

Emotional Distress among Teachers and its Impact on Quality of Work Life with specific reference to Higher Education Institutions, Bangalore

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Abstract:

Is it possible to separate emotions from human resources at workplace? Is it immaterial to understand where workplace becoming dynamic and whether employees' emotions have any role to play in determining their capability factor. This research study means to investigate the nature of work life of instructors. Albeit the vast majority of the association desired towards making a crossover actuality units, the importance of individuals with non-cognitive capabilities can't be dismissed. Today most of the Institutions or organization, product based or service based strives for excellence to meet competitive needs through quality products and services. And the quest for excellence can be achieved when organization is supported with resources; where human resource being the most important contributing factor to value creation through their creativity and innovation. Indeed Educational Institutions are making a virtual universe of realizing which offers plethora of benefits. As recommended by Boren, one of the essential parts that workers need to play would be to skillfully deal with their feelings. Studies have uncovered that feelings identifies with workers' discernment of their employments and it will influence their working state of mind particularly as far as their employment fulfillment. The study focuses on the emotional distress experience by the teachers of Higher Education Initiations in Bangalore and how it impacts their work life. And an instrument using Likert scale of measurement was developed to measure emotional distress and quality of work life and reliability was proven through Cronbach alpha test. Statistical tool like correlation, regression and t-test was used for analysis.

Keywords: Emotional Distress, Quality of work life, Self-perception, Self-control

I. INTRODUCTION

1.1 Emotional Distress

Emotions are an inevitable part of human life. One cannot avoid the occurrence of feelings or emotions. In every facet of our lives we tend to display extensive variety of feelings of which some are agreeable and some may cause discomfort. The emotional feelings are the reaction to life occasions and each distinctive encounters extent of emotional states, extending from positive to negative. One can get to their emotional state when they require. Further, whether we respond to a circumstance or react to a circumstance will focus the sort of feelings showed. For instance when individuals are stuck in a traffic jam, most often we discover individuals losing out their patience and have a tendency to break traffic signals or they encounter discomfort, but disputable issue here is whether it was movement of influx which created distress or is it people's failure to handle passionate inconvenience. Here the discomfort experienced is referred as distress.

Saulsman, L., & Nathan, P. (2012) in their study about Facing Your Feelings: Learning to Tolerate Distress, defines emotional distress as a state where individuals experiences negative emotions. They are those emotions that are experienced as aversive, unpleasant, uncomfortable and upsetting. They have categorize these negative emotions into three clusters: The Sad (this includes disappointment, hurt despair, guilt, shame sadness, depression, grief, misery, etc.), The Depressed (includes irritation, agitation,

frustration, disgust, jealousy, anger, rage, hatred, etc.) and the Scared (includes nervousness, anxiety, dread, fear, panic, terror, etc.). Distress usually starts with some sort of trigger which can be big or small, internal or external. Negative feelings keep us from seeing and tolerating the life circumstances naturally. It is the contrary feelings answerable for continuous declination or destruction of our ordinary deduction process which is crucial for our natural survival, even in the battle for presence and nonstop summit of adverse feelings inside the brain for a more extended time of time can irritate the whole persona and can gravely hamper the mental and physical wellbeing. People tend to feel distressed when they evaluate their emotional experience as a bad thing.

David & Bianca (2005) conceptualized distress in terms of dysfunctional negative emotions. According to them, negative emotions are described as unitary construct. High levels of distress refer to a high level of negative emotions, while low levels of distress refer to a low level of negative emotions. It is believed that negative emotions of a certain type for example, depression/sadness type emotions which always vary together in the same way, the only difference between them being of intensity. According to this model, in a negative situation, high levels of distress produce high levels of negative emotions, while low levels of distress produce low levels of negative emotions. Emotional descriptors, which according to common sense describe different negative emotions as (a) synonyms for the same emotional experience for example: sad and depressed are two different labels for the same emotional experience or (b) as referring to the same underlying construct for example: dysphonic with labels representing differences in intensity for example: depressed is more intense than sad. When the functional-dysfunctional aspect of the emotions is taken into account, the distinction is made only by their intensity for example: high sadness and depressed mood are typically considered dysfunctional while low sadness and depressed mood are typically considered functional. When individuals are distress it gets reflected on their behavior. Behavioral negative feelings like fear, shame, guilt, arrogance, envy, jealousy, greed etc. can affect the mental capability. Indeed the pleasant things in overabundance like over-enthusiasm, passion, elations, etc. can produce negative feelings. The unsettling influence in the thought design over quite a while influences the body framework and progressively causes awkwardness in our vitality framework which triggers a succession of physiological exercises or indications that eventually culminates in ill-health. At the same time this might be controlled in the event that we could recall the impediment of our innate nature. Anger, outrage, haughtiness, uncontrolled craving, savagery, self-centeredness, despairing, forlornness, weariness, disappointment, insufficiency or jealousy are few cases of negative feelings. A well-balanced nature and a reasonable or idealistic disposition towards circumstances and life prompts positive self-image and assists in building healthy relationship with fellow members.

The behavioral negative emotions like disappointment, mediocrity mind boggling, mental instability, apprehension, poor will power, low grasping, absentmindedness and so forth which often aggravates the situations identified with difference and misconstruing and create negative creative energies. Persistent wrong way of thinking, envisioning negative, continually thinking awful for others, outrage, gossiping, excessive distrust, such kind of mental make-up crushes the positive power of the work in oneself and depletes one's assets continuously and we more often than not gather these negative feelings further bringing on emotional distress which in the long run affect us into such a conduct, to the point that either we don't prefer or which is outside our ability to control and prompting stress and anxiety. Anxiety might be characterized as an inclination of pressure that happens when an individual surveys that a given circumstance is going to surpass his or her capability to adapt and hence jeopardize his or her prosperity. Emotional Distress results when individuals think about circumstances troublesome or difficult to manage.

