Mediating Role of Quality of Work Life in the Relationship between Emotional Intelligence and Faculty Performance

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ABSTRACT

Emotional intelligence has become an important factor touching upon the behavior of employees, their relationships, and performance at the workplace. Faculty members in higher learning institutions have to handle their academic duties, their interaction with students, and the expectations of the institutions, and thus emotional intelligence is a crucial competency. Meanwhile, the quality of work life is also a major factor that defines the level of employee satisfaction, motivation, and performance in the workplace. This article discusses the mediating market of quality of work life in the association between emotional intelligence and performance of faculty. The study explores the role of emotional intelligence in determining the direct and indirect effects on the performance of the faculty as a result of the quality in the work life. The faculty members employed in higher educational institutions can be gathered to give data based on a structured questionnaire that gauges emotional intelligence, quality of work life, and faculty performance. The proposed relationships can be tested using the help of statistical methods like correlation analysis, regression analysis, and structural equation modeling. It is assumed that the results will indicate that emotional intelligence has a positive impact on the faculty performance and that the quality of work life is the most important mediating variable in the described relationship. The research points out the significance of building emotional intelligence skills and enriching the workplace to increase the productivity of the faculty and effectiveness of the institution. The findings can be useful to the administrators of education and policymakers in the development of strategies aimed at creating a supportive work environment and enhancing emotional intelligence in faculty members..

I.INTRODUCTION

In the modern academic setting, institutions of higher learning are becoming more aware of the role of the faculty performance in ensuring institutional excellence and in enhancing the quality of education. The faculty members are crucial in teaching, research, mentoring and administration of the academia. Their performance has direct effect on the learning results of the students, the reputation of the institution and the general development of the education. As a result, the research on the aspects that lead to the enhancement of the faculty performance has become an important subject of study in the educational management and organizational behavior fields.

Emotional intelligence is considered one of the most important psychological elements that affect the performance of employees. Emotional intelligence is defined as the capacity of the individuals to identify, understand, control and manipulate these emotions in themselves and of others. Faculty members often deal with students, colleagues, and administrators in academic settings and, therefore, emotional competence is necessitated to ensure the establishment of good relationships and the effective handling of academic duties. Higher emotional intelligence faculty members have better ability to cope with stress, conflict resolution, promotion of collaboration and provision of a learning atmosphere which in the long run increases their performance as per their career.

