

## Effect of Emotional Intelligence Management on Quality of Work Life of Employees in Higher Education Institutions

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### Article History:

**Received:** 12-11-2024

**Revised:** 25-12-2024

**Accepted:** 05-01-2025

### Abstract:

The Quality of Work Life (QWL) plays a vital role in determining the productivity and job satisfaction of employees in any organization, including higher education institutions. It also shows motivation, level of satisfaction, involvement and commitment with respect to their lives at work. This study examines how Emotional Intelligence (EI) affects the work-life quality of employees in these settings. Emotional Intelligence refers to the ability to recognize, understand, and manage one's own emotions and those of others. It is crucial for improving interpersonal relationships, managing stress, and creating a positive work environment. The study explores how EI influences employees' work-life quality in higher education institutions. Emotional intelligence has become increasingly important in both higher education and various industries. Employees with high emotional intelligence tend to have better relationships within the organization, which helps them remain more stable and less stressed, leading to an enhanced work-life quality. The study involved 60 employees from higher education institutions, each with at least 5 years of experience. Data was collected through interviews and questionnaires.

**Keywords:** Emotional Intelligence Management, Quality of Work-life, Higher Education Institutions

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### Introduction

In the ever-evolving and demanding landscape of higher education, the quality of work life (QWL) of employees plays a crucial role in driving institutional success and nurturing a positive organizational culture. QWL encompasses multiple facets of an employee's experience, including job satisfaction, work-life balance, stress management, and overall well-being. As higher education institutions work to attract and retain skilled faculty and staff, understanding and improving QWL has become increasingly important.

Emotional intelligence (EI) has emerged as a key factor influencing QWL. Defined as the ability to recognize, understand, and manage one's own emotions and those of others, EI shapes how individuals interact, handle stress, and foster a harmonious workplace environment. In higher education, where collaboration, innovation, and effective communication are essential, the importance of EI cannot be overstated.

This study focuses on exploring the impact of emotional intelligence management on the quality of work life for employees in higher education institutions. Although there is substantial research on

QWL and EI as separate topics, their intersection within the context of higher education remains underexplored. By examining this relationship, the study aims to uncover how fostering emotional intelligence among employees can enhance work-life quality, contributing to improved institutional performance and employee satisfaction.

The relevance of this research lies in its ability to guide policy and practice in higher education institutions. Understanding how EI contributes to QWL can enable administrators and policymakers to design targeted strategies that promote emotional well-being, boost job satisfaction, and mitigate workplace stress. In turn, these efforts can cultivate a more motivated and productive workforce, benefiting both employees and the institutions they serve.

To achieve these goals, the study adopts a mixed-methods approach, integrating quantitative and qualitative data to provide a comprehensive analysis of the impact of EI on QWL. This introduction establishes the study's importance, outlines its objectives, and introduces the methodology. Subsequent sections will delve deeper into the literature review, methodology, findings, discussion, and conclusions, offering a detailed exploration of the relationship between emotional intelligence and quality of work life in the context of higher education.

## EMOTIONAL INTELLIGENCE

Emotional Intelligence (EI) refers to the ability to recognize and manage one's own emotions as well as the emotions of others. It involves identifying and differentiating between emotions and leveraging emotional insights to guide thought processes and behavior. EI is increasingly regarded as a critical skill in organizations worldwide, and for good reason. Being attuned to our own emotions allows us to better understand and empathize with others, which is a fundamental quality for leaders, managers, and employees alike.

Possessing extensive knowledge or intellectual capability alone is not enough; the ability to connect with others on an emotional level is essential for inspiring and motivating them to achieve greater success. Fortunately, EI is a skill that can be developed and enhanced. Individuals who struggle with emotional intelligence can actively work to improve their ability to understand and manage emotions, thereby becoming more effective in their personal and professional interactions.

### Components of Emotional Intelligence

1. **Self-Awareness:** Self-awareness involves recognizing one's own emotions and understanding how these emotions and actions influence others. It also includes having a clear understanding of personal strengths and weaknesses.
2. **Self-Regulation:** This is a crucial aspect of emotional intelligence, enabling individuals to manage their emotional responses, control impulsive reactions, avoid stereotyping, and stay true to their core values when making decisions.
3. **Social Skills:** Employees with strong social skills excel in communication, adapt well to change, and are adept at resolving conflicts, making them valuable assets in any workplace.

