



“Emotional Intelligence and Quality Work Life”: A study among women academicians in Coimbatore

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ABSTRACT

The main aim of this study was to understand the Emotional Intelligence (EI) and its relation to quality of work life (QWL) of women academicians. The current research is a descriptive and co relational in nature. The sample was consisted the 60 women academicians of Coimbatore city who were from various arts & science colleges. Quality of work life questionnaire and emotional intelligence inventory were used to collect data. The collected data were analyzed by using Pearson correlation coefficient with SPSS software. On the basis of findings of the study, there was a positive correlation between QWL and various dimensions of EI.

KEYWORDS : Emotional intelligence, Quality of work life, Pearson correlation coefficient

Introduction

Generally, emotions play a noteworthy role in individual's lives because they are feelings which brighten up life, allowing us to experience the euphoria and agony of our lives (Aghayar & Sharifi, 2008). Emotional intelligence is a kind of readiness, skill and capability which deeply affects an individual's abilities so that the individual may be motivated, control their emotions and manage their relationship with others (Goleman, 1998). On the other hand, people with emotional intelligence are able to control their feelings as well as others', distinguish between the positive and negative consequences, utilize their affective data in order to lead their own thoughts and activities and provide themselves with more opportunities to think and be more creative and to aim their emotions and feelings at solving their own problems (Sobhaninejad & Yoozbashi, 2008). Goleman, Boyatzis and Mckee (2006) hold that the employees of organizations, in their attempt to raise productiveness and performance, should have, in addition to technical and professional abilities, other characteristics which put together, are called emotional intelligence, since it is these features that prompt an individual, when faced with other individuals and other situations to be conscious, serene, respectful, considerate, supportive, attentive, responsive, elucidatory and receptive.

Emotional intelligence is defined as a person's ability to understand and control their emotions and the ability to recognize the feelings of others in order to lead them to think and act, one of the important factors. Shearing (1995) believes that a person's emotional intelligence is evaluated in terms of emotional; this means that what is the level of awareness of the emotions and feelings of self and others and how to control them. This intelligence has five dimensions, which are:

1- Self-motivation

Self-motivation is the propensity to pursue goals with energy and persistence. It refers to the strong drive to achieve, passion to work and organizational commitment.

2- Self-awareness

Self awareness means an awareness of emotions and accepting them, an awareness of one's weaknesses and strengths.

3- Self-control

Self-control is the ability to retrieve oneself emotionally following an emotional shock, propensity to suspend judgment and think before acting.

4- Social consciousness

Social consciousness refers to the ability to understand emotional makeup of other people and treating other people according to their emotional reactions.

5- Social skills

Social skills is the proficiency in managing relationships and building networks. Consequently, in organization, emotional intelligence is closely related to such occupational variables as performance, success, motivation, quality of work life, etc. Newstrom and Davis (2002) hold that from the employee's point of

view, quality of work life is satisfaction or lack of satisfaction of the job environment. According to Ziauddin & Nareei (2013), Quality of Work Life means having correct control, good work conditions, proper payment and fringe benefits and more important creating challenged, participating and satisfying work space.

Literature Review

Emotional intelligence studies have been conducted in the areas of business, civic administration and education, where it has been widely accepted as a vital force. The purpose of this section is to review those relevant studies that have yielded significant results and have bearing to this study.

Hafzian (2008) in the study examines the relationship between emotional intelligence and occupational performance in Mazandaran province's universities with a sample of 86 managers and 344 employees. The results of this study have shown that there is a relationship between elements of emotional intelligence with occupational performance. Among the components, Self-management and social skills had a direct effect and self-awareness and relationship management had an indirect effect on the occupational performance.

Sarni (1998), in a study on 400 employees from different companies stated that people with high emotional intelligence, had better performance, were optimistic and have been more resistant to stress. Dehshiri (2004) stated that emotional intelligence is a crucial factor in real-life outcomes such as school success and education, success in jobs and relationships between the personal and generally health functioning.

Torabi (2003) found significant positive relationship between emotional intelligence and job satisfaction and their occupational function at a higher level. Thomas et al (2006) research on the interaction between emotional intelligence & occupational performance stated occupational performance has positive relationship with emotional intelligence of employees. Staffs with high emotional intelligence have more skills in evaluation and self-emotion regulation which the subject leads them to a higher sense of confidence and control.

