

Emotional Intelligence Affecting Quality of Life among University Teachers of Bihar: A Systematic Review

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ABSTRACT

Goleman defines emotional intelligence as our capability of knowing our feelings and giving ourselves the motivation for managing emotions. Mayer's and Solvey defined it as the ability to figure out emotions, understand them, and regulate them in order to foster intellectual growth. Through the above-mentioned definitions, we conclude that emotional intelligence is vital for constructing one's abilities, personality, conduct, and style. It has been observed from an extensive survey of literature that a lot of studies have been conducted to measure emotional intelligence and test its variability, but there is very little evidence of emotional intelligence application found for university teachers. The quality of life (QOL) is best defined as the general well-being of individuals and societies, outlining negative and positive features of life. QOL observes complete life satisfaction, including everything from physical health, family, education, employment, job satisfaction, wealth, religious beliefs, finance, and the environment. The objective of this study is to find out the relationship between emotional intelligence and quality of life among university teachers. Keywords: emotional intelligence, teachers, quality of life, mental health, job satisfaction, work-life balance.

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Introduction :

According to Aristotle, "Those who educate children well are more to be honored than they who produce them; for these only gave them life, those arts of living well." Emotional intelligence is best defined by Wikipedia as the ability to identify, use, understand, and manage emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges, and defuse conflicts.

Emotional intelligence impacts many different aspects of your daily life, such as the way you behave and the way you interact with others. Therefore, if you have emotional intelligence, you are able to recognize your own emotional state and the emotional states of others and engage with people in a way that draws them to you. Hence, you can use this understanding of emotions to relate better to other people, lead healthier relationships, achieve greater success at work, and lead a more fulfilling life.

Emotional intelligence, being more pronounced in assessing leadership and management skills, brought about a revolutionary change in companies. Later research validated that the role of EI in leadership was far more important as managers' effective communication and empathy with their subordinates revolved around the skills, abilities, and situations the subordinates were in. Studies have demonstrated that employee motivation, performance and job satisfaction can be increased through the EI of the managers; also, organizational performance gets a fillip and employee turnover is reduced. It also helps in gaining trust for the work the manager has delegated. The working population of India is seeing a prevalence of mental disorders. While no population-based estimates are there, estimates for mental disorders are indeed there, reflecting the load on the working class.

A case in point is the findings of the National Mental Health Survey 2015-16 (Murthy, 2017) by the National Institute of Mental Health and Neuroscience (NIMHANS), which have indicated a staggering 10.5% of the population suffers from mental disorders (nearly 150 million). The Global Burden of Disease Study published in 2020 (Sagar et al., 2020) puts the population with mental disorders at 197 million. The above two reports, in effect, showcase the 15–59 age group of the working class as being affected most by mental disorders. Sarkar (2020), citing the survey by the 7th Fold 2020 with 509 participants, reveals that 36% of people in the working group in metros and various sectors of the economy were battling mental health issues.

Reyan (1995) believes that most studies done on the quality of work in the 1960s focused on the psychology of individuals and their perception of the industrial environment. He sets forth that the term “quality of work life” was proposed at an international conference in New York in 1972, which emphasized the role of knowledge in coherent theory on how to create better conditions for working life. Thus, it appears that there exists a conceivable nexus between emotional intelligence and the quality of work life. Hence, this study aimed at finding the correlation between emotional intelligence and quality of work life, especially among the employees in educational institutions, as it is one sector of employment where it is said that quality of work life at times is very challenging.

Quality of life is a multiple concept that involves physical, psychological, social, and other domains of functioning. Quality of life is the point at which an individual finds himself healthy and feels comfortable participating in life events and enjoying the challenges. According to the World Health Organization, the quality of life of a person is his or her own understanding of his or her own positions in life, which is influenced by his or her own culture and moral values system, which help that person achieve their goals, expectations, standards, and concerns. Quality of life is a meaningful achievement and enjoyment in everyday life. According to Robins (1990), QWL is “a process by which an organization responds to employee needs by developing

mechanisms to allow them to share fully in making the decisions that design their lives at work.” Goodall, Hall, Burke, and Joyner (1975) conducted studies in which they asked the respondents how they would define the phrase ‘quality of life, and many said that “quality of life” means psychological well-being, the work environment, realizing or working towards one’s aim in life, and the social environment provided by other people.