Today's work environment is exceptionally rapid in nature and works in state of flux, where mission for nature of administration and greatness, due dates, multifaceted groups, work weights, work-family clashes and assorted workforce has resulted into stressful work situations. Effectiveness and efficiency is arrived at when people infer Life fulfilment, where they learn to break pressures/tensions/stresses and nerves of everyday living. When individuals are grabbed with negative emotions it affects their personal competencies at workplace.

It was observationally discovered that Intelligence Quotient (IQ) accounted about 10 % difference in job performance and the expansive effect is made by capabilities, for example, having the capacity to handle dissatisfactions, distinguishing others

feelings, control own emotions or feelings and get alongside other individuals(Rosenthal, 1977; Snarey & Vaillant, 1985 ; Sternberg, 1996)

As per the current study it defines emotional distress as a state where individual's experiences absence of positive attitude, persistent low self-perception (having low insight toward oneself) and fails to attain self-control (incapability to governs one's emotions) working towards demanding work challenges and work environment. This insufficiency results into people convey contrary feelings or sentiments or demonstrates presence of negative feelings or emotions. Indeed people with lack of emotional intelligence suffers from emotional distress. When individuals exert negative emotions at work place it leads to collateral damage where it not only affects the job performance or productivity but sometimes it will have an impact on their working relationships. Controlling one's own particular negative feelings requires inward locus of control. People can figure out how to administer their conduct at working environment once they are mindful about their emotional state which further enhances their work life.

Self-perception seems to function at three levels: Specific situation, Categorical and General. Based on which we make use of our resources-knowledge, skills, belief, attitudes and the like. Self-concept, self-esteem and values are different facets of self-perception (Beane & Lipka, 1980). For example, the level of confidence that we hold in our values gives us strength to derive satisfaction. Self-perceptions are largely influenced by our environment- family, peers, social groups, formal groups. But the way individuals act upon their self-perception depends upon the personal experience and the awareness about one's own environment. A person's self-concept by virtue of it being a summary, formulate of his or her status, is in the bargain a summary formulation of his or her perceived behavioural possibilities and of the limits on these (Ossorio, 1978, 1982; Roberts, 1985)

One's self-concept decides the limit within which individuals tend to display their behavioural possibilities. In every facet of our lives we tend to display extensive variety of feelings of which some are agreeable and some may cause discomfort; the feeling of worthiness, happy, anger, hatred, irritation etc. will depend upon how one see themselves. Persistent wrong way of thinking, envisioning negative feelings, continually thinking awful for others, such mental-make up crushes the positive power of the work in oneself and depletes one's assets continuously leading to distress. And when individuals exert negative feelings and emotions at work place it leads to collateral damage where it not only affects the job performance or productivity but also relationships with others. Controlling one's own particular negative feelings requires inward locus of control, where people can figure out how to direct their conduct at work place and can be mindful about one's own emotion in order to enhance quality of work life.

The emotional, personal skills and capacity to anticipate when to execute certain level of emotions at work place reflects upon emotional intelligence (Singh, Kavita 2007). Self-control problem arise when preferences are inconsistent across time or context (Ainslie, 1975; Loewenstern, 1996). Self-regulation is the ability to choose to respond to an event rather than reacting; reasonable people create an environment of trust and fairness, effectively managing politics (Goleman, 1995, 1998).

In Present days individuals are discovering troublesome to strike a harmony between family and work life because of job pressure and conflicting interest and over-socialization that prompt excessively of interest about the co-workers for fulfilment of their sense of self, making issues in the personalities of neighbours. One of the measures to enhance QWL is through employee involvement which further creates feeling of awareness of other's expectations even responsibility for in which they take an interest (A. Jayakumar & K. Kalalselvi, 2012).

1.2 Quality of Work Life:

Quality of work life (QWL) is an individual's life. It blankets an individual's sentiments about diverse measurements of work including economic reward and benefits, security, working conditions, hierarchical and interpersonal relations and its natural significance in individual's life.

As indicated by Edward Creagan, an oncologist at the Mayo Clinic distinguished five signs that show that distinctive is under anxiety like feeling of disturbance, dozing issue, pity, awful voracity and relationship issues. Stress at work is often considered in isolation, wherein it is assessed on the basis that attention to an individual's stress management skills or the sources of stress will prove to provide a good enough basis for effective intervention so to improve quality of work life. Quality of work life (QWL) as a methodical methodology incorporates self-governing work gathering, employment advancement and dynamic inclusion with a

concentrate on enhancing the fulfillment and profit of representatives. It obliges representative responsibility to the association and an environment in which this dedication can prosper. Along these lines, QWL is an all-encompassing approach that incorporates individual's job related well-being and the degree to which he is satisfied with the rewards, satisfaction at job and delights without anxiety and other negative personal consequences.

Walton, (2005). there are eight real applied classifications that identifies with QWL: i) adequate and reasonable remuneration ii) safety and health working conditions iii) opportunity for continuous growth and development iv) opportunity to use and develop human capabilities v) social integration in the work associations vi) constitutionalism in the work association vii) work and total life space viii) social pertinence of work life. In any case there are some mental development needs which is similarly pertinent to QWL like skill variety, task identity, task significance, autonomy and feedback (Hack & Oldham, 1980).

Presently a-days individuals are discovering troublesome to strike a harmony between family and work life because of job pressure and conflicting interest and over-socialization that prompt excessively of interest about the co-workers for fulfillment of their sense of self, making issues in the personalities of neighbors. One of the measures to enhance QWL is through employee involvement which further creates feeling of awareness of other's expectations even responsibility for in which they take an interest (A. Jayakumar & K. Kalalselvi, 2012).

But it is the mindfulness that enables an individual to know their self and life consciously with clear intentions embodied with awareness and presence. If they are mindful they would be aware of their actions and the outcomes to themselves and also to the society which further facilitate their involvement to business growth (Amaran, 2007).