Alexis-Boyd (1998) conducted a study at the University of Cincinnati, Ohio, USA on a sample of eighteen public school teachers. The emotional life of teachers was studied and it was found out that teaching would have a detrimental effect on the lives of teachers. This study pointed out the growing affirmation for the tough realities of today's classrooms which might be as a result of teachers' ability to live up to the expectations of students. The findings of the study suggested a need for the development of intervening programmes that would help teachers to deal more effectively with the fatalistic effects of teaching profession on their emotional lives.

Employees with high emotional intelligence have more skills in

evaluation and self-regulation, leading them to a higher sense of confidence and control. (Thomas et al: 2007). In order to reach to successful teaching staff, it is necessary to understand the factors that affect the quality of teachers' job performance and having a dynamic organization and achieves the expectations that have been considered for the role of teachers. Be recognized teachers with high performance and responsibilities should be delegated to them. Therefore, it is necessary to recognize teachers who can be use emotional intelligence in different situations and to the progress and success of their institutions.

Objectives of the study

Emotional intelligence can be known as the most important and effective variables which is relates to quality of working life, so the purpose of the present study is making an attempt to defining a relationship between a emotional intelligence and quality of working life among women academicians in Coimbatore city.

- To study different dimension of emotional intelligence among teaching faculty in colleges of Coimbatore district.
- To establish a relationship between EQ and QoL intelligence among teaching faculty in colleges of Coimbatore district.

Methodology

Along with the socio demographic data, Emotional intelligence questionnaire of Syber yashring has been translated and validated by Mansouri in 2001 was applied. The questionnaire has 33 questions and the reliability of the questionnaire was estimated to 0.899 with Cronbach's alpha method. QoL scale developed by Dubey, BL (2011) is answered based on 5-point Likert scale. Cronbach's alpha coefficient of the questionnaire in the present study was 0.89. Collected data were analyzed using descriptive statistics and inferential statistics. Total sample of 60 respondents were taken for this study. In this study non probability purposive sampling technique was used to select the sample from the population.

Findings

60 teaching faculty from colleges in Coimbatore were included in this study, whose ages ranged from 25 to 55 with average age being 41years; Average years of experience of the respondents were 12 years, which ranged from 1 to 25 years.

Table-1 Mean and Standard Deviation of Dimensions of Emotional Intelligence

Spiritual Intelligence Dimensions	Mean	Standard deviation
Overall emotional intelligence	98.8	12.8
Self-motivation	16.5	3.4
Self-awareness	21.6	4.3
Self-control	20.6	4.4
Social consciousness	23.3	4.8
Social skills	18.9	32

Table-1 depicts that composite emotional intelligence score is 98.8. The dimension of the Social consciousness component was found to have a highest average of 25.3 followed by Self-awareness dimension with a score of 23.3 and Self-control dimension with a score of 20.6.

Table-2 Mean and Standard Deviation of Quality of life scores

Variable	Mean	Standard deviation
Quality of life	81.9	9.02

Table-2 shows that the composite Quality of life score is 81.9 with a standard deviation of 9.02.

Hypothesis: There is a significant relationship between emotional intelligence with Quality of life of teachers.

Table-3 Correlation Coefficient between Emotional Intelligence

Dimensions with Quality of life scores

Variable	Quality of life	
	Correlation Coefficient	P Values
Emotional Intelligence Dimensions	Self-motivation	0.16 0.002
	Self-awareness	0.18 0.003
	Self-control	0.28 0.001
	Social consciousness	0.26 0.0001
	Social skills	0.33 0.002

In accordance with Table-3 it can be inferred that the correlation coefficient are significant as the p values are significant at 1% and 5% level of significance. Hence there is significant correlation between all dimensions of emotional intelligence with Quality of life.

Implications and Conclusion

As the results demonstrated, there was a significant, positive relationship between emotional intelligence and Quality of life. Thus it can be stated that by controlling their occupational setting, improvement in the quality of work life can be brought about leading to more efficiency and effectiveness of the education institutions. Increasing the academicians' emotional intelligence can also improve quality of working life in employee. Improving the quality of working life requires a comprehensive & holistic plan in order to satisfy faculty, help them manage the dynamic environment and retaining the staff in the organization. It can be brought about by measures such as job enrichment, empowerment of teachers, and adding joy to work. By creating an amicable atmosphere based on cooperation and a sense of camaraderie among the staff which is kind of investment in an institution. Appropriate faculty development programs given to teachers to equip them to the changing demands of the education will upgrade increase the quality of life of the faculty, as well as, the students.

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