

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

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ABSTRACT

The Quality of Work Life (QWL) is a critical aspect that influences the overall productivity and satisfaction of employees in any organization, including higher education institutions. This study investigates the impact of Emotional Intelligence (EI) Management on the quality of work life of employees in higher education settings. Emotional Intelligence, defined as the ability to recognize, understand, and manage one's own emotions and the emotions of others, is a vital component that can enhance interpersonal relationships, improve stress management, and foster a positive work environment. The proposed study aims at exploring the impact of emotional intelligence on the quality of the work-life of employees in higher education institutions. Like other behavioral skills of personality, emotional intelligence has achieved great significance at higher education and different industries levels. Emotional intelligent employees have a good relationship within the organization and that's why they are more stabilized and less stressed which increases their quality of work life. 50 employees of higher education institutions who have a minimum of 5 years of working experience in the position, selected from various colleges. Interviews and questionnaires were used to collect relevant data.

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

INTRODUCTION

In the dynamic and demanding environment of higher education institutions, the quality of work life (QWL) of employees plays a pivotal role in ensuring institutional success and fostering a positive organizational culture. Quality of work life encompasses various aspects of an employee's experience, including job satisfaction, work-life balance, stress management, and overall well-being. As higher education institutions strive to attract and retain talented faculty and staff, understanding and enhancing QWL becomes increasingly essential. Emotional intelligence (EI) has emerged as a critical factor influencing the quality of work life. Emotional intelligence, defined as the ability to recognize, understand, and manage one's own emotions and those of others, affects how individuals interact, cope with stress, and create a harmonious work environment. In higher education settings, where collaboration, innovation, and effective communication are paramount, the role of EI cannot be overstated.

This study aims to explore the impact of emotional intelligence management on the quality of work life of employees in higher education institutions. Despite extensive research on QWL and EI independently, there is a gap in the literature regarding their intersection within the context of higher education. By investigating this relationship, the study seeks to provide insights into how fostering emotional intelligence among employees can lead to improved work life quality, thereby enhancing institutional performance and employee satisfaction. The significance of this research lies in its potential to inform policies and practices in higher education institutions. By identifying the ways in which EI contributes to QWL, administrators and policymakers can develop targeted interventions to support emotional well-being, enhance job satisfaction, and reduce occupational stress. Ultimately, this can lead to a more motivated and productive workforce,

benefiting both employees and the institutions they serve.

To achieve these objectives, the study employs a mixed-methods approach, combining quantitative and qualitative data to provide a comprehensive understanding of the impact of EI on QWL. This introduction outlines the importance of the study, its objectives, and the methodology employed. The following sections will delve into the literature review, methodology, results, discussion, and conclusions, offering a detailed examination of the interplay between emotional intelligence and quality of work life in higher education institutions.

EMOTIONAL INTELLIGENCE

Emotional Intelligence (EI) is the capability to monitor one's own and other people's emotions, to distinguish between different emotions and to use emotional information to guide thinking and behavior." EI is an excellence that is being increasingly valued in organizations around the world. The reasons are not difficult to identify. Alertness and understanding of our own emotions let us be familiar with the same in the others. It forms the basis of empathy, which is a vital trait in a leader, a manager, or an employee. It's not sufficient to be well-informed, knowledgeable smart, or intelligent. If you cannot meet people where they are, you will not be able to move up them to the level you want them to rise to. Luckily, all of us can develop our EI. Those people who are weak in emotional intelligence can work on it to improve.

Components of Emotional Intelligence

- 1- **Self-awareness-** If a person is self-aware about his emotions and his actions it can affect the people around him. Being self-aware also means having a clear picture of own strengths and weaknesses.
- 2- **Self-regulation-** Self-regulation is a very important component of emotional intelligence. Self-regulation helps a person to control him verbally, in his emotional decisions, stereotyping people, and compromising his values.
- 3- **Motivation-** Self-motivation helps the employee work efficiently and effectively and productivity can be enhanced by self-motivation.
- 4- **Empathy-** Empathy is the ability to understand and share the feelings of another. It is an essential component for an employee to smooth working in an organization.
- 5- **Social skills-** Employees with social skills are very good communicators. They can easily manage change and resolve conflicts.
- 6- **Relationship Management-** Relationship management is very much important between a company and its external partners, especially its clients. If an employee is an expert in relationship management it is good for the company.

