

An examination of teacher enthusiasm and quality of life among secondary school teachers

Manju Bala* & Poonam Punia**

Abstract

The purpose of this paper is to investigate the level of teacher enthusiasm and quality of life among secondary school teachers. **Material and Methods:** A total of 600 teachers were selected for the study using a multi-stage sampling procedure. The quality-of-life scale for teachers and the teacher's enthusiasm scale were the two primary instruments utilised to evaluate study variables. Life satisfaction, goals and motivation, spirituality, happiness, hopes and wishes, stress reduction, frustration/depression/anxiety, adjustment, physical well-being and self-care, effectiveness/efficiency of myself, and personal development/personal evolution are the eleven dimensions of the quality-of-life scale for teachers. The teacher's enthusiasm scale has seven dimensions. These seven dimensions are: Interest and Engagement (IE), Interaction with Students (IWS), Passion for Teaching (PT), Creativity and Innovation (CI), Professional Development (PD), Subject Knowledge Enrichment (SKE) and Professional Commitment (PC). **Findings:** It was revealed that there is no significant difference in teachers' quality of life or enthusiasm based on their gender or school type. The interaction effect of gender and school type was discovered in the teacher's enthusiasm. **Educational implications:** The present study encourages periodic investigations of the quality of life of teachers and teachers' enthusiasm to make any necessary decisions or initiatives to address any shortcomings or imbalances in the schools.

Keywords: Teachers' Enthusiasm, Quality of Life, Teachers, Secondary Schools

About authors:

*Research Scholar, **Assistant Professor, Institute of Teachers Training and Research BPSMV, Khanpur Kalan

Background of the study

The school is heart of any education system, it plays important role in improving and developing the future of country. Every organization has certain objectives and some resources to achieve the goals but human resources are the most important resources. The human resources are the resources who can use the other resources wisely. A series of human resource interactions occurs in school and outside the of the schools. Interaction between different stakeholders happened in the schools. These interactions affect the quality of life and enthusiasm of the teachers. On the other hand, the organizational climate of the school is the result of interactions happened among the stakeholders (Ahghar, 2008). So, it was found important to investigate the teacher enthusiasm and quality of life among secondary school teachers.

Quality of life

A range of words, such as "well-being," "social indices," and "style of life," overlap with quality of life but are not identical with it (Andrews, 1980). Campell, Converse & Rodgers (1976) describe quality of life as "... a vague and

ethereal entity, something that many people talk about, but which nobody very clearly knows what to do about" (p.471). Quality of life has been defined as the state of one's health, physical functioning, psychosocial adjustment, well-being, levels of happiness, and satisfaction (Ferrans, 2005). Professor Cummins considers the phrase "quality of life" to be wonderful. It uses terms like happiness, thriving, and human potential to convey a positive message. Rice (1984) defines quality of life as the extent to which one's life experience meets that one's wants and requirements (physical as well as psychological) (p 157). He extended the explanation as, the objective quality of life is the extent to which an individual's lives objectively validates conditions, activities, and activity outcomes meet defined criteria of living and the subjective quality of life is defined as a set of emotional perceptions about individuals' life. The subjective approach accepts the potential of a variety of different orientations and individuals are able to determine the quality of their own life (Blisshen & Atkinson, 1980). However, academics are increasingly recognising that the information supplied by the two types of indicators (objective and subjective) is

complimentary, not conflicting. By integrating both sorts of variables, the power and utility of both may be improved (Cheng, 1988). According to Ventegodt et al. (2003), quality of life is defined as enjoying and living a good life is synonymous with living a high-quality life. They assert that the concept of quality of life may be regarded on a continuum spanning from subjective to objective, and that spectrum encompasses a number of current quality of life theories. As soon as, individuals are told to characterise their lives, they might do so in terms of life as a whole or in terms of the various areas in which their experience is divided. Andrews and Withey (1976) proved that individuals could partition their lives into various domains that could be identified and appraised as distinct areas of life, despite the fact that they were not physically separated. The activities, roles, places, and relationships with others in a person's life are referred to as domains of life as cited in (Pavot & Diener, 2009). As a category, involvement in the education sector (lifelong education) generates stress and weariness, resulting in a reduction in the quality of teacher's job and, as a result, a reduction in teacher's quality of life (Assunção & Oliveira, 2009 cited by Radovanović et al., 2017). The quality of life of teachers is usually demonstrated to be substantially lower than that of the general public. This has been attributed to their higher levels of occupational stress (Yang et al., 2009). Job-related stress (e.g., work pressure, pupil behavioural issues, institutional reforms, challenging organisational climates, and teachers' interpersonal relationships) had also found that significantly linked to quality of life of teachers (Mykletun, 1984). According to the findings of Ferdosipour & Mousavi (2020), there is a positive and significant relation between different dimensions of teacher's quality of life and teacher's life time spent at school.