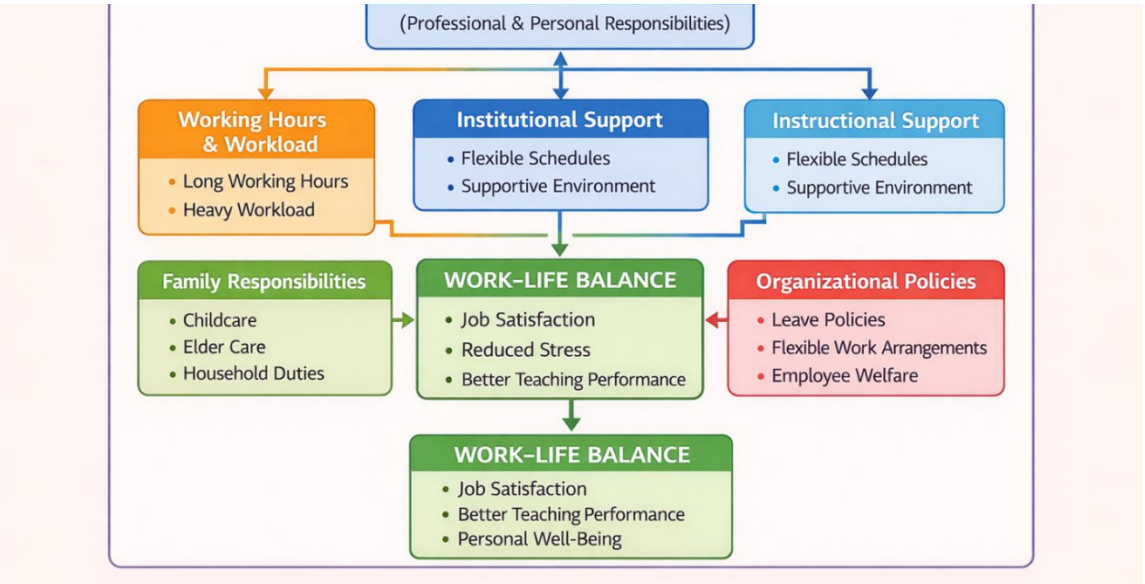
Research Background

The quality of work life has received significant attention along with emotional intelligence as a key factor that determines the productivity and satisfaction of an employee. Quality of work life can simply be referred to as the general well-being of the employees at their work place and can involve matters like job security, the place of work, work stillness, pay, chances of career advancement, and decision making. A friendly work environment and good working conditions within higher institutions of learning can play a significant role in motivating and committing faculty members as well as enhancing job performance. As the members of the faculty feel that their quality of work life is high, it is more likely that they will exhibit an increased level of dedication, creativity and interest in their academic tasks.

The earlier studies indicate that emotional intelligence does not only influence job performance directly but it also helps employees to enhance their perceptions to the work environment. Emotionally intelligent faculty members can better handle their challenges in the workplace, they are in good terms of associating and they derive satisfaction in their professional work. This, consequently, improves their perception of the quality of the work life in the institution. Faculty motivation and commitment can be made stronger by improving their quality of work life which in turn will increase their level of performance.

Although there is increased attention on emotional intelligence and quality of work life, there is limited research studies that have tried to determine the interaction of these factors and their impact on faculty performance especially in the higher educational institution. The mediating role played by quality of work life in the interaction between emotional intelligence and faculty performance may be useful in gaining more insight into the interplay between psychological and organizational variables in influencing academic performance. Thus, the purpose of the study is to determine the mediating role of quality of work life in the emotional intelligence-faculty performance relationship. This study should yield a useful implication to the education administrators, in the creation of strategies that will improve the welfare of the faculty, their emotional competencies, and general effectiveness of the institution.

Figure: 1



Theoretical Models of Quality of Work–Life Balance

The conceptualization of the work-life balance has been described through a number of theoretical frameworks suggested by the researchers to gain an insight into the interrelationship between professional life and personal life. These theories describe the interaction and the impact of work and family roles on the performance and well-being of a person. These models are useful to women college teachers in determining how academic duties and family issues influence their overall work-life balance. The significant theories which explain the work-life balance are Spillover Theory, Conflict Theory, Border Theory and Enrichment Theory.

Spillover Theory: Spillover Theory is one of the theoretical approaches that are most extensively applied to the study of work-life balance. According to this theory, any kind of experience, emotions, attitudes and behaviors in one sphere of life could affect another sphere. This theory states that the feelings and experiences acquired in the working life may leak over to family life and vice versa. Spill over may be positive and negative. Positive spillover occurs when preceding role satisfaction, skills, and positive feelings are transferred in to a subsequent role to improve that role in quality. As an illustration, women college teachers who feel satisfied with their job and positive work conditions can potentially transfer their positive feelings to their family life where it can enhance the relations and personal well-being. Negative spillover on the other hand is when the stress or fatigue in one position influences the other position. An example of this is the stress caused by heavy workloads, long working hours, or academic demands, which affects the relationships with the family and life. Equally concentration and performance at work can be influenced by family issues or burdens.

In the case of women college teachers, there is a strong relationship with professional and family roles as pointed out by the spillover theory. Teachers may bring such experiences into their domestic life since they may have to work outside the school hours preparing lectures, assessing assignments, and researching. The knowledge of spillover assists institutions to come up with responsive policies and work arrangement that encourage healthy relationships between work and home that will eventually enhance the wellbeing and performance of women teachers.

