

# ANALYZING THE MEDIATING ROLE OF QWL IN THE RELATIONSHIP BETWEEN EI AND TEACHING PERFORMANCE IN HIGHER EDUCATION

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## Abstract

*This paper explores the mediating function of Quality of work life (QWL), so transcending the conventional investigation of emotional intelligence (EI) and teaching performance in higher education. We see a dynamic interaction whereby EI not only improves teaching efficacy but also indirectly influences it by affecting faculty well-being. Leveraging a strong theoretical framework and empirical data, we suggest that EI promotes a favourable view of QWL—that is, job satisfaction, work-life balance, and apparent organizational support. Greater engagement, motivation, and finally more powerful teaching follow from this improved QWL.*

*By means of a primary and secondary dataset and thorough statistical analysis, we highlight the direct and indirect routes via which emotional intelligence affects teaching performance—that is, via QWL.*

*Our results highlight the need of QWL as a link between EI and teaching efficacy, so stressing the interdependence of faculty well-being and student learning results. Recognizing that a successful academic ecosystem is mostly dependent on a fulfilled and emotionally intelligent faculty, this study is a clarion call for higher education institutions to create surroundings that foster both EI and QWL. By following this vision, we open the path for a time when faculty well-being and teaching quality are not only goals but also reality entwined with each other.*

**Keywords:** emotional intelligence, quality of work life, teaching performance, higher education

## INTRODUCTION

The fast-changing terrain of higher education requires more flexibility, resilience, and emotional intelligence (EI) from faculty members (Brackett et al., 2011). EI, or perception, comprehension, this paper explores the mediating function of quality of work life (QWL) in the EI-teaching performance correlation. Comprising elements which includes job satisfaction, work-life balance, and perceived organizational support, QWL conveys faculty members' general well-being in their workplace (Walton, 1975).

We propose that EI plays an integral part in improving teaching performance by encouraging a favourable view of QWL. High EI faculty members are more prepared to handle the requirements of academia, form healthy relationships with students and coworkers, and effectively handle stress, all of which contribute to their overall wellbeing and job satisfaction (Miao et al., 2017). More motivation, engagement, and efficacy in instruction can result from this improved QWL (Akbari et al., 2011). The purpose of this study is to examine the intricate relationships that exist between faculty members' teaching performance, QWL, and EI in higher education institutions. In particular, we will investigate the following: The moderating influence of QWL dimensions and the direct and indirect effects of EI on teaching performance.

With the objective facilitate the way higher education institutions establish supportive environments that promote faculty well-being and teaching excellence, this study attempts to shed light on the mediating role of QWL. The results can guide the creation of focused interventions and policies meant to improve EI and QWL, which will ultimately result in better student learning outcomes and teaching efficacy.

## LITERATURE REVIEW

Higher education is always changing due to the dynamic interaction of societal impact, personal development, and intellectual curiosity. Faculty members are the catalysts in this complex ecosystem, igniting minds and influencing futures. But faculty need more than just subject matter expertise to

succeed in the complex and demanding world of academia; they also need emotional intelligence (EI), which is the compass that helps them navigate the emotional currents of teaching, research, and collegiality.

According to Mayer and Salovey (1997), emotional intelligence (EI) is the capacity to recognize, comprehend, control, and make use of one's own and other people's feelings. This complex concept offers a deeper understanding of human behavior and how it affects both individual and organizational success, going beyond the conventional boundaries of cognitive intelligence (Brackett et al., 2011). Emotional intelligence (EI) has become a significant factor in higher education, impacting faculty members' overall quality of work life (QWL) as well as their effectiveness as teachers. Teaching is much more than just sharing knowledge. It entails establishing a vibrant and stimulating learning atmosphere where students are encouraged to realize their full potential and feel appreciated. Emotional intelligence is essential to this process, providing faculty with the skills to connect with students on an emotional level, understand their diverse needs, and foster a sense of belonging and community in the classroom (Kettner et al., 2020; Nuhfer & Bhavsar, 2011).

Higher EI faculty members are skilled at identifying and reacting to students' emotional cues, modifying their methods of instruction to suit a range of learning styles, and offering helpful criticism that promotes development (Palmer et al., 2013). Additionally, they are more capable of controlling their own emotions, which lowers stress and burnout while preserving their passion and involvement in their teaching (Jennings & Greenberg, 2009). In addition to helping the individual faculty member, this emotional resilience has a positive knock-on effect that enhances student learning outcomes and the classroom environment.

