9.	I feel proud in discussing my job	2.39 (1.12)	6.583	Significant
10.	I feel loyal to my organization	2.09 (1.13)	9.765	Significant
11.	I love to discuss values of my organization	2.44 (1.26)	5.373	Significant
12.	I get high sense of achievement from my work	2.53 (1.25)	4.567	Significant
13.	My job provides me steady employment	2.63 (1.10)	4.054	Significant
14.	I have necessary authority to perform my duties effectively	2.56 (1.19)	4.441	Significant

Table 3: Impact of emotional satisfaction on employee involvement			
Dependent variable-----Employee involvement			
Independent variables	Co-efficient	t-value	p-value
Constant	.564	3.945	Significant
Emotional satisfaction due to Teacher- student Relationship (Factor 1)	.149	2.318	Significant
Emotional satisfaction due to Teacher-authorities Relationship (Factor 2)	.622	8.449	Significant
F value (p value)	97.844(0.00)		
Adjusted R <sup>2</sup>	0.565		

Significant at 5 % level

regression analysis was applied.

Two components of emotional satisfaction were extracted using Factor Analysis namely Teacher-student relationship and Teacher authorities relationships were used as independent variables in the equation. The regression equation was found to be significant (F=97.84), (p<0.05) with co-efficient of determination at 56.5%. Both the independent variables were found to be significant @5% level of significance in explaining the variation of employee involvement (Table 3).

The formulated regression equation is as under:

$EI = 0.564 + 0.149(2.318) * X_1 + 0.622(8.449) * X_2$   
 $X_1 =$  Teacher student relationship  
 $X_2 =$  Teacher authority relationship

F=97.84, P<0.05, Adjusted R<sup>2</sup>=0.565

Both the factors of emotional satisfaction were found to have a positive and significant impact on employee involvement but emotional satisfaction due to teacher authority relationship was found to be more influential in determining employee involvement.

### Conclusion of the study :

Satisfied workers are the great asset of any of the organisations and satisfaction leads their attitudes towards profession. Emotional satisfaction and employee involvement are closely related concepts in today's business environment that draws the interest of the researchers considerably. Employees those are emotionally satisfied will only lead to participative employees and employee engagement. It was found that cordial student teacher relationship and teacher authority relationship were responsible for emotional satisfaction among school teachers. It was further concluded that both the factors of emotional satisfaction were found to have a positive and significant impact on employee involvement but emotional satisfaction due to teacher

authority relationship was found to be more influential in determining employee involvement.

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