Emotional intelligence is essential to building a balanced-life

Emotional intelligence is the first step to a balanced life. It's necessary for every phase of life.

1. **Physical Health** – The ability to be careful of our bodies and especially to manage our stress, which has an incredible impact on our overall wellness, is deeply attached to our emotional intelligence. We can manage stress and maintain good health only by being aware of our emotional state and our reactions to stress in our lives.
2. **Mental Well-Being** – Emotional intelligence is good for our attitude and viewpoint on life. Anxiety, depression, and mood swings can also be reduced by it. A positive attitude and a happier outlook on life are directly correlated with emotional intelligence.
3. **Relationships** – We are better able to communicate our feelings more positively by better understanding and managing our emotions. It can help in understanding the feelings and emotions of those who are our close ones.
4. **Conflict Resolution** – If a person is emotionally intelligent it will be easier for him to solve a dispute or a situation easily. These kinds of people are better at negotiations as they can easily understand the needs and wants of others.
5. **Success** – Self-confidence can be increased by higher emotional intelligence. Highly emotionally intelligent people are great motivators. Employees can also improve their ability to focus on a goal by emotional intelligence.

Quality of Work-life (QWL)

The term 'Quality of work life' appeared in research journals in the 1970s. The quality of work life is not only concerned with the monetary aspects but conditions of employment, inter personal conflicts, job pressure, lack of freedom, and absence of challenging work, etc. QWL is a comprehensive program designated to improve employees' satisfaction. It is a way of thinking about people, work, and organization and creates a sense of fulfillment in the minds of the employees, and contributes toward greater job satisfaction, improving productivity, adaptability, and overall effectiveness of an organization. QWL is defined as the favorable conditions and environments of a workplace that support and promote employee satisfaction by providing them with rewards, job security, and growth opportunities. The following table shows that the different author has to shed different components regarding the quality of work life.

According to Walton (1975), QWL covers the Adequate and Fair Compensation, Safe and Healthy Working Conditions, Immediate Opportunity to Use and Develop Human Capacities, Opportunity for Continued Growth and Security, Social Integration in the Work Organization, Constitutionalism in the Work Organization, Work and Total Life Space and Social Relevance of Work-Life.

Today, an employee is not looking at their employer just for a job, also to care for their work-life balance and their wellbeing. If a company addresses these needs, in addition to providing better career opportunities, it can be very successful in providing job satisfaction to the employee's emotional intelligence. Companies are adopting new means to ensure that their employees get enough time to enjoy their personal life and spend time with family. Banking organizations need to have good work-life balance practices and policies with emotional intelligence.

Factors of Quality of Work Life-

1. Working environment
2. Stress
3. Job Satisfaction
4. Social Factors
5. Training to facilitators
6. Quality of work-life teams

Managers seek to reduce job dissatisfaction at all organizational levels, including their own. This is a complex problem, however, because it is difficult to isolate and identify the attributes which affect the quality of working life. Dissatisfaction with working life affects the workers some time or another, regardless of position or status. The frustration, boredom, and anger common to employees can be costly to both individuals and organizations. Managers seek to reduce job dissatisfaction at all organizational levels, including their own. This is a complex problem, however, because it is difficult to isolate and identify the attributes which affect the quality of working life.

It leads to:

- i. Positive employee attitudes toward their work and the company.
- ii. Increased productivity and intrinsic motivation.
- iii. Enhanced organizational effectiveness and competitive advantage.

Higher Education in India

Higher education (also called post-secondary education, third-level, or tertiary education) is an optional final stage of or full earning that occurs after completion of secondary education. Often delivered at universities, academies, colleges, seminaries, conservatories, and institutes of technology, higher education is also available through certain college-level institutions, including vocational schools, trade schools, and other career colleges that award academic degrees or professional certifications.

Emotional intelligence and Quality in Work life

Increasingly there is evidence to suggest that emotional intelligence is linked to Quality of work life in higher education. Emotional Intelligence has become a crucial part of how today's leaders meet the significant challenges they face in their organizations.