4. **Relationship Management:** Managing relationships effectively is vital for maintaining strong connections between a company and its external stakeholders, particularly clients. Employees skilled in relationship management contribute significantly to the company's success.

5. **Motivation:** Self-motivation drives employees to work efficiently and effectively, boosting both individual productivity and overall organizational performance.

6. **Empathy:** Empathy is the ability to recognize, understand, and share the feelings of others. It is an indispensable trait for fostering smooth collaboration and effective teamwork within an organization.

### **Emotional Intelligence: A Key to a Balanced Life**

Emotional intelligence plays a crucial role in leading a well-balanced life. It is fundamental to navigating every stage of life effectively.

1. **Physical Health:** Managing stress, which significantly affects overall well-being, is closely tied to emotional intelligence. Being aware of our emotions and how we respond to stress enables us to care for our bodies and maintain good physical health.

2. **Mental Well-Being:** Emotional intelligence positively influences our mindset and outlook on life. It can help reduce anxiety, depression, and mood swings, leading to a more optimistic attitude and a happier perspective on life.

3. **Conflict Resolution:** Emotionally intelligent individuals are better equipped to handle conflicts and disputes effectively. Their ability to understand the needs and perspectives of others makes them skilled negotiators and problem-solvers.

4. **Relationships:** By better understanding and managing our emotions, we can express our feelings in a more constructive way. This also helps us empathize with the emotions of those close to us, strengthening our personal relationships.

5. **Success:** Emotional intelligence boosts self-confidence and helps individuals stay focused on their goals. People with high emotional intelligence are excellent motivators and are more likely to achieve personal and professional success.

### **Quality of Work Life (QWL)**

The concept of "Quality of Work Life" (QWL) first gained prominence in research journals during the 1970s. It extends beyond monetary aspects of employment to include factors such as working conditions, interpersonal conflicts, job pressures, lack of autonomy, and the absence of challenging tasks. QWL is a holistic approach aimed at enhancing employee satisfaction by fostering a positive work environment. It reflects a way of thinking about people, their work, and the organization, ultimately creating a sense of fulfilment among employees. This, in turn, contributes to higher job satisfaction, increased productivity, adaptability, and the overall effectiveness of the organization.

QWL can be defined as the favourable working conditions and environments that support employee satisfaction by providing fair rewards, job security, and opportunities for personal and professional growth. According to Walton (1975), QWL encompasses several components, including:

- Safe and healthy working conditions
- Adequate and fair compensation
- Opportunities to utilize and develop human capacities
- Continued growth and security
- Social integration within the workplace
- Constitutionalism in the work organization
- Work-life balance and integration
- The social relevance of work in an individual's life

In today's work environment, employees seek more than just a pay check from their employers—they value organizations that support their work-life balance and overall well-being. Companies that address these needs while offering career growth opportunities tend to achieve higher levels of employee satisfaction and loyalty. Modern organizations are increasingly adopting innovative practices to ensure employees can enjoy personal time, maintain a healthy work-life balance, and spend quality time with their families.

For industries such as banking, where work pressure is often high, it is essential to implement effective work-life balance policies. Integrating emotional intelligence into these practices can further enhance employee well-being, fostering a healthier and more productive workforce.

### **Factors Influencing Quality of Work Life**

1. **Working Environment:** The physical and psychological conditions in the workplace play a significant role in determining the quality of work life.
2. **Social Factors:** Healthy interpersonal relationships and a supportive organizational culture contribute to a positive work environment.
3. **Stress:** Managing work-related stress is essential, as excessive stress can negatively impact both employee well-being and productivity.
4. **Job Satisfaction:** The level of satisfaction employees derive from their roles directly affects their morale and performance.
5. **Training for Facilitators:** Providing proper training and development opportunities ensures facilitators are equipped to enhance the quality of work life for employees.
6. **Quality of Work-Life Teams:** Establishing dedicated teams to address QWL issues helps identify and implement effective solutions.

Managers consistently strive to minimize job dissatisfaction at all levels of the organization, including their own. However, this task is complex, as it can be challenging to pinpoint the specific factors that influence the quality of work life. Dissatisfaction in the workplace can affect employees at any level, leading to frustration, boredom, and even anger, which are costly to both individuals and organizations.

Efforts to enhance the quality of work life can lead to:

- Positive employee attitudes toward their work and the organization.
- Increased productivity and intrinsic motivation.
- Greater organizational effectiveness and a stronger competitive edge.