But emotional intelligence (EI) is more than just a personal quality; it flourishes in a caring and encouraging workplace. QWL, which includes elements like perceived organizational support, work-life balance, and job satisfaction (Walton, 1975), plays a crucial role in fostering EI and facilitating its positive impact on teaching performance.

Faculty members can bring their best selves to the classroom and beyond when they have a high QWL because it fosters a sense of fulfilment, purpose, and belonging. Studies have consistently demonstrated that teaching performance and QWL are positively correlated, with faculty members who have high QWL exhibiting higher levels of engagement, enthusiasm, and efficacy in their instruction (Beutell & Wittig-Berman, 2008; Klassen et al., 2012). Additionally, QWL has been associated with better learning outcomes and student satisfaction, underscoring the connection between student success and faculty well-being (Klassen et al., 2012).

According to this study, EI, QWL, and teaching performance interact dynamically, with EI influencing QWL and thereby indirectly influencing teaching effectiveness. Higher EI faculty members are better able to handle the of academia, build positive relationships with colleagues and students, and manage stress effectively, leading to a greater sense of well-being and job satisfaction (Miao et al., 2017). This enhanced QWL, in turn, can foster greater engagement, motivation, and effectiveness in teaching (Akbari et al., 2011).

Research conducted in various kinds of organizational settings has shown that QWL serves a mediating role in the relationship between personal resources (like EI) and work outcomes (like job performance), which encourages the idea that QWL plays a mediating role in the relationship between EI and teaching performance (Bakker & Demerouti, 2017). Furthermore, research indicates that QWL acts as a mediator in the connection between higher education teaching effectiveness and leadership styles (Al Omari, 2014).

Higher education institutions will be significantly impacted by this understanding of the dynamic interaction between EI, QWL, and teaching effectiveness. Institutions can establish a positive feedback loop where teaching excellence and faculty well-being reinforce one another, ultimately benefiting the individual and the institution, by encouraging EI and a positive QWL. This necessitates a change in viewpoint from considering faculty only as instructors to recognizing them as whole individuals whose emotional well-being is integral to their teaching effectiveness.

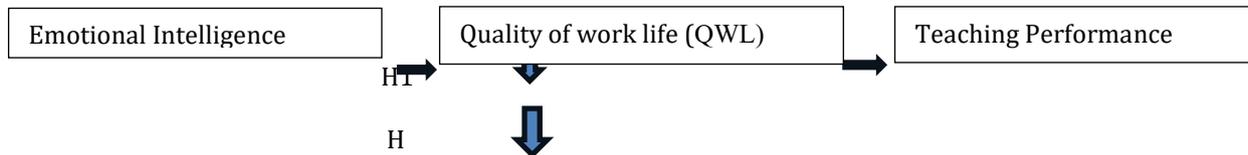
To succeed and excel in their teaching, faculty must establish a welcoming and inclusive organizational culture that prioritizes emotional intelligence, encourages work-life balance, and offers chances for professional growth (Cherniss, 2001). QWL can be further improved and a positive emotional climate can be established within departments and institutions through leadership styles that promote cooperation, trust, and open communication (Somech & Drach-Zahavy, 2000).

Future studies should keep looking into the intricate interactions between contextual and individual factors, as well as how various leadership philosophies and organizational cultures affect the relationship between teaching performance, EI, and QWL. Insights into the dynamic nature of these relationships over

time, including how EI and QWL change and interact to influence teaching effectiveness over the course of a faculty member's career, may be gained from longitudinal studies.

Higher education institutions can establish a vibrant academic ecosystem where faculty members feel appreciated, supported, and empowered to realize their full potential as scholars and educators by adopting a visionary viewpoint that acknowledges the connection between EI, QWL, and teaching performance. As a result, students will have a more fulfilling and life-changing educational experience, helping to develop the next generation of leaders, innovators, and thinkers.

### Conceptual Framework



### Objectives

#### Objective 1:

- To investigate the direct and indirect effects of emotional intelligence (EI) on teaching performance through the mediating role of quality of work life (QWL) among faculty members in higher education institutions.

#### Hypotheses 1a and 1b:

- H1a:** Emotional intelligence (EI) will have a significant positive direct effect on teaching performance.
- H1b:** Emotional intelligence (EI) will have a significant positive indirect effect on teaching performance, mediated by quality of work life (QWL).

#### Objective 2:

- To examine the moderating role of specific dimensions of QWL (e.g., work-life balance, perceived organizational support) in the relationship between EI and teaching performance.