According to Britannica, the quality of life is the extent to which a person is physically and mentally fit, able to participate in or relish the events of life. The World Health Organization (WHO) defines the quality of life as "*An individual's perception of their position in life in the context of the culture and value systems in which they live and in relation to their goals, expectations, standards and concerns*". The term

"quality of life" refers to a broader concept of life which is complex and multidimensional, elaborated by society based on its experiences, values and knowledge that have meanings. Furthermore, various cultures, socioeconomic backgrounds, and demographics may have distinct consequences and meanings for the quality-of-life definition. The phrase "quality of life" has become somewhat controversial due to its wide adoption in diverse situations for varied objectives by analysts from various academic fields (Rapley 2003; Phillips 2006).

Since its inception in the 1980s, quality of life has been utilised mostly in the context of health issues. Good physical and mental health, effective cognitive functioning, social support, being able to fulfil the demands of professional life, pleasant emotions, and so on are all factors that contribute to one's quality of life (Chachamovich, Fleck, Laidlaw, & Power, 2008). The quality of life can be viewed as a broad word that encompasses all people, whether healthy or unhealthy. Furthermore, the quality of life comprises positive feelings that go beyond happiness, and it has the benefit of being applicable to a wide range of life domains, including interpersonal relationships, health-related problems, and professional and educational aspirations. One of the most essential aspects of one's life is one's work. For teachers, the quality of life is concerned with their teaching environment and its impact on teaching, teachers, students and the school (Manju, 2019). Teachers who are satisfied with their lives are satisfied with their job. They show improved performance and reduced absenteeism (Jufri & Karta, 2019), and reduced health problems (Fernandes & Maria, 2009).

Every community strives to make the necessary preparations to ensure that its inhabitants receive the greatest possible education. A teacher's role is critical in conveying information to the general public. Teachers who are devoted, passionate, intellectually and emotionally active in their job are considered very conscientious. Furthermore, when they are completely pleased with their life, they will be able to credit their work. In other words, a teacher's life experience is a prerequisite for good teaching. It is one of the most important variables

in assessing a teacher's quality, which in turn affects the quality of a school and, eventually, the quality of a nation (Williams, Roey, Binkley, Rust, & Williams, 1996).

Teacher enthusiasm

The conduct of teachers who feel enthusiastic about their subject and profession is marked by a great sense of interest, joy, and enthusiasm (Kunter et al., 2008). Teacher enthusiasm as a concept evolved over time. To establish an operational understanding of teacher enthusiasm, the personality trait approach and behavioural notions (manifestations of passion in teaching) were combined (Kunter, Frenzel, Nagy, Baumert, & Pekrun, 2011). According to the researchers, teacher enthusiasm is first felt by them and then manifested in their behaviour. It takes the notion of teacher enthusiasm to the next level. As a result, it now comprises both experienced enthusiasm (feeling thrilled, passionate, pleased, and enjoying teaching) and exhibited enthusiasm (nonverbal expressiveness) as complimentary elements (Keller, Hoy, Goetz, & Frenzel, 2015). The narratives and opinions of pre-service teachers concerning teacher enthusiasm were studied in a qualitative research. It is claimed that helpfulness, a positive outlook toward students, love for teaching, and a desire to spend time with pupils are all key features of enthusiastic instructors' behavior. Gabry-Barker (2014). It was also found that enthusiastic instructors were innovative in their job, facilitators of learning, interested in inspiring students, focused on professional learning, employed humor, and were nice to students. Teacher enthusiasm has two complementary dimensions: teaching enthusiasm and subject enthusiasm (Kunter et al., 2011).