The quality teaching staff is the cornerstone of a successful educational system and for the development of quality teaching staff, attention has to be paid to their QWL to ensure their job satisfaction and commitment to their organizations. It is a common belief that the satisfaction of teachers largely depends upon the quality of the people one works with, assisting colleagues at the workplace, salary structure of an organization, nature of work, provision for respect, and achievement. But there are some other significant dimensions of QWL such as work-life balance, learning and development opportunities, career avenues, and flexible working arrangements which have an impact. It is also well established that their performance is not only a function of qualification and competence but also of motivation and better QWL. When academicians are satisfied with their quality of work-life they feel more dedicated and perform their roles to their full potential, which in turn benefits the students and the society at large. Thus, the level of satisfaction of teachers towards their job is very important and it becomes imperative to pay attention to the QWL of the teachers to ensure their job satisfaction and commitment to their organization.

Lack of emotional qualities at the higher educational level causes considerable losses both to private and public higher education institutes in India. Often these losses are overlooked or are mistakenly placed on other, short-term, more visible factors. Therefore, we need an awareness of the emotional component of QWL which leads to a greater level of emotional intelligence in the higher education sector, where strategic decisions are taken. This can be achieved by including emotional intelligence training in the mandatory curriculum of higher educational institutes, by promoting coaching, seminars for the employees, and by implementing a selection of employees based on emotional intelligence criteria.

REVIEW OF LITERATURE

The proposed study was undertaken with the specific objective to analyze the impact of emotional intelligence on the quality of work-life of employees of higher educational institutions. So, with that we must analyze the different works of literature related to emotional intelligence and QWL are- **Moreover, Goleman, 1998**, has identified Empathy as a vital societal ability, which has also been accepted as the most significant attribute of a Karmayogi in Bhagwad Geeta. Oh, Parth! That yogi is the absolute who treats and impresses the pain and pleasure of others like his individual pain and pleasure.

Salovey & Mayer, 1990, acknowledged a background for EI. They outlined the origins of EI to societal intelligence and underlined how the notion of emotion had been recycled in customary intelligence. They described that EI is related to affirmative mental health and emotionally intelligent persons are a pleasing company where as those deficient in EI are normally rigid to their surroundings.

Mayer & Salovey, 1997, described the progression of the theory of EI and put into observation their 4 branch ability model of EI. They mention the role of EI in education, at family, workstation. They also claimed that EI skill can be learned through learning like other competitive talents.

George, 2000, elucidated the role of EI with the help of an explanation of four features of Mayer & Salovey's model (1990) ineffective leadership. The four constituents of EI i.e. the appraisal & appearance of sentiment, use of emotion to improve intellectual developments & decision building, awareness about emotions, and managing of emotions.

Mayer, Caruso & Salovey, 1999, conducted a study to ascertain whether EI adapts to the norms for it to be measured as intelligence i.e. EI must measure intellectual enactment in terms of proper and improper responses, EI capabilities should be associated yet separate from the already existing intelligence and EI must develop with a period. Two studies were conducted as part of this study using the Multifactor EI Scale (MEIS).

First study was conducted on 503 grown-ups from varied sources i.e. academy students, company employees, administrators, etc. Results from first study established that EI can be reflected as a new kind of intelligence and EI was established to moderate one year later with a measure of vocal intelligence. Second study was conducted on 229 youths and the outcomes were matched with the marks in first study. The conclusions from second study discovered that grown-ups scored greater on EQ than youths. Consequently, it was established that EI can be measured as a complete Intelligence nourishing the three-point criteria.

Sherlock, 2002, studied the collected works and recommended the integration of EI into the course of international training. Established on Goleman's belief that EI can be taught and arguments and investigates supporting the requisite for both logical and emotional growth of students through training, the study suggested that values like liberalism, insertion, respect, and patience can be developed by transmitting the expansion of EI in scholars.

Farahbakhsh, 2012, concluded that emotional intelligence can decrease interpersonal glitches and develop societal relationships through support emotional health, one's understanding with others, public reliability, emotional

improvement, and gratification of life. Also, emotionally intelligent people are capable of controlling their own and others' emotions can, differentiate between its negative and positive outcomes, practice others' emotional records to their advantage to escort their opinions and events, are more imaginative, thoughtful, and usage emotions to answer their complications.

