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Effective Projection of Quality of Working Life (QWL) using Emotional Intelligence (EI) of Management Teachers in India through Structural Equation Modelling (SEM)

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Abstract

This study seeks to project the Quality of working life using Emotional Intelligence, as well as to support the proposed model. The descriptive research design was used as the researcher intends to know how and why EI influences QWL. The faculty members who are associated with management colleges in Coimbatore, Tamilnadu were the Population for the study. 480 faculty members were selected as samples using a convenient sampling method. To collect primary information, the Simon Easton and Darren Van Laar QWL, as well as the Mayer, Caruso, and Salovey EI scale, were used. In this work, ANOVA, regression, correlation, and Structural Equation Modeling (SEM) were employed to investigate dependability and test the conceptual model. In this article, the researcher discovered that Emotional Intelligence was an important predictor of management teachers' Quality of Work Life. It is reasonable to conclude that the greater the EI, the better the QWL. Specifically, as an individual's EI grows, they become more aware of the complexities of managing QWL. Hence, it is suggested to the faculty members with less experience to get mentored by the senior members to learn the art of managing stress and in turn, enhance their job and career satisfaction. There was a strong association between job experience and EI attributes such as emotional perception, understanding, and managing emotions. It is suggested to the management faculty who are in the initial days of their careers to consult the experienced faculty, especially for emotional dilemmas. Even though discussing the emotional issues with the senior members helps allow their emotions to travel to the neocortex from the limbic brain for making rational decisions.

Keywords: Management Faculty, Job Satisfaction, Stress Management, Perceiving Emotions, Managing emotions, Emotional Intelligence

1. Introduction

Precisely, two decades ago, Intelligent Quotient (IQ) was a buzzword among academic experts and industry staff; However, during the last two decades, Emotional Intelligence (EI) has grown in importance and popularity in a variety of disciplines. Emotionally intelligent competencies are becoming substantially important and unavoidable practically in all fields such as successful leadership, team building, communication network, individual capacity, constant growth, interpersonal skills, etc., Through the aid of emotional intelligence, future Managers will have to encourage others in this complex and highly competitive world to improve their leadership skills and potential.

The term "Emotional Intelligence" was coined by Prof. John D. Mayer of, the University of North Hampshire & Prof. Peter Salovey of Yale, in 1990. Mayer articulated it in Harvard Business Review (HBR) a few years later: “Emotional intelligence is the ability to accurately perceive your own and others' emotions; to understand the signals that emotions send about relationships, and to manage your own and others' emotions”. It is crucial for individuals

seeking to improve their Emotional Intelligence to focus on what an individual is trying to change and how that change can be brought about. In today's business world, HR practitioners and managers of every form of the company need to be emotionally intelligent in coping with challenges, leading by example, acting, coping with challenging circumstances, and maintaining strong customer relations. Effective human resource professionals know their job is not only hiring but also helping line managers win the hearts and managerial support to contribute to the result. Emotional Intelligence offers strategies to help tackle retention and moral problems, enhance the innovation of the organization, establish synergy from teamwork, increase the flow of knowledge, propel objectives forward, and activate employees' best and most empowered results.

The effectiveness of the human capital determines the business's success. An organization's strength is skillful, committed, and better-trained workers. To retain this asset, one of the essential things that management needs to take care of is their employees' Quality of Work Life. Every company faces specific challenges, some organizations may have obsolete technology, some may fall behind the financial health, and some may pause with outdated goods, Some may not have a pleasant working atmosphere, while others may lack job security. Any of these aspects could influence employees' balance between work and life. The enhanced QWL helps the organizations attract new talent as well as retain the existing resources.

Quality of Work-Life (Salmani, 2003) is the response of employees to their work in particular individual outcomes in the context of work and mental health that emphasize personal success, professional experience, and how to develop one's work to meet internal needs. Greenberg and Baron (1997) argue in this respect that work-life quality is one of the components that contribute to the performance of an organization by providing the factors of motivation and satisfaction, taking responsibility and devotion to one's work, achieving this by creating a more caring and inclusive work environment and requiring employee decision-making. Newstrom and Davis (2002) conclude that work-life quality is the fulfillment or lack of job satisfaction in the work environment for the employee. The QWL is defined by Mirkamali (2003) as "allowing employees to make choices about products or work tools or the most efficient workplace". The quality of life will raise positive emotions towards the job, he says. Such positive emotions will not only address personal requirements and help achieve personal and organizational goals, but they will also improve the organization's physical and mental well-being, determination, productivity, and efficiency. Experts determine the quality of work life by taking into consideration different factors.

An organization's employees are not simply considered workers, but they are the organization's essential members who actively contribute to organizational sustainability and stability. The prevailing approach is to view workers as an organization's most asset. The amount of money invested in employee development, training, wages, and welfare is now seen as a long-term investment for the company. This current HR approach is the order of the day for effective organizations. Success in any organization is the result of motivated and satisfied employee efforts. Therefore, the HR area is bringing the highest output of workers through employee satisfaction.

