Role of Emotional Intelligence in Managing the Quality of Work Life with Specific Reference to Management Teachers of Higher Education Institutions in Bengaluru, Karnataka

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Abstract: **This study deployed a quantitative approach where questionnaire were used to collect data from 400 management teachers working in higher education institutions. The data was analyzed using WarpPLS version 6 for two stages related to the measurement model and the structural model. The results suggests that there was an impact of emotional intelligence on quality of work life**

IndexTerms: emotional intelligence, quality of work life.

I. INTRODUCTION

Quality of work life (QWL) is a person's life. It covers a person's feelings about different dimensions of work including economic rewards, benefits, security, working conditions, organizational and interpersonal relations and its intrinsic meaning in person's life. When individual come to workplace, they bring their unique talents, abilities, value and assumptions. Teachers are expected to work and socialize into diverse cultural, linguistic, and social contexts. Emotionally intelligent individuals who can manage emotion cope more successfully with emotionally stressful situations find can help others cope as well. Today's workplace is very dynamic in nature and operates in state of flux, where quest for quality of service and excellence, deadlines, cross-cultural teams, work pressures, work-family conflicts and diverse workforce has resulted into stressful work situations. And these aspects affects employees well-being, groups functioning and total organization in terms of its effectiveness. At workplace, emotional intelligence assist employees to manage their relationships with others and enables them to align personal values with a clear sense of purpose that demonstrates a high level of integrity at work.

II. EMOTIONAL INTELLIGENCE AND QUALITY OF WORK LIFE

Giorgi, G. (2013) proposed an instrument to measure emotional and organizational intelligence competencies of 1506 employees working in 20 Italian organizations. This study used a new empirically derived model of EI which was found to be valid in the Italian context, organizational emotional intelligence consists of four EI competencies like self-awareness, self-management, social awareness and relationship management and all the elements were related to emotional job competencies and not to emotional competencies of life in general. According to Walton, (2005). He proposed eight major conceptual categories relating to QWL as (1) adequate and fair compensation, (2) safe and healthy working conditions, (3) immediately opportunity for continued growth and security, (4) Opportunity to use and develop human capacities, (5) Social integration in the work organization, (6), Constitutionalism in the work organization, (7), Work and total life space and (8), Social relevance of work life. Several published works have addressed the constructs that make up the QWL domain and key elements of QWL programs.
Much discussion exits

III. GAP IN EMOTIONAL INTELLIGENCE AND QWL RESEARCH

Based on the literature reviewed it was observed that most of the studies focused on the components that defines emotional intelligence, for which various models were proposed by different authors. It was observed that all the studies on emotional intelligence was carried out in general whereas very little focus was given to job related emotional intelligence. Emotional competency at workplace demands different kind of ability in order to engage employees and also to enhance their quality of work life. This study adopts an Italian model on emotional intelligence which talks about the job related emotional competencies in Indian context.

IV. PROBLEM STATEMENT AND RESEARCH OBJECTIVE

Based on the research gap following research questions were posited:

- How emotional intelligence affected management teachers' quality of work life?

4.1 RESEARCH OBJECTIVE:

- To measure the impact of emotional intelligence on quality of work life

V. CONCEPTUAL MODEL AND HYPOTHESIS

Fig. 1: Conceptual model showing the impact of emotional intelligence on quality of work life.

5.1 Emotional Intelligence and Quality of Work Life

Emotional Intelligence leads to job satisfaction and job satisfaction is one of the components of quality of work life. Emotional intelligence refers to the ability of being aware of one's own emotions, control and management of emotions empathetically. Whereas quality of work life refers to the general well-being of individuals. There is a difference between the level of quality of life among low emotional intelligence group and high intelligence group. Teachers with low emotional intelligence are low in physical health and social relationships component of quality of work life. Quality of work life should provide job satisfaction to the lecturers by creating a workplace that provides them physical and psychological safety and this will help organization in building commitment among lecturers at the institution. But the commitment level will depend upon organizational trust which is developed by creating a workplace with open communication, information sharing, perceptions and empowerment and this will lead to job satisfaction. Employees who are able to understand and manages their emotions and exhibits self-control act as a role models for others and in that process they enhance the followers' trust and respect for such employees. Emotional Intelligence tends to enhance self-belief about one's own capabilities in achieving desired performance. Higher level of EI has a positive association with a higher level of self-efficacy. Teaching is considered as an emotional enterprise and the ability to work with emotions refers to emotional intelligence and teachers do assess their ability to work with emotions when they judge their level of self-efficacy in teaching. Quality of work life aspects like wages and hours worked, work environment, benefits and services, career prospects and human relations, which relevant to employee satisfaction and motivation are the source of satisfaction that one derives from a good job and a good life. Emotional Intelligence tends to enhance self-belief about one's own capabilities in achieving desired performance. Higher level of EI has a positive association with a higher level of self-efficacy. Teaching is considered as an emotional enterprise and the ability to work with emotions refers to emotional intelligence and teachers do assess their ability to work with emotions when they judge their level of self-efficacy in teaching. Hence this leads to the first hypothesis.