Taylor (1979) all the more logically distinguished the key components of quality of work life as essential extrinsic job factors, wages, hours and working conditions, and the intrinsic job notions of nature of work itself. He proposed that various different viewpoints could be included including: individual power, employee participation in the management, fairness and equity, social support, use of one's present skills, self-development and a serious future at work. Taylor proposed that important quality of work life ideas may change as per organization and employee group.

Warrs and associates (1979) in an examination of quality of work life, recognized a reach of clearly applicable variables, including: work involvement, intrinsic job motivation, higher order need, job satisfaction, life satisfaction and happiness, and self-rated anxiety. In this way to enhance the nature of work life the negative elements need to be decreased or controlled. As per the current study the concept of quality of work life is determined based on the individualistic components like job stress, job involvement and interpersonal relationships.

Here the study revolves around the work life of teachers working in different colleges. Teachers are always being expected to play role model to their students and to their colleagues and as well as expected to maintain self-respect and dignity. An instructor must be versatile in beating the numerous obstructions that will exhibit themselves throughout the span of a year. An energetic educator associate with their educational module and their people which amplifies taking in. Benevolence ought to be intrinsic in all instructors. A mean soul will turn scholars off, however a kind soul is important. In the event that the instructor has a lousy disposition, the learners are going to have lousy demeanor. On the off chance that the educator is upbeat, the people are going to be euphoric. An instructor must have the coarseness important to make the particular reparations important to guarantee that each objective is arrived at consistently Teachers don't profit, yet most instructors are eager to give time and/or cash to assist in regions where a need is perceived. Vicinity of passionate trouble keeps individual from structuring normal judgment. Any negative feelings like envy, jealousy, frustration, outrage and so on makes a detour to building viable interpersonal relationship at working environment. It prevents the creative efforts at work place and affects the employee's engagement level. Any negative emotions like jealousy, envy, irritation, anger etc. creates a roadblock to building effective interpersonal relationship at workplace.

1.3 NEED FOR STUDY:

Today most of the Institutions or organization, product based or service based strives for excellence to meet competitive needs through quality products and services. And the quest for excellence can be achieved when organization is supported with resources; where human resource being the most important contributing factor to value creation through their creativity and innovation. The constant interface between individuals, groups and organization fosters growth and development. These units

have their own expectations. One of the expectations of organization that they have from their employees is high productivity and performance and on the other side employees have expectations from organization in terms of better Quality of Work life. The moot point here is: Is it just the responsibility of company to ensure Employee's Quality of Work Life? Does Individual employees have any role to play?

This research study means to investigate the nature of work life of instructors. Albeit the vast majority of the association desired towards making a crossover actuality units, the importance of individuals with non-cognitive capabilities can't be dismissed. Indeed Educational Institutions are making a virtual universe of realizing which offers plethora of benefits. Today's work environment is extremely rapid in nature and works in state of flux, where quest for quality of service and excellence, deadlines, cross-cultural teams, work pressures, work-family conflicts and diverse workforce has resulted into stressful work situations. Furthermore these viewpoints influences workers prosperity, group functioning and aggregate association as far as its viability. As recommended by Boren, one of the essential parts that workers need to play would be to skillfully deal with their feelings. Studies have uncovered that feelings identifies with workers' discernment of their employments and it will influence their working state of mind particularly as far as their employment fulfilment. Further, the capacity to comprehend the feelings of others support in building and fortifying the interpersonal relations among those in the working environment. Having the capacity to correctly grasp the messages passed on by others is critical particularly when managing different work associations. There are certain anchors which assumes a critical part in deciding ones conduct and execution. These anchors indicate the association between an external stimulus and a behavioral/emotional response. These anchors trigger the state of feelings which further decides the mental capability of a single person on how he or she will adapt up to unpleasant circumstances so to enhance the quality of work life.

Emotional Intelligence serve as an intercession to upgrade the abilities of people and groups in association which further helps them in their personal growth. Enthusiastic Intelligence is altogether related with the personal competencies of employees. Motivation, Job fulfilment, Employee empowerment has dependably been the center region, However effectiveness and proficiency is arrived at when people determine Life fulfilment, where he/she figures out how to break strains, stresses and nerves of day by day living.

Researchers believes that when individuals are emotionally distress or in a state where they lack emotional intelligence it affects their well-being. But if individuals have control on their negative emotions then such occurrence can be stabilized. Whether we respond or react to the situation will depend upon a better understanding about our emotional requirement. An inappropriate attitude towards fellow being or work situation indicates negative emotions which further affects the ability of individuals to think constructively. An awareness to one's own emotional state assist employees to manage their relationships with others and enables them to align personal values with a clear sense of purpose that demonstrates a high level of integrity in work. This study identifies quality of work life as equally a responsibility of individuals to improve by improving their emotional state, as they represents the level of motivation, commitment and involvement at work place. The way individuals in the organization perceive, think and behave at workplace affects their performance level and also have an influence on working relationships.

2. LITERATURE REVIEW:

2.1 Literature on Emotional Distress

David, O. and Bianca, M. (2005) conceptualized distress as negative emotions. In their study negative feelings or emotions are depicted as unitary builds, where abnormal amount of trouble alludes to an elevated amount of negative feelings, while low level of pain alludes to low level of negative feelings. The study likewise represents trouble as misery and sorrow as a kind of feelings that differs regarding its power/intensity. The study shows that in a negative circumstance abnormal amount of trouble generates elevated amount of negative feelings and low level of misery processes low level of negative feelings. The study alludes to negative feelings as an enthusiastic experience like trouble and discouraged which contrast regarding their force. He further states that discouraged is more extreme than pity. He characterizes negative feelings as practical and broken relying upon their power, for instance elevated amount of trouble and discouraged mind-set are portrayed as useless while low level of pity and discouraged

mind-set are recognized as useful. Furthermore it is useful level antagonistic feelings that causes torment, mental desolation and persuade the individual to execute conduct restricted to his or her objectives, although practical adverse feelings spurs the individual to execute conduct which will prompt self-improvement and helps them in attaining their objectives.