Teacher enthusiasm is the teaching style that reflects a teacher's inner feelings. It is a teacher's own emotions that have a motivating influence on the student. Some experts believe that one of the most important teacher attributes for effectiveness is instructor's enthusiasm (Minor, Onwuegbuzie, Witcher, & James, 2002). Students' learning and achievement are favourably connected to teacher enthusiasm (Bettencourt, Gillett, Gall, & Hull, 1983). Teacher enthusiasm is a continuous and constant trait among enthusiastic educators. They show pleasant

emotions when teaching, and these feelings may be seen in their actions. It is frequently seen as the teacher's ability to impart the significant intrinsic value of learning and an effective method of conveying knowledge to students (Kunter et al., 2008). At all times, enthusiastic teachers have good thoughts and a passion for teaching. Enthusiasm encourages teachers to actively engage pupils in their learning. Teachers who are enthusiastic quickly catch students' attention and can ignite their interest in studying (Allen, Witt, & Wheelless, 2006; Bettencourt et al., 1983; Keller, Goetz, Becker, Morger, & Hensley, 2015; Kim & Schallert, 2014; Meyer & Turner, 2006). Such educators are constantly enthusiastic about instruction and their jobs. This has a positive influence on both instructors and pupils' learning (Sutton, 2004, as cited in Keller, Becker, Frenzel, & Taxer, 2018).

The classroom learning environment is influenced by the teacher's enthusiasm. Frenzel, Goetz, Lüdtke, Pekrun, & Sutton, (2009) found that enthusiastic teachers utilize humour to make learning joyful and entertaining. The body language of enthusiastic teachers is contagious, and such teachers always speak with a grin on their face. Learners respond in a similar manner, making the atmosphere more welcoming and participatory. Students' motivation (Patrick, Hisley, & Kempler, 2000), test performance (Marlin, 1991), memory capacity (Stewart, 1989), attention and on-task behaviour (Bettencourt et al., 1983), and attitude toward learning are all positively associated with teacher enthusiasm (McMillan, 1976).

According to a review of related studies, teacher enthusiasm is beneficial for both instructors and pupils. Even a teacher's occupational well-being is linked to their enthusiasm, and enthusiastic teachers are more content in their lives and at work. Teachers with a high degree of enthusiasm do not suffer from burnout. As a result, teacher happiness, health (Kunter et al., 2008; 2011; 2013) and mentorship quality are all positively associated with teacher enthusiasm (Richter et al., 2013). Instructor enthusiasm is linked to the quality of the course (Keller et al., 2015), instructional autonomy, collaboration, and peer support (Cobb & Foeller, 1992). In a class with an engaged instructor,

students sense greater autonomy and task value, and they experience less boredom (Cui, Yao, & Zhang, 2017). Teachers' enthusiasm is linked to their understanding of the art of teaching and subject competence (Mahler, Großschedl, & Harms, 2017). It positively influences several components of good teaching, such as classroom management and student learning assistance (Baumert & Kunter, 2013). Students' cheating (Oroszl et al., 2015), anger, and class-related boredom are all adversely associated with teachers' enthusiasm (Goetz, Pekrun, Hall, & Haag, 2006). It has been shown that, out of nine factors, enthusiasm is the only one that can distinguish between mediocre and exceptional teachers (Murray, 1983, as cited in Keller et al., 2015). Specifically, the study is guided by the following objectives:

1. To compare the enthusiasm of teachers teaching in secondary schools based on gender and school type.

2. To compare the quality of life of teachers teaching in secondary schools based on gender and school type.
3. To study the interaction effect of gender and school type on teacher enthusiasm among secondary school teachers.
4. To study the interaction effect of gender and school type on the quality of life among secondary school teachers.
5. To compare the enthusiasm of teachers teaching in secondary schools based on their quality of life.

Method

1 Participants and Procedures

The population of students in secondary schools is larger than that of students in Haryana's schools. The present study used a multi-stage selection procedure to choose a sample volume of 600 teachers, who were being surveyed. Analysis has been done by using SPSS 23 and Jamovi softwares.

