

Impact of Emotional Intelligence the Quality of work life

Chandra Shekhar Joshi,

Assistant. Professor, National Institute of Fashion Technology, Delhi; India

Abstract

Emotion typically is considered a personal matter and not a matter of the workplace. Individuals spend more working hours each day at their workplace than in any other single location. It is at the workplace that the individual build upon sustained relations associations. Emotions at workplaces are also determined by personality, not just workplace experiences only. Some people experience positive emotions as a natural trait, In contrast, others have a tendency to experience more negative emotions. Abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; to empathise and hope constitute the bundle of traits which together are known as Emotional Intelligence. Emotional intelligence is even more crucial today because organisations are shrinking and the people who remain are more accountable and visible.

The quality of work life refers to the relationship between a worker and his environment, adding the human dimension to the technical and economic dimensions within which the work is normally viewed and designed. There is enough research evidence which supports that, there is a direct and meaningful relationship between work-life quality and all its dimensions including fair and sufficient payment, safe environment, creating growth opportunity, a role of law and legislation, general space of work life and social fluency with organisational socialisation.

This study reviews the studies on emotion, emotional intelligence and emotional competence to understand the extent and impact of emotional intelligence and its component on the quality of work life.

KEYWORDS: Emotional intelligence, operator emotional endurance, quality of work life, home balance, operator distressing

Introduction

It is perplexing to note that many times we take certain decisions based upon logic but act upon in a different manner. Similarly, logically we want to behave in a certain manner, which may be acceptable to all and make us more likeable but when our actual behaviour is, in fact, different from what we wanted it to be. In fact, all of our decisions and behaviour is affected by emotional reactions, which are involuntary and often occur without our awareness. Physiologically the phenomenon exists and is related to the fourth element, namely, that emotions put people in a state of readiness. The ability to minimise the effect of these emotions may be termed as emotional intelligence and the acquired skill in this domain is termed as emotional competence. These abilities affect our personal life and work life to a great extent. Hence to be able to induct organisational citizenship behaviour amongst its employee, an organisation needs to look into the aspects of selecting, job allocation, job design,

mentoring and training its employee with criteria of emotional intelligence and competence.

From historic times, the study on emotions was being conducted, though, Plato, Aristotle, Hume and Descartes, focused on the physical aspects of fear, love and anger (Fortenbaugh, 2002; Ozmon & Carver, 2008). However, more systematic treatments of emotion could not become part of the literature until the work of William James (1884), who linked emotion to the reaction of an event. That is, an event occurs that causes a personal reaction. The feeling(s) tied to that reaction is what constitutes emotion (James, 1884). Later, Carl Lange joined with William James and their theory became known as the James-Lange theory (Sutherland, 2001). Indeed, in recent years, emotion has been studied within the fields of anthropology, religion, law, education, politics, psychology and Sociology. However, emotion has only recently become a field of study itself, appearing in major journal articles in the areas of education and child development, evaluation, entrepreneurship, human resource development, leadership, organizational development, management, Travel. Interestingly, emotion has moved from the shadows of —feelings into a palpable subject matter that a variety of fields have embraced. At present, the most widely acknowledged definition of emotion within the field of the study of emotion explains that emotion is the adaptive responses to the demands of the environment (Eckman, 1992; Ellsworth, 1985; Sherer, 1984). Being aware whether or not you showing positive emotions will cause ripple effects in the workplace. A manager or co-worker who displays positive emotions consistently is more likely to motivate those around him/her and have more opportunities within the company. Being able to bring out positive emotions and aware of how to do this can be an incredibly useful tool in the workplace.

However, studies on the impact of emotions and its components on workplace behaviour, which are relatively at the nascent stages, is the need of the hour. It is also relevant to see that to what extent the weight to emotional intelligence and its components should carry when the organization is looking to hire or train its employee.