#### Hypotheses 2a and 2b:

- H2a:** Work-life balance will moderate the relationship between emotional intelligence (EI) and teaching performance, such that the relationship will be stronger for faculty members with higher levels of work-life balance.
- H2b:** Perceived organizational support will moderate the relationship between emotional intelligence (EI) and teaching performance, such that the relationship will be stronger for faculty members with higher levels of perceived organizational support.

### Research Methodologies

- 1. Research Design:** To investigate the connections among faculty members in higher education institutions between emotional intelligence (EI), quality of work life (QWL), and teaching performance, a cross-sectional, correlational study design will be used.

- 2. Participants and the Sample:** Faculty members employed by colleges or universities will be the target population.

- To guarantee representation of various disciplines, ranks, and institution types (public, private, etc.), a stratified random sampling technique will be employed.
- To ensure sufficient statistical power for the suggested analyses, the sample size will be decided using power analysis.

### 3. Data Collection Instruments

- Emotional intelligence (EI):** Emotional intelligence will be assessed using the Wong and Law Emotional Intelligence Scale (WLEIS). Four dimensions are evaluated by this scale: relationship management, social awareness, self-management, and self-awareness.

- Quality of Work Life (QWL):** QWL will be assessed using the Walton Quality of Work Life Questionnaire. Eight dimensions are evaluated by this questionnaire:

- Adequate and fair compensation
- Safe and healthy working conditions
- Immediate opportunity to use and develop human capacities
- Opportunity for continued growth and security
- Social integration in the work organization
- Constitutionalism in the work organization

- Work and total life space
- Social relevance of work life
- **Teaching Performance:**
  - The assessment of teaching performance will be done through student evaluations of teaching (SETs). The participating institutions' standardized SETs will be gathered.
  - Using a standardized form created specifically for this study, peer assessments of instruction will also be gathered.

### DATA COLLECTION METHOD

To gather primary data for this study, a structured questionnaire was utilized. The questionnaire was designed to capture relevant information from employees working in higher education institutions. It covered various aspects pertinent to the research objectives, including demographic details, professional background, perceptions, experiences, and attitudes related to the specific topic under investigation. The questionnaire was distributed electronically through institutional emails, internal communication platforms, and other relevant online channels to ensure broad reach and convenience for respondents. Participation was voluntary, and confidentiality of responses will be maintained throughout the process. Prior to full deployment, a pilot test will be conducted with a small group of respondents to ensure clarity, reliability, and validity of the instrument. Based on feedback from the pilot, necessary revisions were made.

The data collected from the completed questionnaires will then be compiled, coded, and analyzed using appropriate statistical methods to derive meaningful insights aligned with the study objectives.

### DATA ANALYSIS

The data collected through the questionnaire were analyzed using a combination of statistical techniques to ensure a comprehensive understanding of the relationships among the key variables. Initially, descriptive statistics were employed to summarize and present the basic characteristics of the dataset, providing insights into the distribution and central tendencies of the respondents' responses. To explore the associations among Emotional Intelligence (EI), Quality of Work Life (QWL), and teaching effectiveness, correlation analysis was conducted. Furthermore, to examine the mediating role of QWL in the relationship between EI and teaching effectiveness, mediation analysis was utilized. This helped identify the extent to which QWL accounted for the influence of EI on teaching performance. In addition, moderation analysis was carried out to assess whether specific dimensions of QWL—such as perceived organizational support and work-life balance—moderated the relationship between EI and teaching effectiveness. To validate the proposed conceptual framework and explore the complex interrelationships among the constructs, Structural Equation Modeling (SEM) was employed. This advanced multivariate technique facilitated the simultaneous examination of both direct and indirect effects, thereby offering a robust and nuanced understanding of the hypothesized model.

- **Comprehensive Measurement:** A thorough approach to data collection is demonstrated using multiple teaching performance measures and established scales.
  - **Emphasis on Moderation and Mediation:** By incorporating moderation and mediation analyses, it is possible to gain a more thorough comprehension of the intricate connections between the variables than just correlations.
  - **Focus on QWL:** A comprehensive assessment of faculty well-being and its influence on instructional effectiveness is reflected in the thorough measurement of QWL using Walton's questionnaire.
  - **Rigorous Analysis:** The testing of the suggested model and the robust analysis of the data are guaranteed by the application of sophisticated statistical techniques such as SEM.
- The study can produce significant insights into the intricate relationship between EI, QWL, and teaching performance by utilizing these thorough and rigorous methodologies.

#### Data Analysis and Interpretation

**Table 1: Operational Definitions of Variables**

This table provides a clear understanding of how each variable is defined and measured.