Kulkarni, 2013, studied the works and recommended that Training allows the workforces to improve their skills within the institute and hence logically helps to grow the organization's wealth, earning command of the staffs and job safety of the staffs. Training casts the member's attitude and supports them to attain better teamwork within the institute. Training and Development platforms expand the excellence of work-life by forming an employee understanding workstation.

Alfonso et al., 2016, the outcomes from this research established that the healthier their qualities of work-life, the more the employees are inclined to express citizenship activities toward the business. It was fascinating to consider a motivational style of organization-related citizenship: if staffs observe that their quality of work-life is low, they might not sense so dedicated to the business and might not avoid complaining any longer (low Sportsmanship); perhaps they will not involve in activities and performances beyond their usual responsibilities and duties.

Kord Tamini & Chadha, 2018, established that high scores of emotional intelligences are related to higher scores of profession and livelihood, working situations, and complete quality of work life. But the outcomes did not display any significant difference between emotional intelligence and overall comfort, tension at work, control at work, and home work. Also, the consequences showed that emotional intelligence was positively linked with job and career, overall comfort, homework edge, working situations, and complete scores of quality of work-life in employees of Delhi University. But emotional intelligence was not significantly connected with stress at work and control at work in employees of Delhi University.

Kumar & Jyothirmai, 2018, observed that both emotional intelligence and work-life balance together construct organizational accomplishment and improve competitive benefit for retail groups. Thus the human resources group and the management group of retail groups should take the initiative of inculcating and developing the emotional intelligence abilities of their staff.

Aryantoetal., 2018, explained that emotional intelligence and quality of work-life both have a positive effect on job satisfaction and harm turnover intent; strain has an undesirable effect on job satisfaction and has a positive effect on turn over intent; job satisfaction has an undesirable effect on turn over intent.

Dhamija et al., 2019, comprehensively explained the theories of job satisfaction and quality of work- life associated with private bank employees in Chandigarh and its attached areas, which need to be emphasized as suggestions include the improvement of stress among respondents. Stress is the result of a lengthy working schedule, job uncertainty, inadequate support from managers (reported by some employees), difficult colleagues and peers, specific behavior patterns (anger, hostility, impatience, and violence), family complications, etc.

Boas & Morin, 2019, enlightened that as organizations are changing towards the new time, they try to provide a healthy work environment that supports employees to improve physical and psychological situations of the workplace so that leads to an improved quality of life.

Karimi et al., 2020, argued that like other learnable skills EI is also a teachable and trainable skill that helps to improve higher-quality care delivery and EI education also leads to a positive effect on mental empowerment within a work environment

OBJECTIVES

- 1- To understand the role of emotional intelligence in the Quality of work life in higher educational institutions.
- 2- To study the relationship between emotional intelligence and Quality of work life in higher educational institutions.

RESEARCH METHODOLOGY

Research is a systematic investigation resulting in some formal record of procedures and the report of procedures and the report of conclusion and results. Research has been defined as "a formal systematic method of analysis". The study on emotional intelligence and Quality work-life is descriptive research. The method adopted in the study is the questionnaire method. The sample was collected by the employees of higher educational Institutions. The sample size is 50 respondents. The statistical tool used for research is Mean Score and Correlation Analysis is used for statistical analysis.

DATA ANALYSIS**Emotional Intelligence Variables****Table1.1: Collective Percentage Level 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	Motivation	50	16	16	8	20	40
4	Empathy	50	20	10	8	42	20
5	Social Skills	50	10	10	8	40	32
6	Relationship Management	50	12	16	6	40	26

Table 1.1 represents the percentage of higher educational employees who have responded to emotional intelligence questions.

Quality of work-life Variables**Table1.2: Collective Percentage Level of Quality of work-life Factors**

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	Stress	50	14	18	4	24	40
3	Job Satisfaction	50	16	10	4	30	40
4	Social Factors	50	18	14	4	44	20
5	Training to facilitators	50	8	8	4	38	42
6	Quality of work-life teams	50	14	20	6	34	26

Table 1.2 represents the percentage of employees who have responded to Quality of work-life questions.