Emotions & Emotional Intelligence

Generally, emotions play a significant role in individual's lives because they are feelings which enliven life, allowing us to experience the joys and grief of our lives (Aghayar & Sharifi, 2008). Human beings have two minds, a thinking mind and a feeling one. These two minds, put together, form an individual's mental life. When the emotions are aroused, the balance between these two minds is disturbed, causing the emotional intelligence (mind) to overcome the thinking mind. Therefore, the focus has shifted towards the role of emotional intelligence in everyday life (Extremera & Fernandez, 2006). It is up to the leadership to direct the organisations to a positive direction since leadership can influence the emotions most of all. Emotional intelligence is a kind of readiness, skill and capability which deeply affects an individual's abilities so that he /she may be motivated, control his/her emotions and manage his/her relationship with others (Goleman, 1998). On the other hand, people with emotional intelligence are able to control their feelings as well as others', distinguish between the positive and negative consequences, utilize their affective data in order to lead their own thoughts and activities and provide themselves with

more opportunities to think and be more creative and to aim their emotions and feelings at solving their own problems (Sobhaninejad & Yoozbashi, 2008). Many theorists have tried to explain the concept of emotional intelligence. Goleman, Boyatzis and Mckee (2006) hold that the employees of organizations, in their attempt to raise productiveness and performance, should have, in addition to technical and professional abilities, other characteristics which put together, are called emotional intelligence, since it is these features that prompt an individual, when faced with other individuals and other situations to be conscious, serene, respectful, considerate, supportive, attentive, responsive, elucidatory and receptive. He is believed that in order to overcome the incoming challenges, one should enhance the components of emotional intelligence including self-awareness, self-management, social awareness and relation control. Self-awareness means an awareness of emotions and accepting them, introspection, impartial attitude toward one's own internal states and knowing them, an awareness of one's weaknesses and strengths and includes emotional self-awareness, self-evaluation and self-confidence. Self-management means self-control, management of emotions, the ability to retrieve oneself emotionally following an emotional shock, a sense of duty in one's job, flexibility with regard to changes, and an acceptance of new ideas and opinions, and includes self-control, transparency, flexibility, progress innovation, and optimism. Relation control means that an individual accordingly adjusts his or her relations with others and it includes providing inspiration, penetration, development and growth of others as well as creating change, management of conflict, and teamwork. Social awareness also signifies how individuals can organise their relationships and includes devotion service centeredness and organisational awareness. Consequently, in an organization, emotional intelligence is closely related to such occupational variables as performance, success, motivation, quality of work life, etc.

Being emotionally and socially intelligent means to effectively manage the personal, social and environmental change by realistically and diligently coping with the immediate situation, solving problems and making decisions as the need arise. We need to manage emotions so that they work for us and not against us, and we need to be sufficiently optimistic, positive and self-motivated. Scientific research shows that EQ is more important than IQ. Emotional intelligence is one conception regarded in recent decades. The reason is the theoretical ability of high emotional intelligence to solve problems better and decrease conflicts among what human feels and thinks. The importance of emotional intelligence in the way of life changes is determined as a factor to fit changes properly and then merely intellectual abilities can't be good anticipators for life success. Emotional intelligence explains how to use intelligence for life success (Ahmadi Azghandi&Farzam, 2007). According to Bar- Ann (2001) emotional intelligence includes a set of knowledge and emotional and social abilities which influence our general capabilities to meet environmental needs effectively. The set includes 1- Recognising personal emotions, 2- Using emotions correctly, 3- Exciting self, 4- Recognising others' emotions, 5- Making a communication with others. (Bar- Ann, 2006). In theory, emotional intelligence (EI) is the ability for an individual to use certain aspects of cognitive thought processes, specifically pertaining to interpersonal and intrapersonal relations, " toward successful environmental adaptation" (Seal & Andrews-Brown, 2010, p. 145). It is the interplay of emotion and intelligence (Seal & Andrews-Brown, 2010).

Emotional competence (EC) is the ability to correctly recognise, effectively utilise, and appropriately manage (express) emotions (Santrock, 2008). Furthermore, it is being aware of and managing oneself emotionally, being socially aware, and having the ability to implement social skills effectively (Seal & Andrews-Brown, 2010). EI designates the potential to become skilled at learning certain emotional responses. By contrast, emotional Competencies are learned capabilities, based on EI, that result in the outstanding performance at work (Goleman, 2001).