Cramer, D. and Kupshik, G. (1993) led a test study to know whether there is any association between irrational belief and functional negative feelings and in addition between irrational belief and dysfunctional negative feelings in the connection of envisioned unpleasant circumstances. The outcomes indicated that over and over practice of considerations or perusing sentences holding irrational belief expanded both functional and dysfunctional negative feelings in the connection of envisioned distressing circumstance. It likewise expressed that usefulness or dysfunctionality of negative feelings is subjective experience and behavioural outcomes of the feelings.

In an alternate study directed by Aamir, S. and Hira, A. (2011) distinguished the explanations behind anxiety by quantifying the connections between work anxiety and family imbalance. This study was led on 500 centre 1 level supervisors who were working in Banks. They channelled T-test, Correlation and Regression with the end goal of dissection. Their study found that there is a strong positive relationship between work anxiety and family imbalance; relapse examination demonstrated that 64.80% of variety in family imbalance is a result of work anxiety. The study additionally demonstrated that the hurtful physical, social and passionate reaction that happen when the necessities of the employment don't match the abilities, assets or needs of the worker.

Goussinsky, R. (2011) attempted to analyse the role of emotional dissonance in deciding the employees' prosperity. Further the researcher examined the part of passionate disharmony in the client hostility employment prompted pressure relationship and the part of occupation independence as a buffering framework against the negative outcomes of enthusiastic discord. Also the outcomes indicated that passionate discord is fundamentally connected with a diminished feeling of prosperity, considerably in the wake of having a control on negative question.

Anthony, R.C. (2006) in his study attempted to inspect the different sources of anxiety. He says that an individual is prone to encounter stress when an irregularity exists between perceived demand and one's ability to meet the demands. He additionally highlighted on expanded use of technology at work as a variable adding to stress. Furthermore keeping in mind the end goal to lessen the impact of anxiety he advocates to perform emotional audit intermittently. He likewise recommends that one ought to attempt to distinguish the weight focuses which trigger the anxiety level and ought to attempt to utilize the mental, profound assets and different types of contemplation to diminish the anxiety level. Self-perception seems to function at three levels: Specific situation, Categorical and General. Based on which we make use of our resources-knowledge, skills, belief, attitudes and the like. Self-concept, self-esteem and values are different facets of self-perception (Beane & Lipka, 1980). For example, the level of confidence that we hold in our values gives us strength to derive satisfaction. Self-perceptions are largely influenced by our environment- family, peers, social groups, formal groups. But the way individuals act upon their self-perception depends upon the personal experience and the awareness about one's own environment. A person's self-concept by virtue of it being a summary, formulate of his or her status, is in the bargain a summary formulation of his or her perceived behavioural possibilities and of the limits on these (Ossorio, 1978, 1982; Roberts, 1985)

Dong, O. (2007) focused around an example of 292 school learners demonstrates that interpersonal correspondence fulfilment could be anticipated by emotional intelligence. Emotional intelligence is operationalized focused around Goleman's (1998) conceptualization including mindfulness, regulation toward oneself, inspiration, sympathy, and social abilities. The study proposes that those people, who are mindful of themselves as well as other people, and who can oversee themselves as well as other people, have a tendency to fulfill their correspondence experience with others. Then again, the study shows that respect toward oneself does not have noteworthy effect on school scholars' interpersonal correspondence fulfillment. This discovering raises potential outcomes for further examination in the zone.

Singh, K. (2007) the idea of emotional intelligence has ended up so prevalent in the management literature that it has gotten basic to comprehend and influence it for the sole purpose of improving the limit of human capital in organization. As the pace of progress is expanding and universe of work is making ever more stupendous requests on an individual's cognitive, enthusiastic and physical assets, this specific set of capacities are getting to be progressively critical. Since dominant part of the concerns in

organization include individuals in distinctive parts, emotional intelligence must turn into a deciding variable for their successful administration. It has additionally been observed that at last it is the emotional and personal skills that we have to distinguish and measure on the off chance that we need to have the capacity to anticipate execution at work environment bringing about its adequacy, in this manner upgrading the value of the human capital. In this situation the abilities controlled by the individuals will have a bearing on the degree to which they can realize their emotional intelligence. The result proposes that passionate insights is altogether related with the particular capabilities of representatives and the variables of individual competency specifically, individual's achievement, framework achievement and self-achievement have a prescient association with emotional intelligence. The abilities that make up EI incorporate mindfulness, social mindfulness, self-administration and relationship administration. Being mindful of your passionate triggers and why they trigger you is key to honing enthusiastic discernment standards. Enthusiastic triggers are occasions or identity sorts that cause an extraordinary passionate reaction. It is significant to your proficient advancement that you manage these triggers head-on. They can result in real vocation wrecking, serious anxiety and enthusiastic wear out if not considered important (Joni Rose, 2006).

People tend to take actions in life based on how they feel about themselves. Self-perception is the way people describe themselves based on the roles they play and the personal attributes they think they possess. A positive self-concept or perception is regarded as important for mental health improving performance (Stanton, 1976).

James, W. (1884) his study placed a contradicting theory to common sense .He suggested that first we act and then the acting creates the feelings. In effect feelings are the perceptions of our actions and the context in which they are formed. And one implication of self-perception theory is that cues from a number of different emotional behaviours produces stronger feelings than the parts alone. Self-perception theory also predicts that manipulating expressive behaviour should provide the opportunity for deliberate self-regulation of emotional feelings.

Studies have revealed that people who believe that they are capable and possess skill or they have the competence to perform the task tend to be effective overall. Self-perception basically describes sense of self-worth, implying both feelings as well as evaluation. Self-perception is a cognitive and behavioural aspects (Erickson, 1950).Self-perception is a person's way of looking at himself/herself may be in positive or negative way. But negative self-perception affects individual's confidence level and ability to work. Further individuals need to learn or should have the ability to manage his or her emotions in order to improve quality of work life.