Table1.3: Mean Scores of Emotional Intelligence Factors

Sr. No.	Emotional Intelligence factors	Mean Scores
1	Self-Awareness	3.80
2	Self-Regulation	3.44
3	Motivation	3.52
4	Empathy	3.32
5	Social Skills	3.74
6	Relationship Management	3.52

From table 1.3 it is clear that all these factors are responsible for emotional intelligence. The highest responsible emotional intelligence factor is Self-Awareness. Other factors are also important as per their 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	Stress	3.68
3	Job Satisfaction	3.98
4	Social Factors	3.34
5	Training to facilitators	3.58
6	Quality of work-life teams	3.38

From table 1.4 it is clear that all these factors are responsible for the Quality of work-life Factors. The highest responsible Quality work factor is job satisfaction. Other factors are also important as per their mean scores.

Mean of X=3.55	Mean of Y=3.56	r =0.43
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From the above, it is clear that there is a positive correlation between emotional intelligence and Quality work factors. Hence we can say that emotional intelligence and Quality work factors are highly correlated.

DISCUSSIONS

From the table, two general trends may be noted:

- EI bears a statistically significant relationship with all the Dependent Variables included in the study
- The directions of the correlations are also in line with that of research hypotheses.

Thus, it may be stated with confidence, that EI does have a significant role and a positive relationship with Quality of work life in higher educational institutions. The positive relationship between the factors of QWL and EI leads to better performance and job satisfaction in Higher Educational Institutions.

The study implies that people with a higher level of EI experience are better at managing their role demands at professional fronts which leads to better performance. Higher levels of emotional intelligence of the employees are associated with better performance, which leads to satisfaction and increases the quality of the work-life of employees.

This may be since Emotionally Intelligent people are highly motivated and thus, meet their role demands without experiencing much stress. Also, since, they understand and value others' emotions, they tend to make better bonds with people around them, their empathetic nature probably makes the significant others more understanding and empathetic towards them, thus practically lessening the role demands placed upon them. The positive relationship between EI and QWL implies that people with higher EI enjoy better QWL as compared to those with lower EI.

This may be because High EI ensures high motivation, high inspiration level, leadership quality, high negotiation skills, and a pleasant personality. Thus, individuals with high EI find themselves in a better position at the work place irrespective of their position on the organizational ladder.

FINDINGS

- Employees who have emotional intelligence create a happy working environment in the Higher education Institutions and they said are willing to take additional responsibilities and work hard for the Institute.
- Emotional intelligent employees have a good relationship within the organization and that's why they are more stabilized and less stressed which increases their quality of work life.
- Employees who have low emotional intelligence scores experience problems with interpersonal relationships.
- Higher levels of emotional intelligence of the employees are associated with better performance, which leads to satisfaction and increases the quality of the work-life of employees.
- From the existing study, it is observed that employees are considered opportunities for growth and advancement as one of the predominant components to measure employees Quality of Work Life.

CONCLUSION

The study concludes that emotional intelligence management is a crucial factor in enhancing the quality of work life for employees in higher education institutions. Recommendations include the incorporation of EI training in professional

development programs, the establishment of support systems for emotional well-being, and the promotion of a culture that values emotional intelligence as a key component of organizational success. By prioritizing EI, higher education institutions can create a more engaging, supportive, and productive work environment for their employees. The results outlined above suggest that EI and its various factors are significantly correlated with Quality of Work Life and that more successful employees have higher levels of EI and the impact of factors of Quality of Work Life vary according to the perspective of employees and level of emotional intelligence. In general, higher education employees are appreciated and have high job satisfaction and a higher degree of Quality of Work Life if they inculcate the ability to control their impulses and anger, to withstand adverse events and stressful situations, to be happy with life, and to be a cooperative member of the group.

LIMITATION and FUTURE RECOMMENDATION

In the present study, the sample was collected by the employees of higher educational institutions. The sample size was 50. The future study can be more comprehensive covering more employees, more cities India, and more survey items can be included other than Working environment, Stress, Job Satisfaction, Social Factors, Training to facilitators, Quality of work life teams. This study will provide a framework to analyze the relationship between emotional intelligence and the quality of work-life of employees in higher education institutes and the Impact of emotional intelligence on the quality of work-life of employees of higher educational institutions.

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