H_1: There is a significant impact of emotional intelligence on quality of work life of management teachers

VI. METHOD

6.1 Sampling and Data Collection

The data's were collected from MBA Universities and Colleges as a part of Higher Education Institutions under different classifications in Bengaluru. The sample size was estimated by using statistical calculation formula: Sample Size = (Z-score)2 * Std Dev*(1-StdDev) / (margin of error)2, at 95% confidence level, 0.5 standard deviation, and a margin of error (confidence interval) of +/- 5%. Therefore, the total sample size estimated was 384. 47 Management Institutions under State Universities, 3 Deemed to be Universities,10 Private Universities, 1 Institute of National Importance and 1 Central University were approached for data collection. Therefore, the unit of analysis for this study were the teaching staff who were employed in these different Universities and Colleges. The questionnaire survey was the main form of data collection. The questionnaires were distributed personally by the researcher with the help of a data collection agency. A covering letter stating the purpose of this study was attached with the questionnaire, assuring the respondents of the confidentiality of their responses. The respondents were instructed to complete the questions and were asked to put department seal and return the completed questionnaires. Out of 450 questionnaires distributed in various management institutions, 402 questionnaires were returned and 2 questionnaire were discarded because of incomplete response, yielding a response rate of 89.3 percent, which is considered acceptable.

6.2 Research Instruments

In order to empirically test the conceptual model, this study adopted a 80 –item questionnaire which consisted of two constructs like emotional intelligence and quality of work life and each constructs were measured through various dimensions like emotional intelligence was measured by dimensions like self-awareness (4 items), self-management (8 items), social awareness (8 items), relationship management (3 items) and quality of work life was measured by dimensions like job satisfaction (3 items), adequate and fair compensation (3 items), safe and healthy conditions (4 items), availability of resources (5 items), career growth opportunity (5 items), job security (3 items), working time (2 items), work life balance (5 items), work itself(5 items), reward system (3 items), supervisory style (2 items), constitutionalization (7 items), social relevance (5 items), organizational support (5 items). All these statements were measured on a five point Likert scale, ranging from strongly disagree (1) to strongly agree (5).The dimensions of emotional intelligence was adopted from Giorgi & Majer (2009), dimensions of quality of work life was adopted from Chandranshu Sinha

VII. RESEARCH ANALYSIS AND DISCUSSIONS

The data collected was analyzed using WarpPLS version 6 for two stages related to the measurement model and SPSS software was used to run a reliability test and CFA in order to measure the validity of the questionnaire. For this research the measurement model was complex because the assumptions of normality were not satisfied.

7.1 Characteristics of Samples

There were 187 male and 213 female respondents. The average age and experience with current organization of the sample was between 35 to 44 and 6 to 8.5 years respectively. The sample comprises of Lecturers (8.8%), Assistant Professors (73.5 %), Associate Professors (13%) and Professors (4.8 %). With regard to marital status, more than half of the respondents were married (85.3%) and 14.7 % were single. Out of 400 respondents, 55.5 % had Master degree, 12.3 % had MPhil, 24 % had PhD and 8.2 % had Post Doc

7.2 Measurement Model
Table 1: The measurement model matrix showing the average variances extracted and composite reliability

Constructs	Item	Loadings	AVE	CR
Emotional Intelligence	EISA	0.703	0.605	0.859
	EISM	0.814		
	EISA	0.796		
	EIRM	0.793		
Quality of Work Life	QWLJ	0.481	0.491	0.924
	QWLA	0.629		
	QWLS	0.744		
	QWLA	0.79		
	QWLC	0.78		
	QWLJ	0.427		
	QWLW	0.579		
	QWLW	0.576		
	QWLR	0.839		
	QWLS	0.724		
	QWLC	0.757		
	QWLS	0.761		
	QWLO	0.843		