Villiard, J. A. (2004) in his examination study indicates that there is no significant relationship between level of emotional intelligence and job satisfaction among the county extension workers. To study this relationship descriptive co relational study was used with the assistance of emotional intelligence quotient instrument and Warner's job satisfaction instrument.

Rather than the past study led by Karriem, K. L. (2010) attempted to analyze the affiliation between stress and emotional intelligence for which a sample comprising of 117 direct care workers who helped grown-ups with developmental incapacities in gathering houses found in the Southern suburbs of Illionis were recognized. The study indicated that direct care workers with low levels of anxiety had more elevated amount of emotional intelligence. The study likewise indicated that general temperament is a real indicator of direct care workers stress level.

2.2 Literature on Quality of Work Life

Heskett, J. L. and Schlesinger, L. A. (1997) proposed QWL as the sentiments that workers have about their jobs, associates and organization all in all that demonstration as an impetus bringing about the organization's growth and profitability. A positive feeling towards their job reflects that the employees are happy doing work and a fulfilling work environment increments profit.

Yuanlaie, S. (2010) did a study with a goal to know the impact of emotional exhaustion/fatigue on the motivational level of the forefront representatives and at work results. The analyst attempted to exhibit that representative's motivation and emotional exhaustion impacts the job outcomes, for example, job satisfaction, job performance and work turnover. Here the analyst characterizes the idea of emotional exhaustion by utilizing 8 items from the Maslach Burnout Inventory (Maslach & Jackson,

1981). Findings indicated that they require an extraordinary medication and close contact with the chief and positive input respects to their employment.

Abhyankar, S. and Pujari, U. (2010) pointed at inspecting the relationship between Occupational Stress and Work-Life Imbalance among industrial employees located in Pune. The study indicated that there is a positive association between occupational stress and work life. Furthermore they additionally recognized role overload as a contributing factor in determining the nature of work life.

Karatepe, O. M., (2011) illustrated in his study that job resources can direct the impact of emotional dissonance and its impact on job burnout. Further the scientist researched on the relationship between role perceived, job autonomy, emotional dissonance, fatigue and disengagement. The study demonstrated that there is a requirement for compelling and consistent training program for the forefront representatives so as to figure out how to adapt up to emotionally demanded circumstances.

Halbesleben, R. B., Jonathon (2009) led a study on 168 fire service staff from divisions working on three diverse work shifts. The study demonstrated that workers who worked for more number of movement's accomplished emotional exhaustion which further prompt issue identified with work family conflict.

Nanjunde, T. N., (2012) contemplated on leadership styles and its effect on organization effectiveness and performance. They accentuated on socio-technical approach keeping in mind the end goal to comprehend the idea of quality of work life. They state quality of work life as a part of job redesign efforts additionally proposed that continuously the extent of quality of work life has broadened and incorporates mixed bag of intercessions, for example, quality circles, suggestion schemes, employee participation, employee empowerment and autonomous work teams, as the measures to enhance the quality of work life.

Hackman, J. R., and Oldhams, G. R. (1980) concentrated on quality of work life and its association with the work environment and personal needs. The study recommend that the work environment that can satisfy the representative's close to home needs creates and promotes positive interactive impacts which further prompt an astounding quality of work life.

Baba, V. and Jamal, M. (1991) recognized certain determinants or pointers of quality of work life like job satisfaction, job involvement, work role conflict, job stress and organizational commitment. The study additionally demonstrates that tedium in job brought on because of routine work exercises can influence the quality of work life.

Warr et al. (1979) in their study on quality of work life recognized different variables deciding the quality of work life, for example, work association, intrinsic job factors, motivation, higher order need, self-rated anxiety and job satisfaction. He found that there exist a moderate affiliation between aggregate job satisfaction and aggregate life satisfaction and joy however there is a significant association between self-rated anxiety and job satisfaction.

Danna, K. and Griffin, R. W. (1999) characterizes quality of work life as a comprehensive methodology. The study arranges quality of work life regarding work-based components, for example-job satisfaction, association with work partners and as far as variables that predicts life fulfilment and general emotions of prosperity.

The components of QWL likewise incorporates job security, reward system, training and career advancement, participation in decision making , confide in senior administration, health and safety at work place and level of stress experienced at work place (Saraji, G.N. 2006).

Chan, C. H., and Einstein, W.O. (1990) characterizes quality of work life as sympathy toward individuals experience at work place, their association with other individuals, their work setting and their viability at work.

QWL is a multi-dimensional build made up of various interrelated elements that need watchful attention to conceptualize and measure. It is connected with job satisfaction, work inclusion, motivation, productivity, health, safety and job security (European Foundation for the Improvement of Living Condition, 2002).

Heskett, J. L. and Schlesinger, L. A. (1997) proposed QWL as the sentiments that workers have about their jobs, associates and organization all in all that demonstration as an impetus bringing about the organization's growth and profitability. A positive feeling towards their job reflects that the employees are happy doing work and a fulfilling work environment increments profit.

Walton, R. (1996) recognized work conditions, chance of development and security, social mix in the organization which incorporate interpersonal connections, air and fitting recompense, constitutionalism and social importance of the work life which incorporates work contribution as a decides and parameters of QWL.

2.3 Research Gap

It is perceived from the accessible writing, where all the studies talked about diverse types of negative feelings like functional and dysfunctional negative feelings and how these negative feelings prompts emotional imbalance , enthusiastic cacophony and passionate weariness and influences the prosperity. Further, Literature discusses fulfilling work environment as a vital component answerable for better quality of work life. Then again it centres less on the relationship between emotional distress and quality of work life and still numerous aspects of emotional distress and quality of work life with respect to interpersonal relationship, job involvement and job stress need to be investigated through further studies.