Table 1: Demographics of sample (N=600)

Age (Years)	Gender	Number
20-30	Male	57
	Female	62
30-40	Male	128
	Female	137
40-50	Male	73
	Female	72
50 and above	Male	42
	Female	29

Measures

1. Teachers' Enthusiasm

The Teachers' Enthusiasm Scale developed by Bala and Punia (2021) was applied to measure teachers' enthusiasm. The scale consists of 78 items (both positive and negative statements), each of which is scored on a 5-point Likert scale. There are seven dimensions to the scale. These seven dimensions are: Interest and Engagement (IE), Interaction with Students (IWS), Passion for Teaching (PT), Creativity and Innovation (CI), Professional Development (PD), Subject Knowledge Enrichment (SKE) and Professional Commitment (PC). The scale is valid and the reliability statistics of the scale are .957.

2. Quality of life

Quality of life scale for teachers developed by Sarika Sharma and Dr. Nakhat Nasreen was applied to measure the quality of life. The scale consists of 42 items. Each statement is scored on a three-point Likert scale, with 1 representing never, 2 representing rarely, and 3 representing always for positive statements and the opposite for negative statements. Life satisfaction, goals and motivation, spirituality, happiness, hopes and wishes, stress reduction, frustration/depression/anxiety, adjustment, physical well-being and self-care, effectiveness/efficiency of myself, and personal development/personal evolution are the eleven dimensions of the quality-of-life scale for

teachers. In the context of this study, the reliability statistics of the scale Cronbach's Alpha were found at .832.

Results

Table 2 presents teacher's comparison on seven dimensions of teacher enthusiasm scale. Score of each dimension was calculated by adding the scores of statements belonging to that particular dimension. Teacher Enthusiasm

(N=600) was examined using independent t-test on its dimensions, and no statistically significant difference was observed between male teachers (M =315.26, SD=33.056) and female teachers (M=311.70, SD=33.390), $t(600) = 1.312$. Male teachers were more enthusiastic than female teachers in terms of mean score but difference was not significant. Hence, no gender difference was observed.

Table 2: Comparison of enthusiasm of teachers, teaching in secondary schools based on gender and school type

Dimensions	df	t-value (gender)	p-value (gender)	Effect size (gender)	t-value (school type)	p-value (school type)	Effect (school type)
Passion for Teaching	598	1.039	0.299	0.0848	0.0167	0.987	0.001
Interest and Engagement	598	0.187	0.852	0.0153	0.1766	0.860	0.014
Interaction with Students	598	1.388	0.166	0.1133	-0.9525	0.341	-0.07
Creativity and Innovation	598	1.880	0.061	0.1535	-0.3716	0.710	-0.030
Professional Development	598	1.549	0.122	0.1264	-0.1599	0.873	-0.013
Subject Knowledge Enrichment	598	1.246	0.213	0.1018	-1.4439	0.149	-0.117
Professional Commitment	598	1.613	0.107	0.1317	0.3978	0.691	0.032
Teacher Enthusiasm	598	1.312	0.190	0.1072	-0.3141	0.754	-0.025

Further, teacher enthusiasm and its dimensions were examined in different school types and no statistically significant difference between government school instructors (M =313.06, SD=34.189) and private school teachers (M=313.91, SD=32.321) was observed, $t(600) = -.314$.

This study then analysed the quality of life of teachers (N=600) on various dimensions. Quality of life of teachers teaching in secondary schools was compared based on gender and

school type using independent t-test. There was no statistically significant difference found in the quality of life between male teachers (M =107.72, SD=9.873) and female teachers (M=108.25, SD=8.389), $t(600) = -.704$, though, significant difference was found between male and female teachers on the dimension of happiness ($t=2.18$, $p=0.03$). Female teachers (M=10.72, SD=1.17) were found to be happier than male (M=10.49, SD=1.40).