In the dynamic business world, Management Faculty have several requirements, aside from being committed to the assigned tasks. This is also required that they should think smart in all aspects and emotionally wise to be successful in their professional career. Emotional Intelligence enables faculty members to build positive workplace relationships, complement team members, control emotions to deal with stress effectively, enhance performance under pressure, and acclimatize to organizational transitions. With the advent of emotional intelligence and examples of contemporary theory in the field of human resource management,

it is important and imperative to test the premises of the scale developed by Fontinha, R., Van Laar, D., and Easton, S. (2018) and assumptions from which to estimate the extent of the role of EI to parameters of QWL: Job and Career Satisfaction (JCS), General Well-Being (GWB), Stress at Work (SAW), Control at Work (CAW), Home-Work Interface (HWI) and Working Conditions (WCS). (Edwards, Van Laar, Easton & Kinman, 2009). Hence, the present study is designed to identify the effect of EI on the QWL of Business Management faculty members.

The success of any educational institution especially management institutes largely depends on the overall commitment of its faculty team. EI is one of the significant factors of faculty commitment toward their organizations. Specifically, Self-awareness, Motivation, Empathy, and social skills are crucial components that measure EI. Effective teaching, research involvement, quality publications, and consultancy assignments are the indicators reflecting the self-awareness and motivation components. Whereas volunteerism in institutional responsibilities, and cordial relationships with students, and colleagues are the indicators reflecting empathy and social skills. It needs to be conceived and driven by the faculty members wholeheartedly. Emotional Intelligence may also contribute to a high QWL, as evidenced by insufficient and adequate compensation, a healthy working environment, opportunities for skill development, and continuing progress, among other factors. The many aspects that define the EI of business management faculty and its impact on QWL were investigated in this study. Hence, the present study is relevant and significant. The study enabled the researcher to identify the components of Business Management faculty members' EI, the factors affecting their QWL, and the effect of EI on respondents' QWL. The problems should address the effect of EI on management faculty members' QWL. The increasing number of B-schools and management aspirants is inversely proportional to the imparted quality of education. Today, the focus of B-schools is more placement-oriented, and the degree is commercialized. B-schools today need to keep up with the various accreditation bodies at a national and international level.

In addition to government-aided ranking agencies like NIRF, many private ranking agencies have sprouted. Management institutions are trying left, right, and center to prove they are the best in terms of the quality of the curriculum, facilities, and rankings. This poses a challenge to keep the faculty focused on their core roles like teaching, research, and publications. Undoubtedly, they increase the administrative responsibilities of the faculty members and that may also affect the QWL elements such as well-being, stress, control at work, and Job satisfaction. The lack of autonomy and academic and financial motivation for research offered to the faculty poses a challenge for them and B-schools at large. Thus, we see an important issue in the QWL.

In this context, an attempt has been made to research the relationship of Management faculty members in the Coimbatore district between EI and QWL. Teaching, study, publication consulting, and other administrative roles present a qualitative challenge to the management faculty members. The working hours are usually extended from home over a daily day of work as well at times. The long working hours that they experience trigger extra pressure and family problems, which in turn affect their career. But, with plenty of challenges, the management faculty can be seen performing well in their assigned roles. Using this as the basis, an attempt was made to examine the management faculty members' demographic variables, EI variables, and QWL. The research is carried forward to also explore whether EI influences the QWL. Through this analysis, the attempt will pave the way for the following:

Framing relevant policy decisions to motivate and inspire the leaders of the management faculty. Building appropriate policy decisions by management to encourage and enhance the management faculty's Emotional Intelligence levels in general, to help ease the burden of their additional responsibilities.

There is more scope as this work can be applied to all other departments/areas, and it can also be expanded to different parts of the country/world. The researcher has found a small range of EI and QWL variables in the present analysis. During future research, a larger and more heterogeneous set of variables could be established.
John
The current work seeks to predict Work-Life Quality using EI and validate the suggested model using SEM.

2. Review of Literature

Rezvani and Khosravi (2019) in their research examined the role played by Emotional Intelligence on team performance in an agile information system. The authors have also tried to identify the mechanism forming the base for the association between EI and the Performance of teams. According to the findings, there was a significant relationship between individual EI with team performance. In their research, Sabarwal and Sharma (2019) explored the relationship between police officials' emotional intelligence and their satisfaction level. The authors surveyed 100 police officers for the study's intent. As a demanding occupation, police workers must control their own and other emotions, and be concentrated and productive in the workplace, which in effect gives them job satisfaction. As per the findings, police officers' EI has a beneficial impact on JS. It was also noted that there is a higher degree of emotional intelligence among female police officers than male police.
In their research study, Makkar & Basu (2019) identified the negative correlation between emotional intelligence and workplace behavior, and that job tension was a factor in this association. The data needed for the study were gathered from 150 employees across four leading Indian banks, two each in the private and public sector, based in Mumbai, India.
Ekeke, and Ichella, and Nnochiri. (2019) Their work endeavored to investigate the importance of EI in the African hospitality market. For the study's objective, 100 hotel guests were surveyed to study the role EI plays in the hotel's customer retention. The study concluded that employees ' emotional intelligence and how they control their emotions, along with relationship management, are instrumental in improving customer satisfaction and maintaining their loyalty, which is important for the company's success in the hospitality field.
Banjar and Seesy (2019) in their research measured the Emotional Intelligence competencies to be effective leaders among the nursing students, which will play a crucial role in their profession. From the study, it was evident that the nursing students were required to focus on managing their emotions and those of others while being self-aware and keeping themselves motivated. It was also identified that the students who had prior work experience in the profession of nursing had increased self-awareness competency in comparison to students with no prior work experience. To be successful in their profession, nursing students must improve their levels of Emotional Intelligence, according to the findings.
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In their study, Pradhan, and Jena (2019) tried to define the impact of transformational leadership on the innovative work behavior of employees and explore the mediating role of meaningful work in balancing transformational leadership with innovative work behavior. The research was performed using specific findings using the Sobel test and bootstrapping strategies with a total of 888 executives from two separate manufacturing organizations in Eastern India.