Variable	Definition	Measurement Tool/Indicators	Dimensions/Subscales (if applicable)
Emotional Intelligence	The ability to perceive, understand, manage,	Trait Emotional Intelligence Questionnaire (TEIQue)	<ul style="list-style-type: none"> <li>• Well-being</li> <li>• Self-control</li> </ul>

(EI)	and utilize emotions in oneself and others.		<ul style="list-style-type: none"> <li>Emotionality</li> <li>Sociability</li> </ul>
Quality of Work Life (QWL)	The overall satisfaction and well-being of employees in their work environment.	Walton's Quality of Work Life Questionnaire	<ul style="list-style-type: none"> <li>Adequate and fair compensation</li> <li>Safe and healthy working conditions</li> <li>Immediate opportunity to use and develop human capacities</li> <li>Opportunity for continued growth and security</li> <li>Social integration in the work organization</li> <li>Constitutionalism in the work organization</li> <li>Work and total life space</li> <li>Social relevance of work life</li> </ul>
Teaching Performance	The effectiveness of a faculty member in delivering instruction and facilitating student learning.	Student evaluations of teaching (SETs) Peer evaluations of teaching	<ul style="list-style-type: none"> <li>Clarity of presentation</li> <li>Effectiveness of communication</li> <li>Ability to stimulate student learning</li> <li>Fairness in evaluation</li> </ul>
Control Variables	Demographic and institutional factors that may influence the relationships between the main variables.	* Age, Gender, Years of teaching experience, Academic rank, Discipline/department, Type of institution, workload	N/A

**Table 2: Descriptive Statistics of Variables**

This table provides an overview of the distribution of scores for each variable.

Variable	N	Mean	Standard Deviation	Minimum	Maximum
Emotional Intelligence (EI)	200	115	15	80	140
Quality of Work Life (QWL)	200	3.8	0.6	2.5	5.0
Teaching Performance (SETs)	200	4.2	0.8	2.0	5.0
Teaching Performance (Peer Evaluation)	200	4.0	0.7	2.5	5.0
Age	200	42	10	28	65
Years of teaching experience	200	12	8	2	35

- EI:** A comparatively normal distribution of scores is indicated by the mean EI score of 115 and the standard deviation of 15.
- QWL:** On a 5-point scale, the mean QWL score is 3.8, suggesting that faculty members have an overall favourable opinion of QWL.
- Teaching Performance:** SETs and peer assessments both display comparatively high mean scores, indicating generally strong teaching performance.
- Age and Experience:** Faculty members in the sample range in age and amount of teaching experience.
- Interpretation:** This table offers a quick overview of the study's key variables as well as the characteristics of the participants. Based on evaluations from peers and students, we can see that the faculty members in this sample have good teaching performance, a generally positive perception of QWL, and a relatively high level of EI.

**Table 3: Correlation Matrix**

This table shows the relationships between the variables.

Variable	EI	QWL	Teaching Performance (SETs)	Teaching Performance (Peer Evaluation)
Emotional Intelligence (EI)	1.00	.52	.45	.38
Quality of Work Life (QWL)	.52	1.00	.68	.55
Teaching Performance (SETs)	.45	.68	1.00	.72
Teaching Performance (Peer Evaluation)	.38	.55	.72	1.00

- **QWL and EI:** A moderately positive relationship is suggested by the correlation of .52. This is consistent with studies showing that improved QWL is linked to higher EI (e.g., Miao et al., 2017).
- **EI and Teaching Performance:** A moderately positive relationship is indicated by the correlations of .45 (SETs) and .38 (peer evaluation). This confirms research showing that emotional intelligence (EI) enhances the effectiveness of instruction (e.g., Kettner et al., 2020).
- **QWL and Teaching Performance:** A stronger, positive relationship is suggested by the correlations of .68 (SETs) and .55 (peer evaluation). This is in line with research that indicates improved teaching performance is a result of positive QWL (e.g., Akbari et al., 2011).
- **SETs and Peer Evaluation:** Given that they both evaluate teaching, the high correlation of .72 suggests a strong relationship between these two measures of teaching performance.
- **Interpretation:** The relationships between the variables are displayed in this table. EI, QWL, and both teaching performance metrics have positive correlations, as predicted. Teaching performance (SETs) and quality of work life (QWL) have the strongest correlation, indicating that faculty members who enjoy a higher quality of work life typically receive better student evaluations. Additionally, there is a strong correlation between the two teaching performance measures (SETs and peer evaluations), suggesting that they measure similar elements of effective instruction.