Organisation of Emotions

Emotions come in many forms, and experts have generally organised them around two or three dimensions. The most widely recognised arrangement is the Circumflex Model of Emotions shown which organises emotions on the basis of their pleasantness and activation (the extent that the emotion produces alertness and motivation to act). Fear, for example, is an unpleasant experience (i.e., we try to avoid conditions that generate fear) and has high activation (i.e., it motivates us to act). Emotions on the opposite side of the circle have the opposite effect. As we see in it, calm is opposite to fear; it is a pleasant experience that produces very little activation in us.

According to neuroscience research, incoming information from our senses is routed to the emotional centre as well as the cognitive (logical reasoning) centre of our brain. The right side offers a simple depiction of how emotions influence our attitudes and behaviour. The emotional side of attitude formation begins with the dynamics of the perceptual process, particularly perceptual interpretation. When receiving incoming sensory information, we automatically form emotions regarding that information before consciously thinking about it. More specifically, the emotional centre quickly and imprecisely evaluates whether the incoming sensory information supports or threatens our innate drives, then attaches emotional markers to the information. These are not calculated feelings; they are automatic and unconscious emotional responses based on very thin slices of sensory information. Returning to our previous example, you might experience excitement, worry, nervousness, or happiness upon learning that your company intends to merge with a competitor. The large dots on the right side illustrate these multiple emotional episodes triggered by the merger announcement, subsequent thinking about the merger, discussion with co-workers about the merger, and so on. These emotions are transmitted to the logical reasoning process, where they swirl around and ultimately shape our conscious feelings toward the attitude object. Thus, while consciously evaluating the merger—that is, logically figuring out whether it is a good or bad thing—your emotions have already formed an opinion that then sways your thoughts. If you experience excitement, delight, comfort, and other positive emotions whenever you think about or discuss the merger, then these positive emotional episodes will influence your logical reasoning toward positive feelings. Emotions operate automatically and unconsciously most of the time, but research tells us that the logical reasoning process actually —listens to the person's emotions and uses this information when translating beliefs into feelings.

When thinking about whether the announced merger is good or bad, we try to sense our emotional reactions to the event, then use this emotional awareness as factual information in our logical evaluation. In some cases, the perceived emotions change the value of some beliefs or the probability that they are true.

Emotions at workplace

Being aware whether or not you showing positive emotions will cause ripple effects in the workplace. A manager or co-worker who displays positive emotions consistently is more likely to motivate those around him/her and have more opportunities within the company. Being able to bring out positive emotions and aware of how to do this can be an incredibly useful tool in the workplace. Positive mood also elicits more exploration and enjoyment of new ideas and can enhance creativity" (Isen, 2000). A manager who is able to reward and speak to his employees in a way that brings out their positive emotions will be much more successful than one who lacks these skills. However, unlike sociology, these researchers offered a standardised definition of emotion in the workplace by suggesting five categories aid in the identification and separation of organisational emotion. The categories are denoted as, (1) Emotional labour, superficial emotions (2) Emotional work (3) Emotion with work, is individually driven as part of the occupation and often defines the specific occupation (Miller et al., 2007) (4) Emotion at work, the feelings that an individual has related to the interactions with his/her fellow workers and direct supervisors are emotion with work (Miller et al., 2007, p. 236). (5) Emotion towards work, here the actual work experience and the tasks of the job are where the feelings are derived. It is the emotion link that aids in the understanding of emotion in the workplace. These emotion categories are a way of serving up to the research world a platform upon which individuals can make the specific inquiry, gather and report data, and present to the world new and exciting theories as related to each individual emotion definition.

Emotion typically is considered a personal life matter and not a matter of the workplace; yet, emotion is a combination of all aspects of life including work and the workplace (Fox & Spector, 2002). Individuals spend more consecutive waking hours each day in the workplace than in any other single location, including the home (Miller et al., 2007). It is in the workplace that the individual's perception constructs a relationship to interactions with individuals and associations. As this identification with the place of work and/or the organisation grows so does the emotion of life with emotion thus —becoming captured within the boundaries of the workplace (Fineman, 2004).