Review of literature:

Rivas. T.M., Penteadó, R.Z., and Tulio, M. Zapata, G. (2014) conducted a study of life related to the voice of teachers: an exploratory systematic review of literature. The objective of this study was to verify, through a systematic revision of the literature, the existing studies on quality of life concerning the voice of professors. The quality of life in voice was the most widely used instrument with teachers, and the physical domain of the instrument was the one that impacted in a negative way the quality of life concerning the voice, considering speaking loudly in noisy environments and the fact that the fact that the air finishes fast and one needs to breathe many times while speaking. It had certain difficulty at the moment of the analysis of the articles since it had not presented a similar standardization of techniques and criteria.

There is the necessity of increasing the studies of quality of life concerning the voice of the professor in the different levels of education and types of schools. suggested a significant association between quality of life and job satisfaction. Job security for teachers aids in the utilization of their overall skills and thus fulfills their obligations toward their students and also benefits the student with parental involvement in their schools. Rewards and benefits also improve teachers’s overall skills, increasing the college's standard by creating a healthy competition conducted a study on the relationship between emotional intelligence and physical education teachers working life quality in Zanjan. This research is conducted to determine the relationship between emotional intelligence and its components and the quality of the working life of physical education trainers in Zanjan province. After estimating the reliability and validity of the questionnaires—the questionnaire of personal information, the standard questionnaire of Sibre

Yashrings emotional intelligence, and the standard questionnaire of Waltons quality of working life—95 questionnaires were distributed among the physical education teachers; however, 92 questionnaires were included in the statistical analysis.

The results of analyzing research data show that there is a significant relationship between emotional intelligence and the quality of the working life of physical education teachers ($r=0.346$, $P=0.01$). Also, there is a significant relationship between the amount of self-regulation and the quality of working life of physical education teachers ($r=0.208$, $P=0.05$). There is a significant relationship between the amount of self-motivation and the quality of the working life of physical education teachers ($r=0.251$, $P=0.05$). There is a significant relationship between the amount of empathy and the quality of physical education teachers ($r=0.309$, $P=0.01$). There is a significant relationship between social skills and the quality of the working life of physical education teachers ($r=0.319$, $P=0.01$). Also, results obtained from step-to-step regression analysis showed that emotional intelligence is a meaningful predictor of the quality of working life and can explain 0.12 changes in the quality of working life ($\beta=0.35$). Landa, J.M., Martinez, Antonan R., and Pulido, M. (2006) conducted a study on perceived emotional intelligence and life satisfaction among university teachers. This study examined the relationship between perceived emotional intelligence (PEI) and life satisfaction in university teachers. To assess the nature of these relationships and to predict the factors implied on life satisfaction, positive and negative effects, work satisfaction, and Alexithymia measures were used. 52 universities (30 men and 22 women) completed the Spanish version of the Trait Meta-Mood Scale for emotional intelligence (TNMS, Fernandez-Berrocal, Extremera-Sanchez, 1996), and life satisfaction was measured by SWLS (Diaz Morales, 2001). Also, the Work Satisfaction Scale was used (JWS, Grajales, & Araya, 2001). Our results yield a strong correlation between life satisfaction and the TMMS subscales (emotional clarity and emotional repair), the TAS-20 subscales and the Work Satisfaction Scale. These results support the incremental validity of self-report measures, such as the TMMS, and the capacity of constructs related to

emotional intelligence to explain the differences in life satisfaction independently from personality traits and mood state constructs.