### **Higher Education in India**

Higher education, also referred to as post-secondary, tertiary, or third-level education, is an optional and advanced stage of formal learning that follows the completion of secondary education. It is typically provided by universities, academies, colleges, seminaries, conservatories, and institutes of technology. Additionally, higher education is available through vocational schools, trade schools, and other career-focused institutions that offer academic degrees or professional certifications.

### **Emotional Intelligence and Quality of Work Life**

There is growing evidence suggesting that emotional intelligence is closely linked to the quality of work life in higher education. Emotional intelligence has become an essential factor in how today's leaders address the significant challenges faced within their organizations. High-quality teaching staff is the foundation of a successful educational system. To cultivate quality educators, it is crucial to focus on their quality of work life (QWL), as this directly influences their job satisfaction and commitment to the institution.

It is commonly believed that teachers' job satisfaction depends largely on the quality of their colleagues, the support they receive at work, salary structure, nature of the job, recognition, and the sense of achievement. However, there are other important dimensions of QWL, such as work-life balance, opportunities for learning and development, career advancement prospects, and flexible work arrangements, all of which significantly impact teachers' satisfaction.

It is well-established that academic performance is not only a result of qualifications and competence but is also heavily influenced by motivation and a positive QWL. When faculty members are satisfied with their work environment, they are more dedicated and perform their roles to their fullest potential, which ultimately benefits students and society. Therefore, ensuring teachers' job satisfaction through attention to their QWL is crucial for maintaining their commitment and improving institutional success.

The lack of emotional intelligence in higher education institutions, both private and public, can lead to substantial losses, which are often overlooked or attributed to more visible, short-term issues. To address this, it is important to recognize the emotional components of QWL, which can significantly enhance emotional intelligence in the sector. This can be achieved by incorporating emotional intelligence training into the curriculum of higher educational institutions, offering coaching and seminars for staff, and implementing hiring practices based on emotional intelligence criteria.

### **REVIEW OF LITERATURE**

The proposed study was undertaken with the specific aim of analyzing the impact of emotional intelligence on the quality of work life (QWL) of employees in higher educational institutions. To achieve this, it is essential to review existing literature on emotional intelligence and QWL.

Salovey and Mayer (1990) provided a foundation for Emotional Intelligence (EI), tracing its origins to societal intelligence and emphasizing how the concept of emotion had been integrated into traditional notions of intelligence. They suggested that EI is linked to positive mental health, noting that emotionally intelligent individuals tend to be enjoyable companions, while those with low EI often struggle to adapt to their environments.

Mayer and Salovey (1997) outlined the development of Emotional Intelligence theory and introduced their four-branch ability model of EI. They highlighted the importance of EI in various contexts, including education, family life, and the workplace. Additionally, they asserted that EI skills, like other competencies, can be developed through learning and practice.

Notably, Goleman (1998) highlighted empathy as a crucial societal skill, which also aligns with the teachings of the Bhagavad Gita. In the Gita, Lord Krishna describes the Karamyogi—one who sees the pain and pleasure of others as his own, demonstrating deep empathy and compassion for all.

Waite and Gallagher (2000) highlighted that Emotional Intelligence (EI) significantly influences work-life balance (WLB) and employee performance. Employees with high EI are in tune with their emotions and possess the ability to regulate them effectively, which not only enhances their well-being but also improves their capacity to cope with environmental demands, ultimately fostering a more balanced life.

Singh D. (2006) explained that Individuals with high Emotional Intelligence (EI) tend to exhibit an adaptive coping style, whereas those with low EI are more likely to adopt an avoidance coping style. The adaptive coping style enables individuals to manage stress effectively, leading to better performance in their environment. In contrast, the avoidance coping style tends to increase stress, as individuals either perform poorly or attempt to escape the situation.

Farah bakhsh (2012) concluded that Emotional Intelligence (EI) can reduce interpersonal conflicts and enhance social relationships by supporting emotional well-being, improving understanding with others, fostering public trust, and promoting emotional growth and life satisfaction. Emotionally intelligent individuals are adept at managing both their own emotions and those of others, recognizing the positive and negative impacts of emotions, using emotional information to guide their decisions and actions, and leveraging emotional awareness to creatively address challenges.

Kulkarni (2013) explored the impact of training and suggested that it enables employees to improve their skills within an organization, thereby contributing to the growth of the company, enhancing staff competence, and promoting job security. Training also influences employees' attitudes and fosters better teamwork within the organization. Additionally, training and development initiatives improve work-life quality by creating a positive and supportive work environment.