Emotions are also partly determined by a person's personality, not just workplace experiences. Some people experience positive emotions as a natural trait. These people are generally extroverted—outgoing, talkative, sociable, and assertive. In contrast, some people have a personality with a tendency to experience more negative emotions. Positive and negative emotional traits affect a person's attendance, turnover, and long-term work attitudes. For example, several studies—including a recent analysis of employees at Transport Canada—have found that people with a negative emotional trait have lower levels of job satisfaction. Another Canadian study reported that employees with a negative emotional trait experience higher levels of job burnout. While these positive and negative personality traits have some effect, other research concludes that the actual situation in which people work has a noticeably stronger influence on their attitudes and behaviour.

The importance of AET is that emotional states are seen to lie at the core of attitude formation and employee behaviour in organisations. Further, according to this theory,

it is the mundane, everyday events like those Ruth experienced that influence the way we think in reference to our jobs, our employers, and our colleagues. Ultimately, the emotional build-up can profoundly affect our behaviours. AET thus carries an important message to managers: Emotions in organisational settings and the events that cause them are not to be ignored, even if they appear to be relatively minor. The sorts of hassles that generate negative emotions include interactions with supervisors, peers, subordinates, and customers. They can occur both within and outside the organisational setting itself. The series of hassles experienced by Ruth Alison is typical of work events experienced during the workday for many of us. By the same token, uplifts in workplace settings can come from the same sources as the hassles. Research has underscored the accumulative negative effect of hassles. People at work seem to be capable of dealing with infrequent occurrences, even when these are relatively intense, particularly if they are buffered by uplifting events such as support by friends, family, and colleagues. The situation is much worse if there is an unrelenting series of negative events. In effect, it is the accumulation of positive or negative events that determines how we feel and subsequently determines the way we think and feel at work.

Quality of work life

The quality of work life is a term that had been used to describe the broader job-related experience an individual has. The quality of work life refers to the favourableness or unfavourableness of a total job environment of the people. The basic purpose is to develop jobs and working conditions that are excellent for people as well as for the economic health of the organisation. The quality of work life provides a more humanised work environment. It attempts to serve the higher – order needs of workers as well as their more basic needs. It seeks to employ the higher skills of workers and to provide an environment that encourages improving their skills. It is the employees' reaction with regard to their job, particularly the individual results in job context and mental health which stress the personal results, occupational experience and how to improve one's job to meet individual needs (Salmani, 2003). In this regard, Greenberg and Baron (1997) believe that quality of work life is one of the elements contributing to an organization's progress providing the three factors of motivation and satisfaction, taking of responsibility and commitment to one's job, this is achieved through creating a more human and more democratic job atmosphere and the involvement of employees in decision making in order to improve the organization's performance. Additionally, Newstrom and Davis (2002) hold that from the employee's point of view, quality of work life is satisfaction or lack of satisfaction of the job environment. Mirkamali (2003) defines quality of work life as giving the employees a chance to make a decision about the products or job services or the most effective job place, He states that quality of life will improve and positive feeling toward the job and its atmosphere will increase provided that the job is done within appropriate psychological conditions and balanced cooperation. Such positive feeling would not only meet personal needs and maintain personal and organizational goals but also increases physical as well as mental health, loyalty, organizational efficiency and effectiveness.

Quality of work life has various elements taken in to consideration by some experts, In this regard, Casio(1998) believes that cooperation, occupational progress, solving of contradictions, organizational relations, health and hygiene, job security, good pay,

job conceit, industrial safety and organizational identity are among the components of the employees' quality of work life in organizational settings. Work life quality is a process by which all people in organisation interfere in decisions influencing their jobs and work environment generally by free and suitable communicational canals prepared for this purpose; and as a result, their willingness of work will increase and nervous pressure from work will decrease (Dullan&Shuller, quoted by ZiaeeBigdelli, 2000). The most formal definition of work-life quality by Walton is presented as: "work life quality includes abilities of people in an organization to meet their personal important needs in an organization by their experiences (quoted by Kharazian, 2007). Walton defines the main components of work-life quality in four dimensions: (Sheikh pour, 2013) 1-Work meaningfulness 2-Work organisational and social fitness, 3-Challenge of work richness and fruitfulness, 4-Growing skills and continuous learning in work.