Nagar (2012) investigated the influence of Loyalty and Job Satisfaction on University faculty members, specifically during fatigue. Work pleasure, according to this research, is a major predictor of a teacher's loyalty to his or her organization. Teachers who are highly satisfied with their work are more likely to be loyal to their employers. Teachers are often stressed because of the non-teaching responsibilities that must be completed. Farahbakhsh (2012) attempted to know the effect of emotional intelligence on the work-life quality among principals in Iran, in his research. Heads with higher levels of EI in terms of personal awareness, awareness about others, managing emotions, and regulation of emotions performed higher at work, according to the survey. It assisted the employees in enhancing their performance, which subsequently assisted them in increasing their QWL. A high EI was later proven to contribute to a happy and productive work environment. Kalantari, et.al (2012) discovered a strong link between physical education instructors' emotional intelligence and job satisfaction. Employees with greater levels of EI were well equipped to deal with conflicting roles on a professional as well as a personal level without experiencing substantial stress. They discovered that optimism and justice play a major role in predicting quality of life. Colomeischi (2014) established a link between emotional life and job happiness. Biggart, et.al (2010) discovered that the EI attribute is adversely related to jobs that intervene with family life and work efficiency.

3. Research Gap

Umpteen studies have been directed toward knowing the effects of EI on job satisfaction, ability to decide, insecurity of job, leadership, learning, the effectiveness of negotiation, and workplace behavior, according to a review of the available literature. Baba and Siddiqi (2017); Vann, Sparks, et al (2017); Sivakumar & Lourthuraj (2017); Makkar & Basu (2019). In addition, a lot of research was conducted to investigate the response to one of the managerial features, such as fulfillment with the job or effectiveness of negotiation, and participants were primarily from business organizations rather than educational institutions.

Several recent studies limit their scope to a single facet of QWL, such as a sense of fulfillment with the job, job stability, or emoluments, or they only include corporate respondents. Moreover, among Business Administration teachers, there are no or very few studies on the impact of EI on QWL. As the Indian educational environment, specifically, the management stream, is one of the top suppliers to prospective employers, a thorough research of the influence of EI on QWL emerges critical. The immense volume of management teachers working in business institutes aids learners while indirectly assisting the corporate sector. According to the research, there is an increasing demand among educators, mostly those in business management, to explore the impact of EI on QWL. The research has implications for establishments that deploy management education then it demonstrates the level of emotional intelligence among academics its influence on working-life quality, and how it influences institutional growth.

Underpinning theory

John D. Mayer and Peter Salovey coined the word "Emotional Intelligence" in 1990. A few years later, Mayer defined emotional intelligence as "the ability to accurately perceive your own and others' emotions; to understand the signals that emotions send about relationships; and to manage your own and others' emotions." According to Newstrom and Davis (2002), work-life quality is the employee's fulfillment or lack of job satisfaction in the workplace. Mirkamali (2003) defines the QWL as "allowing employees to make choices about products or work tools or the most efficient workplace." According to him, the quality of life will increase favorable emotions about the profession. Optimistic emotions not only report personal needs and support in the achievement of targets, but they also increase well-being, willpower, productivity, and competence. Authorities assess the quality of working life by contemplating an array of elements. The present study has been conducted based on the Emotional Intelligence theories developed by John D. Mayer & Peter Salovey and the quality of work-life theories developed by Simon Easton and Darren Van Laar.

Study Hypothesis

After doing a literature review, defining a research need, and developing study objectives, the research hypothesis was developed. To accomplish the research aims, four null hypotheses have been created and tested using appropriate statistical techniques:

H01 EI is not a reliable projector of QWL.

4. Study Methodology

The study objective was to know how and why EI impacts QWL. In this study, the descriptive approach was used. Management schooling in India is classified as National Importance Institutes, University Departments, Affiliated Colleges under Universities, Institutions with Autonomous status, Distance Education, and Institutions without any affiliations. The study's population consisted of teaching staff from management colleges (colleges linked with universities) in Tamil Nadu. An appropriate selection method was used to pick 480 B-School faculty members as samples from the population.