Further based on the literature review on quality of work life it is been observed that lot of attention is given to organization being a sole mindful operator to provide better quality of work life yet doesn't much accentuate on individual employees as just as dependable to enhance their quality of work life. This study investigates on the individual's outlook on emotional distress and its impact on quality of work life. And also this study covers the behavioural and emotional aspects of self-perception and self-control to know its impact on quality of work life, where only personal factors/components which defines quality of work life- interpersonal relations, job involvement and job stress are taken into consideration for the study.

2.4 CONCEPTUAL MODEL

Variables under study:

Independent variable:-

Emotional distress

Observable Variable: Emotional distress is observed through lack of self-perception, lack of positive attitude and lack of self-control over emotions

Lack of Self-perception: Defensive state that avoids meaningful thought about oneself

Lack of positive attitude: Perpetual negative thoughts about one self, towards others and the surroundings.

Lack of Self-control: Inability to control one's emotions

Dependent variable:-

Quality of work life defined in terms of Interpersonal relationship, Job Involvement and Job stress

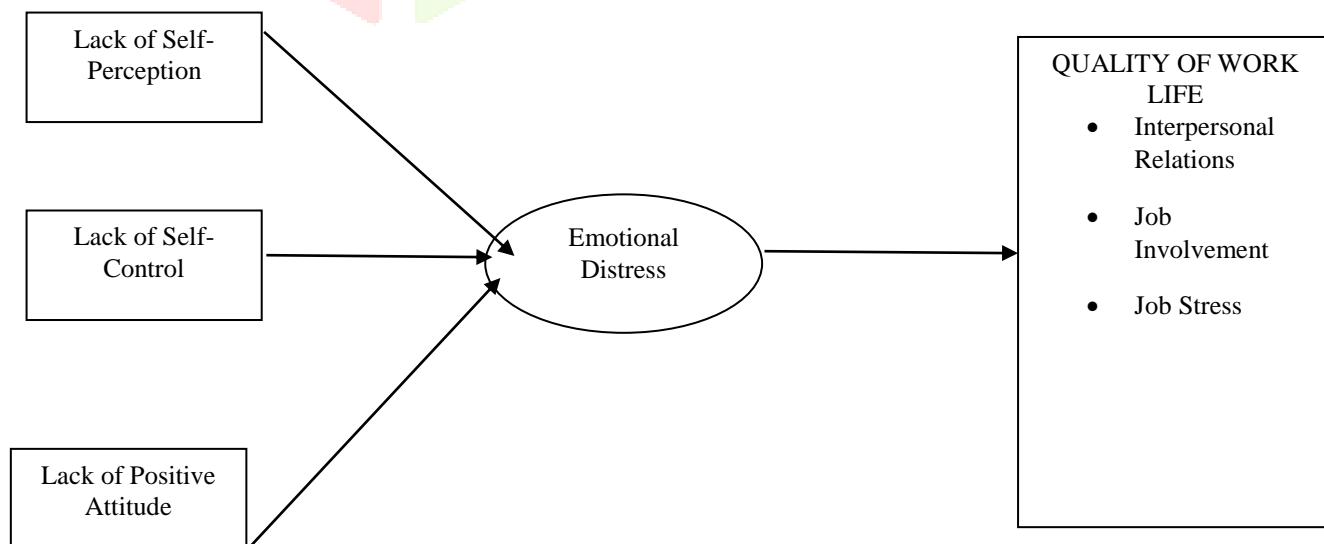


Figure 2.4.1 shows the conceptual model depicting the impact of emotional distress on quality of work life

The diagram shows that when an individual is experiencing lack of self-control, holds negative attitude towards one-self or towards others, it figuratively refers that the person is distressed and its apprehend that these negative ways of dealing will have an impact on quality of work life in terms of poor interpersonal relationships, lack of job involvement and high job stress. A fulfilling work environment is a vital component for a better quality of work life. Individuals' encounters with different challenging situations both at personal front and at work place, mental model is likely to change with the change in the situation. And the way people respond to such change will depend upon one's own self-perception. For example, a new software technology introduced which demands new skill sets which likely to create unwanted anxiety level among employees at work place and analysis required on employee's side to identify and decide on the amount of training required and a feeling of competency to adapt those change program and ability to control any negative emotions like fear or anxiety. And such feeling of self-worth and control leads to better Quality of Work Life. Further based on the literature review on quality of work life it is been observed that lot of attention is given to organization being a sole mindful operator to provide better quality of work life yet doesn't much accentuate on individual employees as just as dependable to enhance their quality of work life. This study investigates on the individual's outlook on self-perception, self-control and its impact on quality of work life.

3 RESEARCH METHODOLOGY

3.1 Statement of problem

The Quality of work life is determined based on the level of stress that an individual experiences, the social integration and the level of participation at work which can be further affected if employees carries negative emotions. Dysfunctional negative emotions are likely affect the constructive ability of individual to think and act. This study focuses on teacher's quality of work life. Their ability to comprehend and to think diversely are likely to be affected if they lack emotional intelligence. Therefore, to improve the quality of work life one need to either control or should try to reduce the effect of negative emotions. An attention to one's enthusiastic state help employees to deal with their associations with others and empowers them to adjust particular qualities to a reasonable feeling of reason that shows a large amount of respectability in work. Therefore, the title of the study is "Study on Emotional Distress among Employees and its Impact on Quality of Work Life in Higher Education Institutions".

3.2 Research Questions

- i) How emotional distress affect the quality of work life?
- ii) How emotional distress is related to quality of work life?
- iii) Does quality of work life differ among gender?
- iv) Does male and female employees experience emotional distress differently?