Conflict Theory: The Work life balance Conflict Theory describes why work and family roles are incompatible. This theory also holds that when the demands of work and personal life conflict, it is the person who is exposed to stress and tension. This is because time, energy and attention are resources, and therefore it can be hard to satisfy the requirements of one position and at the same time attend the needs of another position. In the case of college female teachers, role conflict may be quite common since the teachers are supposed to be good in both work-related and domestic life. Teaching, research, writing lectures, participating in meetings, and assessing the works of students are all academic tasks that demand considerable investment of time and effort. Meanwhile, childcare, elder-care, and domestic chores are also family-related issues that require equal consideration. Women can have work-family conflict when the anticipations of these roles conflict. To take an example, a teacher can be required to attend an academic meeting or do some research work and yet he or she has family responsibilities at home. This scenario may lead to pressure, stress, and dissatisfaction in both of these roles. The conflict theory points out those conflicts may be exacerbated by workload and a lack of flexibility in the workplace. The women teachers are likely to fail in balancing work and personal life without adequate support of the institutions and families. Thus, to enhance the work balance among women college teachers, role conflict has to be mitigated by flexible schedules, non-discriminatory policies, and workload policies.

Border Theory: Border Theory describes the process of managing the border between the work and personal life of individuals. This theory assumes that work and family are two different spheres which are separated by physical, psychological and time boundaries. The boundaries require that individuals handle them well so that they can strike a balance in terms of professional duties and personal life. According to the theory, individuals establish boundaries to manage the level of work-related manipulation of personal life and the reverse. These boundaries may be strong and flexible. There are those who like strict lines of demarcation of work and home life and there are those who can afford to be more lenient with the two aspects.

In the case of women college teachers, it may prove difficult to control these boundaries since the work of an academic teacher is sometimes not limited to the work setting. Preparation of lectures, marking assignments, research, and answering queries of students can also be done at home. This may give rise to confusion between work and home life. The article on the border theory also highlights the importance of institutions and family members in helping the individuals to negotiate these boundaries. Teachers can be able to have clear boundaries with the help of such supportive policies like flexible working hours and less administrative work. The same can be said about family support which can help women teachers to handle their responsibilities in a better way. Women college teachers can manage stress, boost productivity, and have a better work-life balance by ensuring healthy work-life boundaries between the workplace and personal life.

Enrichment Theory: The Enrichment Theory gives a positive outlook on work-life relationship. In contrast to the conflict theory, which is deal with the undesirable contact between positions, enrichment theory implies the more, the better the total quality of life of the person. This theory states that performance and satisfaction in one role could be enhanced by experiences in another role. Work-family enrichment happens when competencies, understanding, emotional support and resources obtained in one field assist with another field. Indicatively, teaching, communication, and problem-solving skills, which are part of professional experiences, can benefit women college teachers in enabling them to balance their family life more efficiently. On the same note, family participation and support in form of emotional support and encouragement can improve motivation and performance at workplace. In the case of women college teachers, the enrichment process may take place once their professional success helps them become more confident and have higher self-esteem, which, in turn, affects their personal relationships and well-being. Meanwhile, being emotionally stable with the help of a supportive family environment may allow a teacher to cope with his or her academic tasks more efficiently. The enrichment theory emphasizes the need to develop conducive working and family environments. The positive interaction between work and family when combined with flexible work communication strategies and promotion of professional growth and team work culture can be improved in the institutions. Thus, the enrichment theory implies that work and family should be considered as complementary roles rather than competing ones since they should be combined and help to make women college teachers successful and well.

Quality of Work–Life Balance on Job Satisfaction and Performance

1. Work-life balance is very important in determining the job satisfaction and performance of workers with women college teachers being the focus group as they are left with the task of balancing their career and personal lives. Teachers are likely to enjoy enhanced happiness and motivation as well as psychological comfort when they can be able to balance between their professional and family and personal life. This optimism leads to increased job satisfaction and a better teaching performance.
2. Job satisfaction is a term that is used to refer to the degree of satisfaction that employees have with their work. Women college teachers will have less chances of stress and burnout when they have enough time to meet the academic and family demands. Having a balanced work environment would enable them to focus more on their teaching work, research work and their interactions with the students. Consequently, this makes them have a better attitude towards their profession and stay loyal to their institutions.
3. The work life balance also directly affects job performance. When teachers do not have as much stress and emotional pressure, it makes them more productive and efficient at work. The latter can design lessons efficiently, make the student participate in the learning process, and influence the academic growth by researching and practicing professionally. It is also more probable that balanced teachers can take an active part in institutional programs and be in good relations with colleagues and students.