5. Data Collection Instruments

The author measured the EI & QWL using conventional scales. The EI-related data have been captured through the Ability model developed by Mayer, Caruso, and Salovey, (2016) of Emotional Intelligence, including additional domains of reasoning. The author has also administered the "QWL Scale" of Simon Easton & Darren Van Laar (2014) to assess the QWL of management teachers. QWL and EI are both scored on a five-point scale.

Reliability Test

Variables of the Study	Cronbach's Alpha	No. of items
Satisfaction of Job and Career	.885	6
Work Stress	.893	2
Well Being	.891	6
Work Control	.896	3
Homework Interface	.894	3
Working Conditions	.891	3
Perception of Emotions	.902	8
Facilitating Thoughts	.904	4

Understanding Emotions	.900	8
Management of Emotions	.902	6

Validity

A validity test is performed on the EI and QWL scales. The scale's validity was determined using the face and criterion validity tests. The validity test was supported by both scales.

6. Tools for Analysis

The appropriate statistical tools such as ANOVA, Regression, Correlation, and SEM have been used as the collected data from the primary tool were quantitative.

7. Regression model to Predict QWL using EI

Table 1: Summary of Regression Model

Model	R	R^2	Adjusted R^2	Std. Error of the Estimate
01	.393[a]	.156	.148	8.438

The value of the variable (independent) EI employed in the present research model defined 15.6% of the overall difference in the variable (dependent) QWL of the participants, according to the R2 value of 0.156, with the remaining described by factors not addressed in the current study. The independent variable-based regression model might account for 15.6% of the in-general difference in participants' (dependent variable) QWL.

Table 2: ANOVA[b] -Regression

Model		Sum of Squares	Df	Mean^2	F	Sig.
1	Regression	6024.534	4	1505.385	22.712	.000[a]
	Residual	32955.788	476	68.384		
	Total	38983.326	478			

In this research, an ANOVA was employed to determine the significance of the study data. As the p-value is less than 0.05, the table that precedes demonstrates significant variations between the factors determining respondents' QWL. As demonstrated in the table, the ANOVA test provides a measurement test for the fitting of the model concerning the 'F statistic'. It is 22.712 is greatly significant, with a p-value of 0.00 0.05, representing a linear association among the QWL and EI, as seen in the table. In short, any modification in the independent variable (EI) always results in a change in the dependent variable (QWL).

Table. 3: Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	51.451	3.128		16.121	.000
	Perception of Emotions	.441	.166	.181	2.653	.007
	Facilitating Thoughts	.175	.201	.053	.872	.382
	Understanding Emotions	.051	.165	.022	.302	.761
	Management of Emotions	.461	.160	.184	2.861	.004

As seen in the tables above, the R2 was significant statistically, and F = 21.712 and P-value = 0.00 0.05. The anticipated multiple linear regression equation is as follows, employing the coefficients (beta) since the regression coefficients above table.

I. $\hat{Y} = 51.451 + 0.181$ (X1)
II. $\hat{Y} = 51.451 + 0.053$ (X2)
III. $\hat{Y} = 51.451 + 0.022$ (X3)
IV. $\hat{Y} = 51.451 + 0.184$ (X4)

Based on the table above, two of the four components, namely Perception of Emotions and Management of Emotions, significantly predict QWL. According to the beta value (beta= 0.184), the Management of Emotions is a substantial projector of QWL, resulting in Emotional Perception (beta= 0.181).

8. Structural Equation Modelling (SEM)

SEM- mathematical instrument for verifying a hypothesis-based essential theory. A collection of structural (regression) equations represents the causal technique under consideration. It allows the researchers to investigate a reliance between exogenous (independent) and endogenous (dependent) variables at the same time.

Conceptual model analysis by using Smart PLS

To evaluate the hypothesis in an appropriate technique, 'Smart PLS' was used to validate the theoretical association relating EI & QWL. The assessment of reliability was carried out to confirm that the elements and scale dependability of the review were suitably dependable to continue to the 'smart PLS' assessment.

Reliability Test: Cronbach's Alpha was adopted to evaluate the validity of the research questionnaire's parts. SPSS 20 was used, and the reliability system of measurement is listed in Table 5. The coefficient reliability of the EI was found to be 0.944. The coefficient reliability of QWL was also 0.944.

Table. 4: Cronbach's Alpha Reliability test

Scale	Cronbach's Alpha
Perception of Emotions	0.931
Facilitating Thoughts	0.882

Understanding Emotions	0.955
Management of Emotions	0.921
Satisfaction of Job and Career	0.957
Well Being	0.840
Work Stress	0.698
Work Control	0.708
Home-Work Interface	0.845
Working Conditions	0.739
Overall EI	0.944
Overall QWL	0.944

Proposed Model

Emotional Intelligence (EI) is the link between emotions and thought. According to Mayer, Caruso, and Salovey (2016), EI consists of "Perceiving Emotions (PE), Facilitating Thought using Emotions (FTE), Understanding Emotions (UE), and Managing Emotions (ME)," all of which impact working life quality. According to Simon Easton and Darren Van Laar (2014), QWL covers "Job and Career Satisfaction (JCS), General Well-Being (GWB), Control at Work (CAW), Home-Work Interface (HWI), Stress at Work (SAW), and Working Conditions (WC)" and all factors were measured in QWL. Integration of Work-Life Better emotional intelligence, as well as greater emotional control and awareness, promote consistency.