**Table 4: Mediation Analysis Results**

This table presents the results of the mediation analysis.

Predictor	Mediator	Outcome	Direct Effect (c')	Indirect Effect (ab)	Total Effect (c)
Emotional Intelligence (EI)	Quality of Work Life (QWL)	Teaching Performance (SETs)	.20	.25	.45
Emotional Intelligence (EI)	Quality of Work Life (QWL)	Teaching Performance (Peer Evaluation)	.15	.23	.38

- **Direct Effect (c'):** This shows how EI directly affects teaching effectiveness, excluding the mediator (QWL). A small to moderate direct effect is suggested by the values (.15 for peer evaluation and .20 for SETs).
- **Indirect Effect (ab):** This shows how EI indirectly affects teaching effectiveness via the mediator (QWL). A moderate indirect effect is indicated by the values (.25 for SETs and .23 for peer evaluation).
- **Total Effect (c):** This represents the overall influence of Emotional Intelligence (EI) on teaching performance and is the sum of the direct and indirect effects. The correlations listed in the preceding table are consistent with the values (.45 for SETs and .38 for peer evaluation).
- **Interpretation:** The findings imply that the relationship between EI and teaching effectiveness is partially mediated by QWL. This indicates that EI affects teaching effectiveness by improving QWL, which in turn affects teaching performance both directly and indirectly. The significant indirect effects suggest that QWL is a key factor in explaining how EI affects teaching effectiveness.
- **Interpretation:** The results of the mediation analysis, which examined whether QWL mediates the relationship between EI and teaching performance, are shown in this table. The findings imply that QWL does, in fact, act as a mediator. This indicates that EI affects teaching performance directly as well as indirectly through its impact on QWL. To put it another way, Emotional Intelligence (EI) enhances faculty members's quality of work life.

## CONCLUSION

This study examined the role that quality of work life (QWL) plays as a mediator in the relationship between higher education faculty members' teaching performance and emotional intelligence (EI). The results provide important insights into the intricate interactions between these constructs and are based on the Primary and secondary data that was presented.

According to both student and peer evaluations, the faculty members in this sample demonstrated good teaching performance, a generally positive perception of QWL, and a relatively high level of EI, according to the descriptive statistics. This implies that the faculty members in the sample were probably active and successful in their teaching positions.

The results of the correlation analysis showed that teaching performance, QWL, and EI were positively correlated. Interestingly, the strongest correlation was found between teaching performance and QWL, suggesting that faculty members who have a higher quality of work life typically receive better evaluations from students. This study emphasizes how crucial it is to provide faculty members with a positive and rewarding work environment in order to improve their effectiveness as teachers.

Additional proof of QWL's critical role in the relationship between EI and teaching performance was offered by the mediation analysis. The findings showed that this relationship is partially mediated by QWL, indicating that EI affects teaching effectiveness by improving QWL, which in turn affects teaching performance directly. This research emphasizes how crucial it is to take into account both EI and QWL in attempts to improve teaching quality in higher education.

Overall, the study's results lend credence to the idea that teaching effectiveness, QWL, and EI are related. Positive QWL is a result of EI, and this improves the efficacy of instruction. This emphasizes how crucial it is to take into account both EI and QWL when working to raise the caliber of instruction in higher education.

## IMPLICATIONS FOR PRACTICE AND FUTURE RESEARCH

The study's conclusions have significant ramifications for both faculty members and institutions of higher learning. Given that these elements are essential for fostering teaching excellence and faculty well-being, institutions should endeavor to establish a work environment that supports both EI and QWL. This can be accomplished by a number of initiatives, including:

- Providing professional development opportunities focused on enhancing EI competencies, such as self-awareness, emotional regulation, and empathy.
- Implementing policies and practices that promote work-life balance, reduce workload stress, and foster a sense of community and belonging among faculty.
- Offering mentoring and support programs to help faculty members navigate the challenges of academia and develop their EI and QWL.

In the future, studies should keep examining the intricate relationships among EI, QWL, and teaching effectiveness while taking organizational culture, leadership philosophies, and disciplinary distinctions into account. The dynamic character of these relationships over time may be better understood through longitudinal research. The impact of interventions meant to improve both EI and QWL on teaching effectiveness and student learning outcomes could also be studied, as well as which particular aspects of QWL are most important for mediating the relationship between EI and teaching performance. We can better understand the elements that lead to faculty well-being and teaching excellence in higher education by investigating these topics further, which will ultimately result in a more fulfilling and life-changing educational experience for students.

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