The confirmatory factor analyses suggested that the measurement instrument had a good convergent validity indicating that the statements associated with each latent variable was understood by the respondents in the same way as they were intended to measure and were significant at p value < 0.001. Here the loadings for all the indicators are less than 1 indicating that latent variables are not correlated and indicators reflects the latent variable as it is supposed to measure and does not overlap with other latent variables. Composite reliability coefficients in all the above cases are either equal to or greater than 0.7 indicating high reliability.
Table 2: Regression Analysis

Hypothesis	Std Beta	Relationship	Decision
H$_1$: There is a significant impact of emotional intelligence on quality of work life of management teachers	0.26**	EI->QWL	Supported

The analysis shows that the effect size of emotional intelligence on quality of work life was moderate by only 26%. Furthermore, it refers that one unit of standard deviation in emotional intelligence will lead to standard deviation in quality of work life by 0.26 units. The employees who are enthusiastic about their work will put forth their positive energy and fosters trust within the organization. Every employee at workplace are concerned about their psychological needs and their perceptions of work environment will significantly influence their levels of trust and workplace behaviors. Therefore, institutions should consider their workplace aspirations and provide them a better congenial workplace with clear job descriptions, development opportunities, respectful treatment, fair rewards and recognition which in turn help the organization in building trust among employees. Quality of work life should provide job satisfaction to the lecturers by creating a workplace that provides them physical and psychological safety and this will help organization in building commitment among lecturers at the institution. But the commitment level will depend upon organizational trust which is developed by creating a workplace with open communication, information sharing, perceptions and empowerment and this will lead to job satisfaction. Employees who are able to understand and manages their emotions and exhibits self-control act as a role models for others and in that process they enhance the followers' trust and respect for such employees. Understanding these conditions, management should focus on enhancing employees' self-efficacy as well as quality of work life. For a better performance, employees are expected to exhibit desirable behaviors that in turn will help them in achieving individual and organizational goals. It is the self-efficacy that enhances one's own capabilities which enables them to take effective decisions and action plans and when individuals achieve their desired objectives that in turn reinforces positive energy and motivates them to repeat desirable work behavior. Quality of work life aspects like wages and hours worked, work environment, benefits and services, career prospects and human relations, which relevant to employee satisfaction and motivation are the source of satisfaction that one derives from a good job and a good life. Emotional Intelligence tends to enhance self-belief about one's own capabilities in achieving desired performance. Higher level of EI has a positive association with a higher level of self-efficacy. Teaching is considered as an emotional enterprise and the ability to work with emotions refers to emotional intelligence and teachers do assess their ability to work with emotions when they judge their level of self-efficacy in teaching. Emotional Intelligence increases the chance of success in the teaching profession and contributes to a higher level of self-efficacy. Study suggests that emotional awareness, empathy and problem solving has a significant relationship with the level of self-efficacy. Furthermore, the study states that cultural differences affects the relation between emotional intelligence and job self-efficacy.

VIII. CONCLUSION, LIMITATIONS AND FUTURE RESEARCH DIRECTIONS

Employees who are enthusiastic about their work will put forth their positive energy and fosters trust within organization. One needs to have an ability to understand the emotions of oneself and others in order to build trust and commitment in the organization and organizational trust is one of the mediating factor between emotional intelligence and the organizational outcomes. Also, the spiritual experiences of teachers at work should exhibit trust and commitment which in turn will enable them in having positive outlook towards the quality of work life. Employees trust in the system, leadership practices and organizational policies depends upon the conscious state of mind and constant critical existential thinking thereby leading to job satisfaction and development of human capacities. Even though rigorous research procedures were used, this study had some limitations that could be addressed in future studies. First, data collection was geographically limited to Bengaluru and the respondents were only management faculty members of higher education institutions. In future studies researchers should randomize their sample to include even the administrators and non-teaching staff in order to understand their roles in enhancing the quality of education system. Also the future studies can focus on other mediating factors like organizational culture, training and development programs, HR practices and policies and understand how these factors mediates the effect of emotional intelligence and on quality of work life.

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