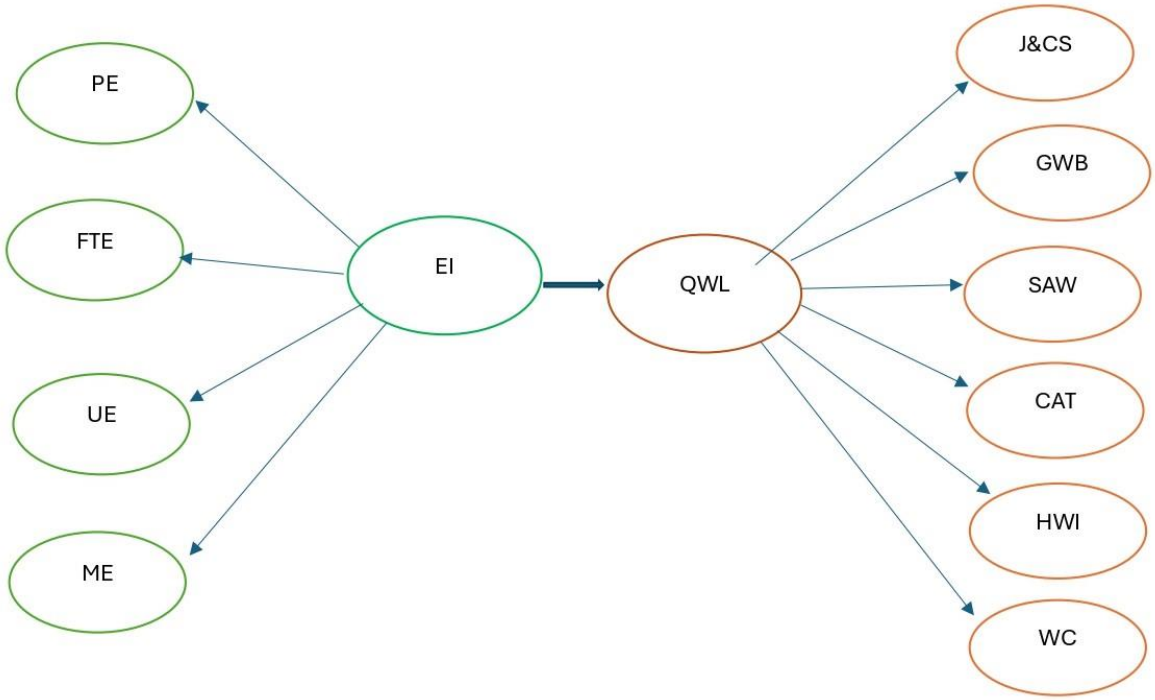

Chart. 1: Proposed model depicting the impact of EI on QWL

Conceptual Framework

By examining route coefficients, structural equations can validate the link between exogenous and endogenous latent variables. The model's prediction power increases as the path

coefficients and R2 values increase. In this study, PLS-Smart was used to value both the measurement and structural models at the same time (Ringle et al., 2005). The model which is proposed is shown in the diagram. EI and QWL are two latent constructs in the proposed model.

The quality of the measurement model:

Personal aspects and measurement reliability, and construct measure discriminate and convergent validity, were adopted to review the model's quality. Initially, the relationship connecting the EI and QWL structures was introduced. The algorithm PLS was used to estimate the subsequent associations, coefficients, and loading values. Factor loads smaller than 0.5 were eliminated from the primary path model. After eliminating the parts with loaded values less than 0.5, an ultimate path model was built. The completed path model is presented in the below figure. The reported path coefficient relating to EI and QWL is positive (0.413).