Aryanto et al. (2018) explained that both EI and quality of work-life positively influence job satisfaction and reduce turnover intentions. They also noted that stress negatively affects job satisfaction while increasing turnover intentions, and that job satisfaction, in turn, has a negative effect on turnover intentions.

Dhamija et al. (2019) provided a comprehensive analysis of job satisfaction and quality of work-life theories as related to private bank employees in Chandigarh and surrounding areas. Their suggestions

included addressing stress among employees, which is linked to long working hours, job insecurity, lack of managerial support, challenging colleagues, certain behavior patterns (such as anger and hostility), and family issues.

Karimi et al. (2020) argued that, like other skills, EI is teachable and trainable. They emphasized that EI can enhance the delivery of higher-quality care and that EI education has a positive impact on mental empowerment in the workplace.

### Objectives

1. To explore the role of emotional intelligence in enhancing the quality of work life in higher educational institutions.
2. To examine the relationship between emotional intelligence and the quality of work life within higher educational institutions.

### Research Methodology

Research is a structured process of investigation that results in a formal documentation of procedures, conclusions, and findings. It is commonly defined as a “formal and systematic method of analysis.” The study on emotional intelligence and quality of work life adopts a descriptive research approach. The research method used for data collection is the questionnaire method. The sample consists of employees from higher educational institutions, with a total of 50 respondents. To analyse the data, statistical tools such as Mean Score and Correlation Analysis were employed.

### DATA ANALYSIS

#### Emotional Intelligence Variables

**Table1.1: Aggregated Percentage of Emotional Intelligence Factors**

| Sr. No. | Factors of Emotional Intelligence | No. of Respondents Answered | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---------|-----------------------------------|-----------------------------|-------------------|----------|---------|-------|----------------|
|         |                                   |                             | 1                 | 2        | 3       | 4     | 5              |
| 1       | Self-Awareness                    | 50                          | 8                 | 16       | 4       | 32    | 40             |
| 2       | Self-Regulation                   | 50                          | 14                | 18       | 8       | 30    | 30             |
| 3       | Social Skills                     | 50                          | 10                | 10       | 8       | 40    | 32             |
| 4       | Relationship Management           | 50                          | 12                | 16       | 6       | 40    | 26             |
| 5       | Motivation                        | 50                          | 16                | 16       | 8       | 20    | 40             |
| 6       | Empathy                           | 50                          | 20                | 10       | 8       | 42    | 20             |

Table1.1 Represents the proportion of higher education employees who have provided responses to emotional intelligence-related questions.

**Quality of work-life Variables**

**Table1.2: Aggregated Percentage of Quality of Work-Life Components**

| Sr. No. | Factors of Job Satisfaction | No. of Respondents Answered | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---------|-----------------------------|-----------------------------|-------------------|----------|---------|-------|----------------|
|         |                             |                             | 1                 | 2        | 3       | 4     | 5              |
| 1       | Working environment         | 50                          | 16                | 16       | 8       | 30    | 30             |
| 2       | Social Factors              | 50                          | 18                | 14       | 4       | 44    | 20             |
| 3       | Stress                      | 50                          | 14                | 18       | 4       | 24    | 40             |
| 4       | Job Satisfaction            | 50                          | 16                | 10       | 4       | 30    | 40             |
| 5       | Training to facilitators    | 50                          | 8                 | 8        | 4       | 38    | 42             |
| 6       | Quality of work-life teams  | 50                          | 14                | 20       | 6       | 34    | 26             |

Table1.2 Indicates the proportion of employees who have answered questions related to the quality of work-life.

**Table1.3: Mean Scores of Emotional Intelligence Factors**

| Sr. No. | Emotional Intelligence factors | Mean Scores |
|---------|--------------------------------|-------------|
| 1       | Self-Awareness                 | 3.8         |
| 2       | Self-Regulation                | 3.44        |
| 3       | Social Skills                  | 3.74        |
| 4       | Relationship Management        | 3.52        |
| 5       | Motivation                     | 3.52        |
| 6       | Empathy                        | 3.32        |

Fromtable1.3 It is evident that all these factors contribute to emotional intelligence. Among them, Self-

Awareness emerges as the most significant factor. The other factors also play an essential role, as reflected in their respective mean scores.