4. Conversely, lack of work-life balance can cause fatigue, lack of concentration and work dissatisfaction. This may have a negative impact on the quality of teaching and professional development. Thus, it would be crucial to have a healthy work-life balance to increase job satisfaction, enhance work performance, and promote the overall well-being of women college teachers.

Stresses in the Workplace

The problem of workplace stress is a usual phenomenon among college teachers, especially women, who usually have to strike work requirements with their personal and family life. Teachers in the institutions of higher learning are challenged with a number of issues which may cause physical and emotional stress to the teacher. Student attitudes, insurmountable academic demands, family obligations, and inadequate institutional assistance are some of the factors that could influence the overall well-being of students and their performance in work. Knowledge of these stress factors can be used to devise the strategies aimed at ensuring that teachers have healthy working life balance and enhance their performance in the teaching career.

1. Attitude of students: Attitudes of students and their behavior can have a considerable impact on the stress of college professors. Teachers have a duty in the classroom setting to handle various groups of students that may not have the same learning abilities, interests, and behaviors. The lack of interest in studies, lack of discipline, or negative attitude towards learning can be a challenge to teachers when such an attitude is demonstrated by the students.
2. College teachers who are women might experience stress when the students are disobedient, lack concentration, and show disrespect at the lectures. Enforcement of discipline in classrooms and encouragement of the students to contribute actively in academic practices will be achieved through time and patience. Teachers can also have pressure when students are not able to cope up with academic requirements or when they do not grasp the complex topics. Also, handling student related complaints, academic performance and behavioral problems may further cause emotional pressure to the teachers. Such stress and the quality of learning environment can be mitigated by having a good academic environment and good teacher-student communication.
3. Subject Handling: Subject handling is yet another significant aspect that may cause stress to the college teachers. It is assumed that teachers have profound knowledge in the subjects they teach and deliver the content in an effective and clear way. It takes hard work and constant commitment to prepare lectures, explain the more complicated aspects, and make sure that the students grasp the contents on the subject. In teaching women colleges, stress can come in as women college teachers are given new and unfamiliar subjects which demand extra preparation. Their responsibilities are also accompanied with keeping up to denote the current academic knowledge, new teaching techniques, and technological tools in the teaching field. In most cases, teachers have to modify their instructional mode to accommodate the various learning styles of students. This may be tedious and in cases where the sizes of classes are large or in cases where the level of understanding of the students is different.
4. Preparation Work: Preparation work is a crucial aspect of the teaching career, however, this may also lead to stress at work. The teachers in colleges must also dedicate a lot of time to writing lecture notes, making presentations, classroom plans, and student study materials. This preparation work is usually done by women teachers during time outside their working days mainly when they have more than one or two classes or subjects to be taught. Assessment preparation, as well as assignment preparation and question articles, also requires extra efforts and consideration. The latter tasks can also limit leisure time and individual life. Also, the teachers should update their teaching tools on a regular basis to suit the prevailing academic standards and curriculum developments. This constant training may cause mental exhaustion and time stress. The teachers can manage their preparation work more effectively and use fewer stresses with the help of effective time management and institutional support through the shared teaching resources.
5. Financial Obligations: Financial obligations can also cause pressure to working women, including college teachers. Household costs, education of children, loan repayments and other family related financial obligations are also some of the responsibilities of many teachers. These financial obligations combined with work life might bring stress and worry. The women college teachers might experience stress when they cannot make ends meet as the living cost and family demands rise. They are also likely to facilitate extended family members in some situations, which further adds financial burdens. Financial issues may also influence the concentration and job satisfaction such that teachers will not be able to concentrate on professional duties. Such stress can be minimized with the help of stable employment, equitable salary arrangements, and financial planning support.
6. Most Complex Environment: The college setting is often complicated and challenging to work in. Teachers are usually compelled to handle numerous roles such as teaching, researching, administration and guiding students. The aspect of managing these two obligations with time constraints may be a stressing factor. Female college educators might have extra difficulties with the institutional accountability, performance appraisals, and academic rivalry. Relationship management among colleagues, administrators, and students involves the good communication and interpersonal skills. The working environment may also be complicated due to organizational policies, inadequate resources or lack of clarity in responsibilities in certain instances. This may cause frustration and emotional pressure among teachers. With proper and efficient work environment, such challenges can be greatly minimized.
7. Poor Work–Life Balance: One of the biggest reasons of stress in women college teachers is poor work-life balance. Teachers can feel tired, frustrated and experience emotions of strain when their jobs affect their lives. Responsibilities of the teachers like drafting lectures, marking of assignments, meetings and research usually demand more time than working normal time. Meanwhile, female teachers might have to be able to take care of family matters like childcare, housework, and maintain family members. Teachers can have a better balance of work and life by establishing flexible work schedules and institutional policies that support the institution in lowering stress in the workplace.