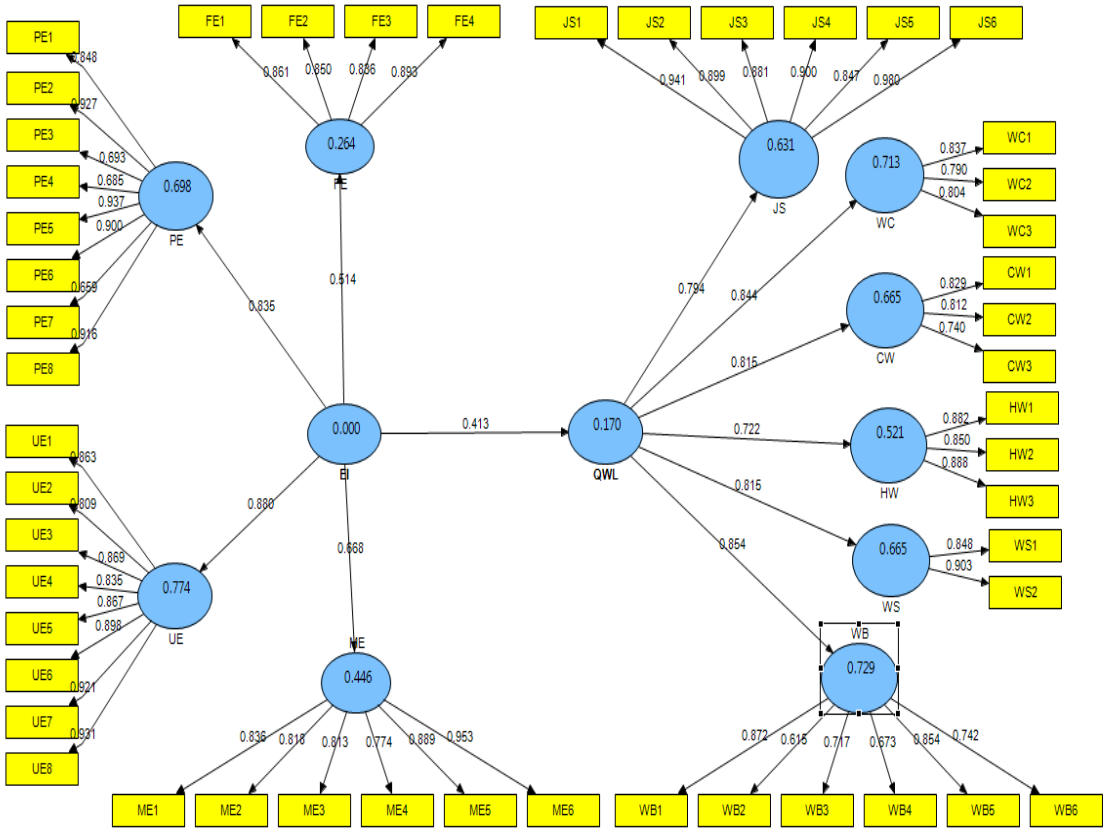

Chart.2: Measurement Model

Reliability:

PLS modeling was adopted to examine the loadings of linked aspects on their relevant latent structures to test the dependability of individual factors (Hulland, 1999). To analyze the dependability of each variable, Fornell and Larcker's (1981) compound reliability metric was utilized in supplement to Cronbach's (1951) alpha. This metric is chosen over Cronbach's alpha because it estimates the indicator's shared variance more accurately (Hair et al., 2006). In this investigation, the combination factor reliability coefficients of the creates ranged from 0.836 to 0.966, as illustrated in the table below, meeting the 0.70 threshold established by Fornell and Larcker (1981).

Table. 5: Reliability

Scale	Composite Reliability
Perception of Emotions	0.944
Facilitating Thoughts	0.919
Understanding Emotions	0.963
Management of Emotions	0.939
Satisfaction of Job and Career	0.966
Well Being	0.884
Work Stress	0.867
Work Control	0.836
Home-Work Interface	0.906
Working Conditions	0.851
Overall EI	0.950
Overall QWL	0.949

Table 6: Cronbach's alpha, Composite reliability, and AVE

Latent variables	Cronbach's Alpha	Composite Reliability	AVE
Perception of Emotions	0.931	0.944	0.766
Facilitating Thoughts	0.882	0.919	0.520
Understanding Emotions	0.955	0.963	0.768
Management of Emotions	0.921	0.939	0.543
Satisfaction of Job and Career	0.957	0.966	0.564
Well Being	0.840	0.884	0.739
Work Stress	0.698	0.867	0.667
Work Control	0.708	0.836	0.686
Home-Work Interface	0.845	0.906	0.631
Working Conditions	0.739	0.851	0.721
Overall EI	0.944	0.950	0.765
Overall QWL	0.944	0.949	0.826

Convergent validity:

The "extent of consensus in multiple measurements of the identical construct" (Camines & Zeller, 1979) is characterized as convergent validity. According to Fornell and Larcker (1981), "convergent validity cannot be proven as the retrieved variance values are less than 0.5". The variation caused by the components ranged between 0.520 and 0.826, as shown in the table above. The EI and QWL scales were proven to exhibit 'convergent validity,' representing that the structural method is feasible.

Discriminant Validity:

"Discriminant validity is sufficient when constructs exhibit an AVE loading of more than 0.5, meaning that the construct captured at least 50% of measurement variant" (Chin, 1998). Likewise, 'discriminant validity' was demonstrated since diagonal aspects in the appropriate

columns and rows are greater than off-slanting values. The slanted components (i.e., EI and QWL) are created by taking the square root of every construct's AVE score.

Table. 7: Discriminant Validity Results (Fornell-Larcker Criterion)

	FTE	ME	WC	J&CS	UE	PE	GWB	SAW	HWI	CAW	EI	QWL
FTE	0.722											
ME		0.737										
WC			0.848									
J&CS				0.796								
UE					0.877							
PE						0.875						
GWB							0.861					
SAW								0.819				
HWI									0.795			
CAW										0.827		
EI	.515	.667			.880	.831					0.876	
QWL			.844	.794			.855	.816	.723	.816	.414	0.907

In the table above, the crosswise factor values were greater than the off-crosswise values. According to the findings, the notions of EI and QWL are discriminately valid. The typical scales of EI and QWL constructions were discovered to differ, validating the underlying method for the same.