**Table1.4: Mean Scores of Quality of work-life Factors**

| Sr. No. | Quality of work-life Factors | Mean Scores |
|---------|------------------------------|-------------|
| 1       | Working environment          | 3.42        |
| 2       | Social Factors               | 3.34        |
| 3       | Stress                       | 3.68        |
| 4       | Job Satisfaction             | 3.98        |
| 5       | Training to facilitators     | 3.58        |
| 6       | Quality of work-life teams   | 3.38        |

From table 1.4 It is evident that all these factors influence the Quality of Work-Life. Job satisfaction is the most significant factor, while other factors also contribute based on their mean scores. The mean of X is 3.55, the mean of Y is 3.56, and the correlation coefficient is 0.43.

The above analysis clearly shows a positive correlation between emotional intelligence and Quality Work factors. Thus, we can conclude that emotional intelligence and Quality Work factors are strongly interconnected.

### Discussion

Two key trends emerge from the data:

- Emotional Intelligence (EI) shows a statistically significant relationship with all the dependent variables considered in this study.
- The correlations are consistent with the proposed hypotheses.

Based on these findings, we can confidently assert that EI plays a significant role and has a positive relationship with the quality of work life (QWL) in higher education institutions. The positive correlation between EI and various QWL factors leads to improved performance and job satisfaction within these institutions.

The study suggests that individuals with higher levels of EI are better at managing their professional role demands, leading to enhanced job performance. High emotional intelligence in employees is associated with better performance, which in turn fosters job satisfaction and improves the quality of their work life. This may be because emotionally intelligent individuals are more motivated and able to handle role demands with less stress. Moreover, their ability to understand and empathize with others' emotions enables them to build stronger relationships at work. Their empathetic nature likely encourages greater understanding and support from colleagues, which reduces the burden of role demands.

The positive relationship between EI and QWL indicates that individuals with higher emotional intelligence tend to experience a better quality of work life compared to those with lower EI. This can be attributed to the fact that high EI contributes to higher motivation, greater inspiration, strong leadership qualities, superior negotiation skills, and a pleasant personality. Consequently, individuals

with high EI find themselves in a more advantageous position in the workplace, regardless of their hierarchical status.

### **Findings**

- Employees with high emotional intelligence help foster a positive and enjoyable work environment in higher education institutions. They express a willingness to take on extra responsibilities and work diligently for the benefit of the institution.
- Employees with strong emotional intelligence maintain positive relationships within the organization, which helps them stay more balanced and less stressed. As a result, their quality of work life improves.
- Employees with lower emotional intelligence often face challenges in building and maintaining effective interpersonal relationships, which can lead to workplace difficulties.
- Employees with higher emotional intelligence tend to perform better, which enhances their job satisfaction and contributes to a higher quality of work life.
- The study indicates that employees view opportunities for personal and professional growth and advancement as key factors in evaluating their quality of work life.

### **Conclusion**

- The study concludes that emotional intelligence plays a pivotal role in enhancing employees' quality of work life in higher education institutions. Key recommendations include integrating emotional intelligence training into professional development programs, creating support systems that prioritize emotional well-being, and fostering a culture that recognizes emotional intelligence as a critical component of organizational success. By focusing on emotional intelligence, higher education institutions can cultivate a more engaging, supportive, and productive work environment for their staff.
- The findings highlight that emotional intelligence and its various components are strongly linked to quality of work life. Employees with higher emotional intelligence tend to be more successful, with their job satisfaction and quality of work life being significantly influenced by their emotional intelligence levels. In general, employees in higher education institutions experience greater job satisfaction and a higher quality of work life when they develop the ability to manage their impulses and anger, cope with adversity and stress, maintain a positive outlook on life, and collaborate effectively within their teams.

### **Limitations and Future Recommendations**

The current study focused on a sample of 50 employees from higher education institutions. This relatively small sample size limits the generalizability of the findings. Future research could expand the scope by including a larger sample from a wider range of institutions across multiple cities in India. Additionally, future studies could incorporate a broader range of survey items, beyond just factors such as the working environment, stress, job satisfaction, social factors, training for facilitators, and quality of work life teams.

These expanded studies would provide a more comprehensive framework for understanding the relationship between emotional intelligence and quality of work life among employees in higher education institutions. Furthermore, exploring the broader impact of emotional intelligence on the work-life quality of staff in these settings could offer deeper insights into how emotional intelligence

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