8. Family Commitments: Family commitments are also important in the life of women college teachers and in some cases they may cause stress at work place. Most of the women have the responsibility of keeping the home, taking care of children and taking care of the elderly family members. These duties are time consuming and emotionally draining. Balancing between family and work life is not always easy especially when work workload is high such as during examinations or when there are other school activities. Women teachers are likely to be under pressure to ensure that they fulfill the expectations set by the family and also fulfill their professional responsibility. It is even harder to control these responsibilities when there is a paucity of family support. That may result in stress, exhaustion, and lack of concentration at work. Women teachers can be supported by family members and flexible work arrangements that can allow them to find it easier to meet their commitments.
9. Career Advancement: The career advancement is a significant objective among a good number of college instructors, and the process of professional development can be a source of stress. The teachers have to seek tertiary qualifications, write research work, visit conferences, and engage in professional development courses. College teachers who are women can be further pressured in fitting these career expectations with the family obligation. The lack of time and resources may expose them to challenges of pursuing academia and research sufficiently to aid in promotions. Stress can also be caused by competition to get promotions and recognition in academic institutions. The teachers might experience the urge to constantly enhance their performance and academic accomplishments to fulfill the demands of the institutions. Women teachers should be offered equal opportunities, mentoring sessions and favorable policies that enable them to develop their careers without too much strain. In the case that institutions promote professional development in a positive way, teachers are able to meet their professional objectives as well as ensure their well-being.
10. Academic Work in the College : Beside the teaching roles, college teachers are usually given other non-academic tasks in the college. These can be administrative work, event organization, monitoring extracurricular activities, being part of committees and keeping records in the institution. These duties demand more time and efforts, and they might add to the burden of teachers. College women teachers might be unable to cope with these obligations and their major teaching assignments and personal obligations. Such non-academic work can even become a priority over preparation of teaching and research activities that cause time pressure and stress. When two or more responsibilities are given at the same time then teachers might also be overwhelmed. Teachers may be given more time to concentrate on their academic task by reducing the unnecessary administrative work load and having the support staff. When non-academic work is equally shared among the members of the faculty, it will alleviate stress and also enhance overall productivity of work.
11. Absence of Instructions and Leadership. : Good leadership and mentorship is significant in establishing a favorable working environment among college teachers. In cases where institutional leaders are weak or ambiguous, teachers might end up being confused over their roles and responsibilities. Women college teachers can undergo stress in case they do not receive proper guidance by administrators or heads of departments. In the absence of proper communication and guidance, instructors might not be able to learn what is expected of them in the institution and how to make decisions. Absence of leadership assistance may as well render the teachers unable to settle issues at work or consult when they are in trouble. This can result in frustration and lack of motivation. Teachers should be made to feel that their work is appreciated and know that their work will be supported through strong leadership which encourages open communication, team work and support. In cases where institutions can offer a good direction and promote group decision making, chances are that teachers will have positive work experience and less stressed out.
12. Traveling Inconveniences : Inconveniences in travelling may also be a contributory factor to stress in the teachers of the Women College. Most of the teachers travel to the college building every day and this may be accompanied by long distances and traffic jams. Prolonged commuting may minimize the time that people have to spend on personal engagements, family work, and sleep. Women teachers have the physical exhaustion of having to travel long distances before or after their working hours. Delays in the transportation services, traffic jams, and unreliable travelling can also make the levels of stress even more. Travel needs can be an extra burden to teachers who have to travel to other locations to meet or even be in conferences or training programs. To minimize stress caused by traveling, it can be good to spend some money on transportation facilities, flexible working hours, and the possibility of holding online meetings.
13. Failure to have Coordination. : The absence of coordination between colleagues may cause problems at the workplace and lead to the stress of a teacher. In academic institutions, teachers are mostly required to work together with their colleagues during planning of curriculum, organization of the academic programs as well as managing departmental activities. In a situation where there is little communication and cooperation between colleagues it can be followed up with misunderstandings, delays in accomplishment of tasks and work overload to some teachers. Women teachers at colleges can experience stress because of the failure to work in a team or inabilities to divide the duties equally. The fact that there is no mutual support can also influence the overall working environment and make it less collaborative and more difficult. Without coordinated work of team members, teachers may not be able to accomplish things effectively.
14. Extra Working Time : One more significant source of stress amongst college teachers is extra working time. A big number of teachers will be forced to deliver outside regular working hours in order to finish any academic tasks and administrative duties. Grades of assignments, creating lectures, research and meetings tend to be stretched into the evenings or weekends. The women college teachers, in special, might struggle to cope with the additional working hours as they are now expected to take care of the kids at home. The physical exhaustion and mental fatigue may be caused by working continuously without getting enough rest. Long hours of work can also limit chances of relaxation, social activities and self development.