Structural Model Analysis:

The hypothesis has been tested using the route coefficient, and R2 was deployed to estimate how much of a construct's difference is justified by the model (Wixom& Watson, 2001). In the conceptual model, the (R2) linking EI and QWL was given as 3.979. The measurement model's QWL justified 41.2 % of the optimistic change in EI. If the EI is increased by 100 points, the observed 41.2 points on QWL can also be deduced. The bootstrapping T statistics are adopted to establish the significance statistically of the path coefficient relating to those latent

constructs.

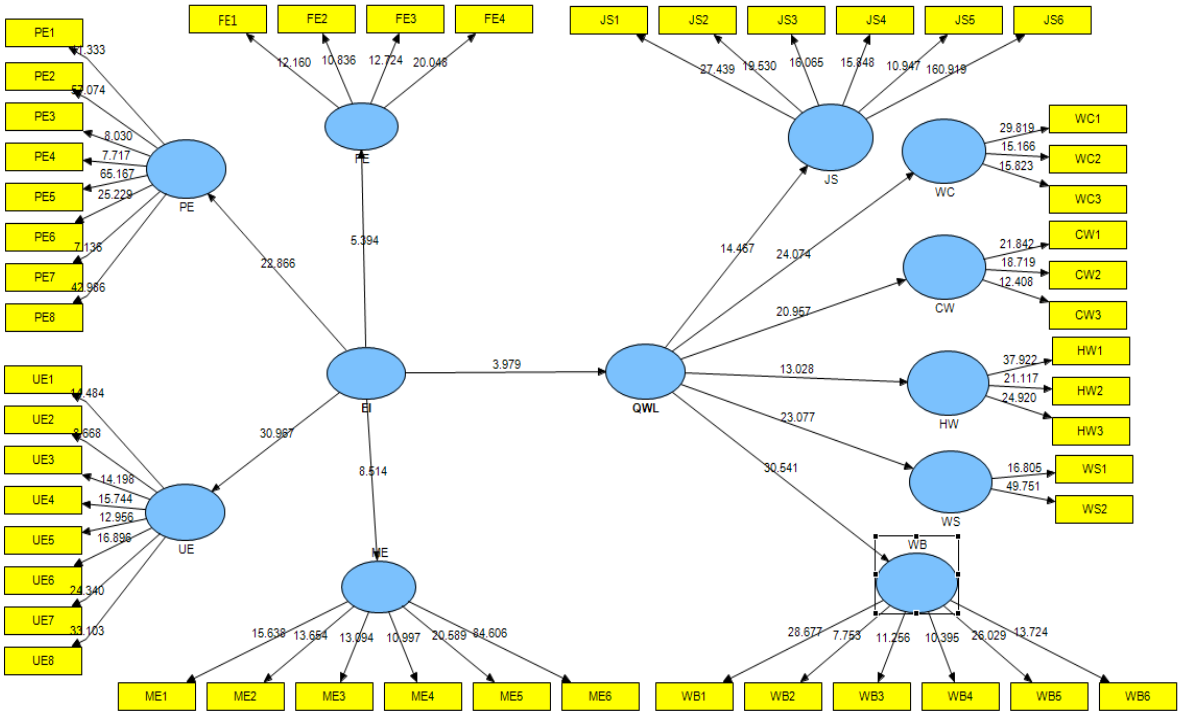

Chart.3: Structural Model Analysis

Table 8: "T" values- Path coefficient along with their bootstrap values

Path	Original sample (O)	T statistics (|O/STERR|)	Result
EI -> FE	0.513	5.393	Significant
EI -> ME	0.667	8.513	Significant
EI -> PE	0.835	22.865	Significant
EI -> QWL	0.412	3.979	Significant
EI -> UE	0.879	30.967	Significant
QWL -> CW	0.815	20.956	Significant
QWL -> HW	0.721	13.028	Significant
QWL -> JS	0.794	14.467	Significant
QWL -> WB	0.853	30.541	Significant
QWL -> WC	0.844	24.073	Significant
QWL -> WS	0.815	23.077	Significant

As the path coefficient concerning the two latent constructs is significant (EI -> QWL T = 3.979), the relationship involving these 2 latent factors was significant. (More than 1.96, a table value at a significance level of 0.05 is considered significant.) Since the T value is larger than 1.96, the predicted relationship connecting EI and participants' QWL is significant. The proposed theory was proved based on the preceding research. EI was found to have a beneficial influence on respondents' QWL. The following reviews backed up this finding. In a study, Kumar and Rajaram (2012) proposed that there is a substantial link between the EI of employees and work-life quality. Kalantari et.al (2012) discovered a strong link between physical education instructors' emotional intelligence and job satisfaction.

The study includes a statistical test to assess the total model fit. The F statistic 21.711 shows a linear association between the dependent variable and the independent variable with a p-value

of 0.00 0.05. In short, any alteration in the independent variables will ultimately result in a shift in the dependent variable.
The relationship between these two latent components was significant since the route coefficient connecting these 2 latent factors has been substantial (T = 3.979 for E I to QWL). The expected correlation between respondents' Emotional Intelligence and Work-Life Quality is significant because the T value is greater than 1.96. Based on previous research, the proposed theory was approved. It was discovered that respondents' EI improved their QWL.