Work-Life Balance:

Reflections and Perceptions Defining the ‘defining moments’ in an employee's stint in an organization, the concept of work-life balance has come a long way, with studies held over time reflecting and analyzing the different aspects of it and thus offering a context as exciting as a systematic literature review. With the plethora of works available on WLB, an in-depth literature review could be mounted on the canvas available. It gives a lot of meaning and context to carry out a work that connects the evolution of WLB as a concept and the layers it has assumed over a period. With the demanding workplace of today, where skills and dexterity count for a lot, it is equally true that the stress on employees manifests itself in a lack of productivity. The perception an individual has about work and non-work activities being related in sync with his priorities in life is called work-life balance (Kalliath & Brough, 2008, p. 326). With the overlapping of work and life activities, it is obvious that the two will result in conflict. It is here that the role of EI assumes utmost significance as the ameliorative effect it has on work-life balance.

Basu (2019), in a survey-based study on assessing work-life balance through a large sample of 2000 Indian professionals, found that when not working, 67% still think of their work. Also, the work-life balance of more than half of the professionals was found to be in the range of average to abysmal (Basu, 2019). Work-life balance has implications for the company more than the employee because the cost of the employee problem is estimated to be \$125–\$190 billion per year in healthcare expenses in the US (Garton, 2017). A healthy work environment with work-life balance at the center of focus should thus be ensured by the companies. Haar et al. (2014) put forth a compelling argument that work-life balance is three-dimensional with respect to organizational commitment. Time balance and organizational commitment: time balance between organization work and activities outside working hours meant for family. Studies have corroborated that balancing time for work and family activities increases organizational

commitment. Involvement balance and organizational commitment: the more involved an employee feels in an organization (decision-making and other responsibilities), the higher the the higher the probability of his serving the organization for a long time.

Recent PwC's 2021 Employee Financial Wellness Survey (PWC, Employee Financial Wellness Survey, 2021) reported that 63% of employees were experiencing stress due to financial strain ever since the COVID-19 pandemic began. Another study by Deloitte Global (2021) conducted during the second wave of the unrelenting pandemic ranked India first out of 18 economies in terms of anxiety among the working class. All these studies point towards the immediate attention given to mental well-being at the workplace. The outcome of poor mental health at the workplace can have physical manifestations such as diabetes, hypertension, and heart-related diseases (Rajgopal, 2010). In the context of what has been put forth thus far, mental health has a direct relationship with job performance and productivity at the workplace and as such, prioritizing the mental health of employees is essential. Extant literature on workplace health and mental well-being-related interventions is in abundance in the advanced economies of the world.

These economies have had long-standing issues with mental health at the workplace and have taken this concern on priority as industrial development happened. Governmental as well as private health-insurance regulations have been expanded in such countries, and workplace health is addressed with alacrity, as evidenced by a growing number of workplace health interventions. Despite the extensive global literature on workplace mental health initiatives and improvements in employees's productivity, the extent of workplace mental health interventions in India remains unknown. Further, evidence on the effectiveness of workplace interventions, particularly in India, is scarce. Emotional intelligence and its perceived impact on the work-life balance of shop floor employees of women apparel luxury can surely bring to light more workplace interventions aimed at improving the mental well-being of the employees.

Frone, M.; Cooper, L. (1992): The research developed a model stating work-family and family-

work interface. There were a few considerations while developing a model, like age, gender, nature of the job, etc. The model has four constructs: work stressors, work involvement, family stressors, and family involvement. The outcome is that family-work conflict has a direct relationship with job distress and depression, whereas work-family conflict has an indirect relationship with family distress and depression.

The research is based on the three types of balance components of work-life balance affecting quality of life. These components are time balance, involvement balance, and satisfaction balance. Time balance reflects that employees who devote more substantial time to family experience the highest quality of life, whereas involvement balance reflects that high involvement in family results in a higher quality of life compared to those who involve more in work. Stress and work-family conflict are negatively correlated with involvement. The third component, satisfaction, found the highest quality of life among the employees who are more satisfied in their personal lives. The study also found that the organizational support given to employees shows different results across cultures. The study revealed that educational qualification is significant to work-life balance, and marital status is found to be non-significant to work-life balance and empowerment.