Conclusion

The researchers tested the mediating role of quality of work life between the emotional intelligence and performance of the faculty in higher learning institutions. The results point out that emotional intelligence is a relevant individual ability that can help the members of the faculties to control their emotions, communicate with others and pupils successfully, and handle the difficulties of their work. Higher emotional intelligence levels lead to a better communication level, better decision-making, and better adaptability as demonstrated by the faculty members, which has a positive effect on their performance at work.

The article also highlights the importance of quality of work life as one of the crucial organizational variables that influence effectiveness of faculties. Supportive working environment, career advancement, good pay, job security, and a good work-life balance play a great role in enhancing faculty motivation and job satisfaction. Faculty members in institutions that are concerned with improving the quality of work life are at a better position of enjoying increased engagement and dedication to their academic responsibilities.

Moreover, the findings indicate that quality of work life mediates to enhance the relation between emotional intelligence and faculty performance. Emotional intelligence also enables faculty members to have a better view of their working environment and cope with their workplace challenges easily, thus positively affecting their work life and making them perform better. Therefore, emotional and organizational issues help to achieve better outcomes among the faculty collectively.

The research has significant implications on the higher education administrators and policymakers. The institutions are supposed to work on building emotional intelligence in the faculty members by training them, conducting workshops and professional development programs. Simultaneously, better quality of working life through development of amenable policies, fostering work-life balance and development of a positive institutional culture can also play an important role in working productivity and institutional effectiveness of the faculty.

Finally, the enhancement of emotional intelligence and the quality improvement of the work life may be the main ways of improving the faculty performance in higher educational establishments. Further studies can also be conducted to investigate some other variables like job satisfaction, organizational commitment, or leadership support to develop a better insight into what affects the performance of the faculties.

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