Table 3: Comparison of quality of life of teachers, teaching in secondary schools based on gender and school type

Dimensions	Df	t-value (gender)	p-value (gender)	Effect size (gender)	t-value (school type)	p-value (school type)	Effect (school type)
Life satisfaction	598	0.5023	0.616	0.04101	-1.3748	0.170	-0.112
Goals and motivation	598	0.3274	0.743	0.02674	1.7007	0.090	0.138
Spirituality	598	-1.7052	0.089	-0.13923	0.1097	0.913	0.008
Happiness	598	-2.1816	0.030*	-0.17813	-1.3562	0.176	-0.110
Hopes and wishes	598	-1.0872	0.277	-0.08877	-2.2594	0.024	-0.184

Dimensions	Df	t-value (gender)	p-value (gender)	Effect size (gender)	t-value (school type)	p-value (school type)	Effect (school type)
Stress reduction	598	-0.1486	0.882	-0.01213	0.0990	0.921	0.008
Frustration/depression/anxiety	598	0.4706	0.638	0.03842	1.2905	0.197	0.105
Adjustment	598	-0.1828	0.855	-0.01492	-0.2350	0.814	-0.019
Physical well-being and self-care	598	-0.8012	0.423	-0.06542	-0.9158	0.360	-0.074
Effectiveness/efficiency of myself	598	-0.1897	0.850	-0.01549	-0.4173	0.677	-0.034
personal development/personal evolution	598	-0.0611	0.951	-0.00499	-0.3053	0.760	-0.024
Quality of Life	598	-0.7041	0.482	-0.05749	-0.3386	0.735	-0.027

Likewise, no statistically significant difference was found in the quality of life of government school teachers (M =107.86, SD = 9.649) and private school teachers (M=108.11, SD= 8.653), $t(600) = -.339$.

Table 4: Interaction effect of gender and school type on teacher enthusiasm among secondary school teachers.

Source	df	Mean square	F	Sig.
School type *Gender	1	7058.940	6.444	.011

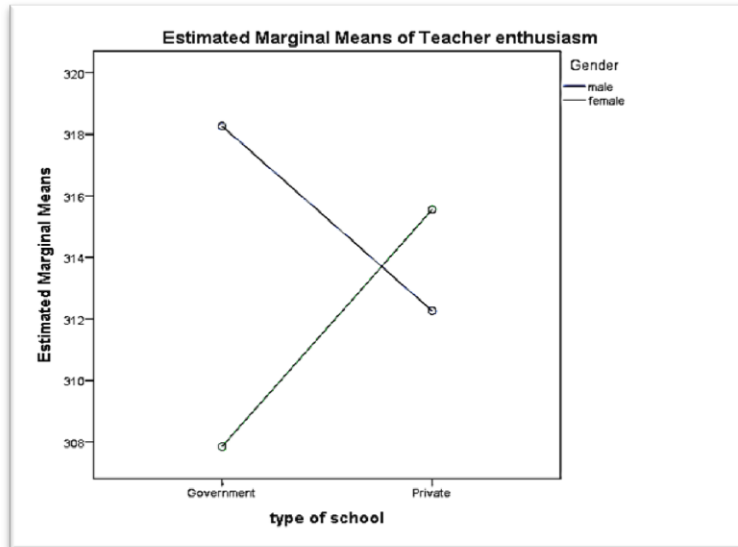


Figure 1: Interaction effect between school type and gender with respect to teacher enthusiasm

The study furthermore analyzed interaction effect of gender and school type on teacher enthusiasm and quality of life. Table 4 and Figure 1 depicts that significant interaction effect of gender and school type on teacher enthusiasm among secondary school teachers found. The crossed lines on the graph suggest that there is an

interaction effect, the P value $< .05$, is significant for school type * gender. The graphs shows that teacher enthusiasm mean is higher for male when school is government and conversely the higher mean for female when school is private. It means school type affects enthusiasm of male and female teachers differently.

Table:4 Interaction effect of gender and school type on quality of life among secondary school teachers.

Source	df	Mean square.	F	Sig.
School type *Gender	1	114.407	1.362	.244

The P value is greater than.05, indicating that there is no significant interaction effect between gender and kind of school on secondary school teachers' quality of life.