9. Testing of hypothesis

According to Hypothesis- 1, H01 EI is NOT an important indicator of QWL.
Ha1- EI significantly predicts QWL.
According to the regression findings, Management of Emotions (beta=0.185; p0.01) and Perception of Emotions (beta=0.181; p0.01) are important predictors of QWL. As a result, the alternate hypothesis is accepted and the null hypothesis is rejected.

10. Discussions and Implications

The respondents' age has a considerable influence on how they use emotions to help feelings. When compared to other age groups, people 51 and above exhibited a higher level of facilitating emotions through emotions. This is substantial proof that our ability to enhance cognition with emotions improves with age. Associate Professors had greater levels of career and job satisfaction, work stress, work control, well-being, and interface of home & work than Professors & Assistant Professors. According to the study, the greater the amount of expertise one has, the better one is at controlling the quality of one's working life. According to the survey, respondents with Ph.D. qualifications have a higher degree of satisfaction. According to the research, the higher the teachers' EI, the higher the QWL. The elements EI and QWL are closely related. As a person's EI enhances, they are more mindful of the problems in QWL management. The management faculty with a high level of EI can manage stress while still loving their profession. This will almost probably improve their satisfaction. Likewise, a person's EI determines how they achieve a great work-life balance. This is supported by the previously conducted studies. There was a significant relationship between EI and equal remuneration, a healthy & safe workplace, creating opportunities and protection for growth, autonomy, competency development, and overall QWL scores, according to Amiri, Rashidi, and Salajagheh (2015). Manhas, (2013) discovered a strong relationship between EI, QWL, and satisfaction of job. Professional life, Personal life consistency, and job satisfaction have been predicted well by EI. Furthermore, it was discovered that experienced instructors have greater job and career satisfaction and are more proficient at stress management. As a result, it is proposed that less experienced teachers be guided by senior members to be trained in the stress management strategy and, as a result, boost their happiness. Workplace stress has a substantial impact on QWL, and faculty members are encouraged to practice their EI regularly to favorably influence QWL using EI.
Employment experience was found to be substantially connected to EI characteristics like emotional awareness, comprehension, and management. It is advised that inexperienced management faculty consult with experienced faculty, especially in cases of emotional concerns. Even if addressing emotionally charged matters with higher-ups encourages emotions to flow from the limbic brain to the neocortex for rational decision-making.

The devotion and dedication of instructors determine how any educational institution, particularly business schools, operates. EI is a crucial component of academic commitment to their schools. Empathy with students, self-awareness, motivation of self and others, and social skills all promote emotional intelligence. Elements such as effective teaching, high-quality research and publication, and corporate consulting activities all demonstrate motivation, self-awareness, and social skills. Empathy and social skills can be demonstrated by helping with institutional administrative responsibilities and establishing positive relationships with students and peers. A favorable environment, possibilities for skill development, and a career path, among other things, will all culminate in a better QWL. The author was able to establish the EI variables influencing their QWL, and the effect of EI on respondents' QWL.

To be more specific, as a person's EI increases, they recognize the complexities of balancing profession and life. B School faculty members with exceptional EI, for example, may feel stressed while enjoying their work. This will significantly boost their job satisfaction. As a result, a person's EI determines how they administer their occupations and create a decent balance of work and life. QWL, according to the measurement model, contributed to an increased trend in EI. There is a substantial relationship between participants' EI and QWL. EI was found to have a positive effect on respondents' QWL. People with higher levels of EI are more flexible and skilled at dealing with workplace anxieties and changes. EI is influenced by a variety of demographic variables, including age, experience, knowledge, and work environment. Age and EI have a substantial association because negative emotions decrease with age. Furthermore, B School teachers' emotional intelligence is strongly linked to their professional experience. The higher the EI, the higher the level of expertise. EI can be measured and improved in a variety of ways. If faculty members like, they may be encouraged to give popular EI tests like the Harvard EI test. EI practitioners may be requested to review the test results and offer constructive feedback.

11. Limitations and Future Research Scope

The nature of the information is determined by the dependability of the answers provided by questionnaire participants. The study is limited to management academics at management institutes in Coimbatore, Tamil Nadu. Despite the researcher's best efforts to collect data from management teachers, bias and reluctance to answer questions impacted the accuracy of the data obtained. The analysis was carried out by the researcher using SPSS software; the program's limitations may have influenced this study. Furthermore, the statistical approach's limitations may have influenced the findings. Respondents found it challenging to give time to this exercise as they were distracted by other issues. There will always be a subsequent stage in the process of learning to improve and replace the information. The goal of this research was to discover how Emotional Intelligence influences the work-life quality of management faculty members in Tamil Nadu, India. As a result, there are countless possibilities to conduct comparative research and analyze the results in other states. This will help the researchers comprehend the problem better. Only university-affiliated college professors were chosen to collect data for the study. Researchers may consider autonomous management institutes when selecting samples in the future. Faculty members in professions such as medicine, engineering, nursing, science, and the arts may also use this technique to learn. Future studies shall ponder and include moderating components, like the motive of the principal or the support of the colleagues. Future research should look into whether high QWL educators inevitably result in graduating students with more expertise and being well-armed for the business world.

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