Emotional intelligence is considered a tool to prevent job stress, which leads to an increase in job satisfaction and a decrease in turnover intention. This study encourages to adhere individual ethical ideology which can directly influence the job stress, job satisfaction and turnover intention. The increasing work pressure due to fierce competition, lesser opportunities for career growth, frequent transfers over larger geographical region, relatively lower pay, perquisites and incentives, Tends to leave several employees in retail sector. Job stressors such as workload, working conditions, and expectations from management cause strain and can lead to the poor health of employees. Rising work pressure, increasingly demanding schedules, and high stress levels are leading to stress and unhappiness or general anxiety disorders, leading to the following behavioral patterns: negative emotions, negative perceptions,

behavioral issues, poor communication, reduced productivity, lower performance, weak confidence, and unhealthy work-life balance.

Discussion :

The results were based on the relationship between emotional intelligence and quality of life and its various dimensions such as self-awareness, self-regulation, self-arousal, empathy, and social skills. The Pearson correlation coefficient was used. The Pearson test results indicated a significant correlation between each of the dimensions of social intelligence and the quality of life of a teacher. Furthermore, there was a significant relationship between emotional intelligence and the quality of working life. Positive correlations between emotional intelligence and the quality of life dimensions of physical education teachers were observed. Thus, with increasing emotional intelligence and its various dimensions of quality of life, teachers will be added. Emotional intelligence and its components, which include self-awareness, self-regulation, motivation, empathy, and social skills, have a significant relationship with the quality of working life. So based on these results and previous studies on emotional intelligence, educating teachers with the development of emotional intelligence and interpersonal skills, they need to learn from the insights and wisdom to become teachers, and the positive changes they enable teachers to be productive and efficient, increase their skills, and be satisfied with their jobs. People who have high self-awareness are aware of their temperament and are mentally conscious of their emotional lives. Regulatory regulation revolves around its ability to manage emotions of affection. A lack of dependence or cessation of its application depends on certain conditions. Among those who have a stronger sense of control over themselves and the surrounding events, they are less likely to become angry or sad when they are faced with stress from work. Empathy and the ability to handle interpersonal relationships help teachers identify and consider the feelings, opinions, and ideas of colleagues and students to help them, as individuals who have unique needs and abilities, have a good deal of. These capabilities will help create a quality of work life. The social position of having the ability to control your emotions is characteristic. Lead to establishing good relations

with others. It seems that teachers with high levels of these skills can use this factor for precise control of emotions, respond appropriately, make sense of differences, workgroups, dialogue, clear communication, mediate access to information about the possible role of social work, and use it to lead to a better quality of work life. People who have these skills very quickly and in a friendly atmosphere can easily create the intellectual path that will lead others to the side.

Conclusion :

Therefore, if the organization provides education training and the provision of other facilities to accommodate the needs and demands of teachers, the teaching of emotional intelligence among their teachers, and the future of their jobs, they will witness the most satisfaction. Each individual job satisfaction is largely a function of the quality of working life. For that person, job satisfaction and ultimately increasing the efficiency of the job will be considered, and the efficiency of the direct impact will be on hand. The issue of education is improving the academic performance of students by providing employment and increasing the quality of working life through increased efficiency and effectiveness. Teachers will improve performance. So emotional intelligence as a basic variable can be a good field in order to increase the quality of the work that teachers do. So we can say that increasing the quality of the working life of teachers increases teacher productivity, job satisfaction, and greater commitment to education. In mind that emotional intelligence is one of the factors affecting the quality of life, the provision of programs, including workshops and training courses, to improve emotional intelligence and its components among teachers and provide the necessary facilities and opportunities for growth and quality of life for university teachers from authorities and organizations involved with education.

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