3.3 Objectives of the study

- i) To assess the relationship between emotional distress and quality of work life
- ii) To examine the impact of emotional distress on quality of work life
- iii) To analyze whether there is any significant difference among gender with respect to emotional distress and quality of work life

3.4 Conceptual and Operational definitions.

3.4.1 Table showing the conceptual and operational definitions for Emotional Distress

INDEPENDENT VARIABLE	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITION
Emotional Distress	It refers to dysfunctional negative emotions expressed in terms of certain negative anchors like anger, sadness, depression, envy, jealousy, arrogance, anxiety, shame, guilt etc.	It is a state of mind wherein an individual is experiencing negative emotions which affects their physical and mental health. It is defined in terms of behavioural

	David and Bianca (2005)	negative anchors like negative self-perception ,poor attitude and lack of self-control
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3.4.2 Table showing the conceptual and operational definitions for the Dimensions of Emotional Distress

DIMENSIONS OF EMOTIONAL DISTRESS	CONCEPTUAL DEFINITION	OPERATIONAL DEFINTION
Self-perception	The way in which you see yourself(Manz & Sims, 2001) It is the way in which individuals perceive himself or herself which may be positive or negative as a result of self-evaluation which includes cognitive and behavioural aspects (Mwamwenda, 1995) The behavioural anchors reflected based on the way one perceive themselves which may be positive self or a negative self.	Defensive state that avoids meaningful thought about oneself.
Self-control	It is defined as the ability to choose to respond to an event rather than reacting (Goleman, 1980)	It refers to inability to control one's own dysfunctional behaviour.
Attitude	It is termed as a learned predispositions to respond to an object or class of objects in a favourable or unfavourable way (Fishbein 1967)	Perpetual negative behaviour about one-self, towards others

3.4.3 Table showing the conceptual and operational definitions for Quality of Work Life

DEPENDENT VARIABLE	CONCEPTUAL DEFINTITION	OPERATIONAL DEFINTION
Quality of Work Life	Quality of Working Life is present when individuals composing organization, get satisfaction of important personal needs through the achievement of their work. This implies consideration for needs and aspirations of human beings, including work conditions, compensation, possibility of personal and professional development, safety, social interaction, positive balance in the relationship between work and family and social relevance of own work (Walton, 1975; Bowditch and Buono, 1997; Sirgy et al, 2001 and Gur Tzafrir, 2007).	It is defined as an individual effort to derive satisfaction of key needs through resources, activities, and outcomes stemming from participation in the workplace which is determined based on job involvement, level of job stress and interpersonal relations within an organization.

3.4.4 Table showing the conceptual and operational definitions for the Components of Quality of Work Life

COMPONENTS OF QUALITY OF WORK LIFE	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITIONS
Job Involvement	It refers to the level of participation, energy, time and inputs provided by the individuals, which determines the quality of work life. Baba & Jamal (1991)	Self-imitative jobs or task taken by individuals to improve their quality of work life.
Interpersonal relationship	It refers to social integration with other people within an organization, which indicates the quality of work life. Walton (1996)	It refers to the individual efforts undertaken in order to improve their social network.
Job stress	It is a situation when there is an imbalance between perceived demands and one's own capacity to meet those demands and the level of job stress indicates quality of work life. Urbaniak (2006), Baba and Jamal (1991)	The imbalance that an individual experiences at work due to lack of self-control.

3.5 Hypotheses

H0: There is no significant relationship between Emotional Distress and Quality of Work Life

H1: There is a significant relationship between Emotional Distress and Quality of Work Life

H0: There is no significant difference between male and female with respect to Emotional distress

H1: There is a significant difference between male and female with respect to Emotional distress & Quality of Work Life

H0: There is no significant impact of Emotional Distress on Quality of Work Life

H1: There is a significant impact of Emotional Distress on Quality of Work Life

H0: There is no significant relationship between Lack of Self-perception and Job Involvement

H1: There is a significant relationship between Lack of Self-perception and Job Involvement

H0: There is no significant relationship between Lack of Self-perception and Interpersonal relationship

H1: There is a significant relationship between Lack of Self-perception and Interpersonal relationship

H0: There is no significant relationship between Lack of Self-perception and Lack of Job stress

H1: There is a significant relationship between Lack of Self-Perception and Lack of Job Stress

H0: There is no significant relationship between lack of positive attitude and job involvement

H1: There is a significant relationship between lack of positive attitude and job involvement

H0: There is no significant relationship between lack of positive attitude and interpersonal relationship

H1: There is a significant relationship between lack of positive attitude and interpersonal relationship

H0: There is no significant relationship between lack of positive attitude and lack of job stress

H1: There is a significant relationship between lack of positive attitude and lack of job stress

H0: There is no significant relationship between Lack of self-control and Job Involvement

H1: There is a significant relationship between lack of self-control and job involvement

H0: There is no significant relationship between Lack of Self-control and Interpersonal relationship

H1: There is no significant relationship between lack of self-control and interpersonal relationship

H0: There is no significant relationship between lack of self-control and lack of job stress

H1: There is a significant relationship between lack of self-control and lack of job stress

3.6 Sampling Details

The sample consisted of only teaching staff from different higher education institutions located in Bangalore. By using convenience sampling the questionnaire was distributed to 300 respondents personally but only 100 responses were received. Therefore the response rate was 33% in accordance to this study.

3.7 Research Design

It is a Quantitative research, as it focuses on quantifying the relationship between Emotional Distress and Quality of work life. This study tries to measure the impact of one variable (i.e. the independent variable-emotional distress) on the other (the dependent variable –quality of work life). It is also a cross-sectional study as this study focused on measuring the impact of one variable on the other at one point of time. For this study the variables are measured using Likert Scale, where 1 representing strongly disagree, 2 as disagree, 3 as neutral, 4 as agree and 5 representing strongly agree.