Table 5: One Way ANOVA

ANOVA	Sum of Squares	Df	Mean Square	F	p-vale	N ²
Overall model	1.42	4	0.356	0.354	0.841	0.002
Teacher Enthusiasm	1.42	4	0.356	0.354	0.841	
Residuals	597.58	595	1.004			

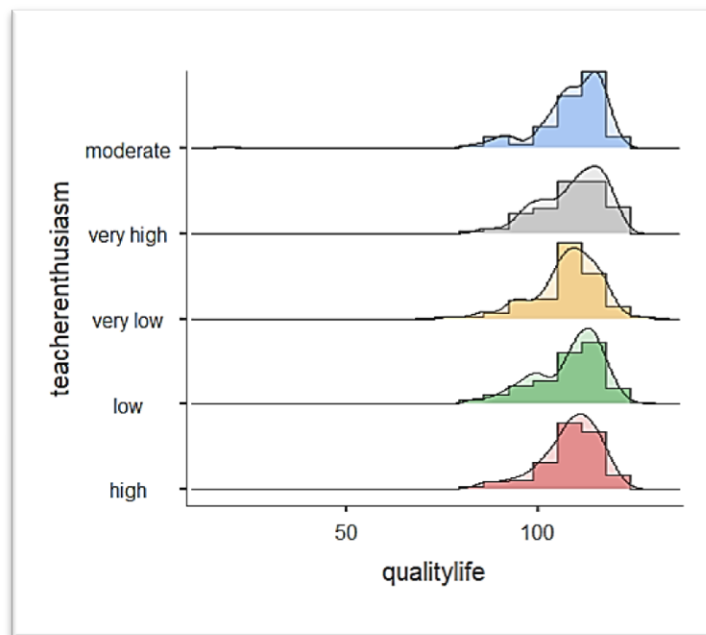


Figure 2: Quality of life of teachers having different level of teacher enthusiasm

Preliminary analysis was done to check the assumption underlying one way ANOVA. Results of Levene’s test ($F=0.797, p=0.52$) shows that the variances are not difference for the groups. One way ANOVA results ($F=0.35, p=0.841$) presented in Table 5, revealed that quality of life does not make any difference in the enthusiasm of a teacher. This is also clearly illustrated in Figure 2.

Conclusions

The current study's findings indicate that there is no difference in teacher quality of life and teacher enthusiasm across gender and school types. In China female teachers have a worse quality of life than male teachers, which worsens

with age. Teachers' physical and mental health deteriorates as a result of occupational stress and strain, but coping resources may improve their health (Yang et al., 2009). People in poor situations typically report higher levels of satisfaction than the general population. This is a common result in quality of life studies. Cantril (1965) also discovered that nations with vastly different per capita incomes, such as Nigeria, Japan, and West Germany, have similar levels of citizens quality of life. Further the findings of present study states that significant interaction effect of gender and school type was found in teacher enthusiasm but no significant interaction effect of gender and school type was

found in quality of life of teachers. Diener & Larsen, (1984) stated after evaluating the research on quality of life that individual demographic variables seldom account for more than a few percent of the variance in quality of life measurements, and that when considered collectively, they probably account for little more than 15% of the variance.

The enthusiastic teachers love being in the company of their pupils and teaching at their educational institution (Keller et al., 2014; 2015; Kunter et al., 2008). If teachers feel unappreciated or unsupported, a bad organizational climate and interactions might reduce enthusiasm and quality of life (Uusiautti & Maatta, 2013). Teacher enthusiasm is influenced by increased work autonomy (Gagne & Deci, 2005; Roth et al., 2007). The limitation of study was that it involved the data collected from teachers only regarding the quality of life and teacher's enthusiasm. The parents and students were not included in the study; these groups might have provided a valuable counterpoint to the responses of the teachers. Further studies can be done by taking the sample from these groups and using qualitative as well as experimental methods of research.

In a nutshell, the research concluded that there is no statistically significant difference between male and female teachers' enthusiasm. Additionally, no substantial difference in teacher enthusiasm was discovered between public and private school teachers. Statistically significant interaction effect of gender and school type was found in teachers' enthusiasm. Further no statistically significant difference was found in quality of life of teachers on the basis gender and school type. There is no significant interaction effect between gender and school type on secondary school teachers' quality of life. Present study encourages the periodic investigations of teacher's enthusiasm and quality of life to makes any necessary decisions or initiatives to address any shortcomings or imbalances faced by teachers inside or outside the schools. Researchers in the field suggested that studying the teacher's enthusiasm and quality of life contributes in improving the performance of the teachers.

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