The relation between Quality of work life and Emotional intelligence

Several types of research show that there is a meaningful and direct relationship between emotional intelligence and work life quality. Especially the research results of Alvani and Dehbeigi (2008) about studying the effect of training emotional intelligence on services quality of Mellat bank branches show that there is a meaningful and direct relationship between emotional intelligence and work life quality. The research results of Shoot and colleagues (1998) show that there is a positive relationship between emotional intelligence and work life quality. The research of Afzal-O-Rahim and Miner (2003) about studying emotional intelligence over quality and ability to solve a problem, examine the three-dimensional relationship of emotional intelligence (self-consciousness, self-regulation and unanimity) and finally pay more attention to work-life quality. Research results of Etebarian and Khalili (2009) about work-life quality and its dimensions with organizational socialization show that there is a direct and meaningful relationship between work-life quality and all its dimensions including fair and sufficient payment, safe environment, creating growth opportunity, roles of law and legislation, general space of work life and social fluency with organizational socialization. The quality of work life is determined by the various factors both extrinsic and intrinsic. The work environment and the employee both have equal contribution in determining whether the Quality of work life is good or poor. The extrinsic factors are provided by the organisation and can be tangible in nature and hence can be studied and implemented with a degree of simplicity and generalization. The intrinsic factors that depend on the individual are however very difficult to understand and measure. This makes it tough for the organisation to find a match between the job and the employee. Each individual is unique in his physical, mental, cultural, emotional and attitudinal framework. This difference plays a major and intangible role in determining the quality of the Quality of work life of the person. Being emotionally and socially intelligent means to effectively manage personal, social and environmental change by realistically and flexibly coping with the immediate situation, solving problems and making decisions as the need arise. Considering the importance of emotional intelligence in both one's personal life and work life, the relation between quality of work life and EI is very strong and could be the most important intrinsic factor of a person that in turn influences the way other intrinsic factors work. The quality of Work Life concept is the value of treating the worker as a human being and emphasising changes in the socio-technical system of thorough improvement, in

physical and psychological working environment, design and redesign of work practices, hierarchical structure and the production process brought with the active involvement of workers in decision-making. Cohen and Rosenthal (1980) describes Quality of Work Life as an intentionally designed effort to bring out increased labour management, and cooperation to jointly solve the problem of improving organisational performance and employee satisfaction.

The hierarchical moderated regression analyses supported the hypothesis by demonstrating that the relationship between conscientiousness and work performance is positive for individuals high (versus low) in emotional intelligence. However, the opposite pattern was found for those low in emotional intelligence; that is, increases in conscientiousness were associated with decreases in performance. (Douglas, Caesar et.al, 2004). EI comprises live characteristics, namely, understanding one's emotions, knowing how to manage them, emotional self-control, which includes the ability to delay gratification, understanding other's emotions, or empathy and managing relationships, Barling, Slater, and Kelloway (2000).

Although so many studies have been conducted on analysing the impact of emotions and emotional intelligence on the different aspect of workplace behaviour, yet the impact of various components of Emotional intelligence have not been analysed to see that which aspect actually are significant in enhancing the quality of work life of apparel worker. It is important to note that an apparel worker is continuously involved in doing the same kind of operation again and again coupled with time pressure and overtime burden. Increased pressure impacts the home life balance and also the organisational citizenship behaviour of a worker. For improved performance and remaining ahead with the competitors an apparel firm requires to maintain the work-life balance of it worker. Higher emotional intelligence, which probably may be enhanced through increasing emotional competence vide thoughtful scientific process would be vital and significant for maintaining the competitive edge. In view of these constructs, it's pertinent to understand that which components of emotional intelligence in fact significantly impact the quality of work life positively and further which of them can be acquired.

Conclusion

The quality of work life is important both for the worker and organisations. Further, a happy and satisfied employee will lead to a progressive society. As evident that emotions affect the capability of a worker to deal with stressful situations, which are inevitable both in formal and informal organisations. Hence emotional intelligence and its components namely self-assessment, self-monitoring, actuation and inspiration, empathy and social relationship have a significant correlation with quality of work life. It is highly likely that some of these components have larger impact on workplace behavior viz-a -viz others, whereas it is also suggested that that the set of components having significant impact on three aspects of a human being, home – work-life balance, quality of personnel life and quality of work life differ from each other.

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