3.8 Data collecting tools of study

Data Collection Tool: A structured questionnaire was constructed using closed ended questions in order to collect the data. Questionnaire emphasized on collecting information pertaining to the following aspects:

- Demographic profile of the respondents: consisting of information like gender, age, educational qualification, designation, program handled, marital status and annual income
- A 12 items scale to measure Lack of self-perception as one of the dimensions of Emotional Distress was constructed, for which a reliability value ($\alpha= 0.721$) was obtained by conducting Cronbach reliability test. (Refer Annexure for the Reliability Statistics)
- Lack of Self-control and Lack of positive attitude were the other dimensions of emotional which were assessed with 14 items and 9 items for which the reliability value obtained was ($\alpha=0.693$, $\alpha=0.511$) respectively. (Refer Annexure for the Reliability Statistics)
- The questionnaire also consisted of the components of Quality of work life-Interpersonal relationship, Job involvement and Job stress, which were assessed with 5 items, 8 items and 13 items respectively. And the reliability value for the same was ($\alpha=0.629$, $\alpha=0.543$ & $\alpha=0.816$) obtained respectively.(Refer Annexure for the Reliability Statistics)

3.8.1 Content Validity:

Before the Pilot study the questionnaire was given to the experts for content validation. To serve this purpose two experts from academics and two experts from the field of research and psychology of Christ University were approached. Based on the experts' advice questionnaire was modified.

3.8.2 Reliability Test:

Cronbach reliability test and a pilot study was conducted to obtain the true score or to know the internal consistency for each of the construct and dimensions. The overall reliability for the construct named Emotional Distress was found to be (0.763) and for Quality of Work Life was found to be (0.831). Refer Annexure for the Reliability Statistics

3.9 Tools for Data Analysis:

For data analysis Statistical tools like Correlations, Regression, ANOVA of SPSS version 20 was used.

3.10 Scope of the study:

The study results are applicable to only higher education institutions and with special emphasis on teaching faculty members in Bangalore.

3.11 Limitations of the study

- i) Time factor: Time would be one of the constraints to cover the maximum number of elements in a population.
- ii) This study is confined to studying the effect of Emotional Distress on interpersonal relationship, job involvement and job stress as an area of Quality of Work Life.
- iii) As the area of study is related to behavioural sciences, the behavioural responses recorded may not give the exact picture as there is a possibility of overwhelming responses to a statement
- iv) Only personal or individual factors are considered for research study with respect to emotional distress and quality of work life, organisational factors which are beyond the control of individuals

4 RESULTS AND DISCUSSIONS:

4.1 Demographic Profile of Respondents

4.1.1 RESPONDENTS AGE GROUP

From the table mentioned below indicates percentage of respondents belonging to different age groups. It is been seen that majority of the respondents belong to the age group of 31-35.

4.1.1.1 Table showing the respondents Age group

	Frequency	Percent	Valid Percent	Cumulative Percent
less than 25	8	8.0	8.0	8.0
26-30	29	29.0	29.0	37.0
31-35	35	35.0	35.0	72.0
Valid	36-40	19	19.0	91.0
	41-45	7	7.0	98.0
	51 and above	2	2.0	100.0
Total	100	100.0	100.0	

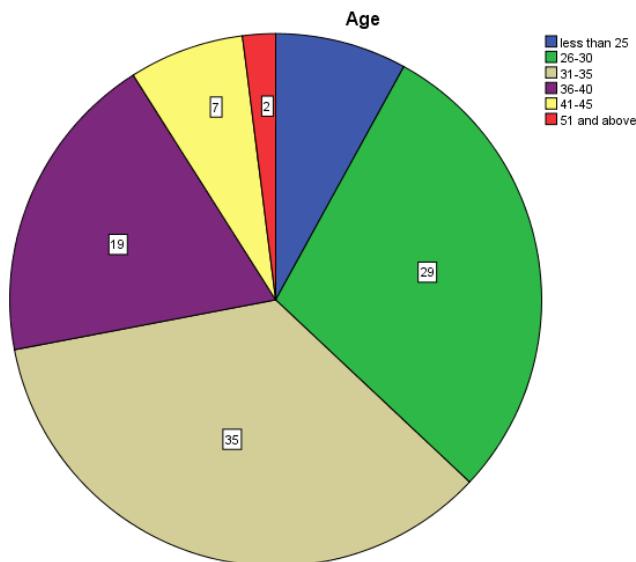


Chart 4.1.1.2 showing the number of respondents in different age group

4.1.2 DATA PERTAINING TO RESPONDENTS GENDER

As seen from the below mentioned table majority of the respondents were female. 64% of the respondents were female and 36 % were male respondents.

4.1.2.1 Table showing the respondents Gender				
	Frequency	Percent	Valid Percent	Cumulative Percent
Male	36	36.0	36.0	36.0
Valid Female	64	64.0	64.0	64.0
Total	100	100.0	100.0	100.0

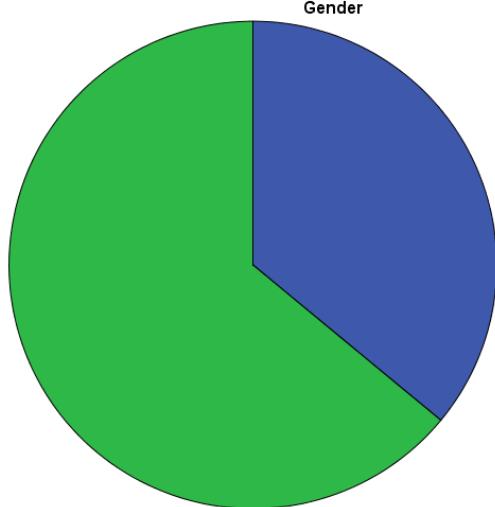


Chart 4.1.2.2 showing the percentage of respondents in a particular gender category

4.1.3 DATA PERTAINING TO RESPONDENTS EDUCATIONAL QUALIFICATION

From the table mentioned below shows that majority of the teaching staff are only with master degree and Master in Philosophy and only 20 % of the teachers hold PhD .

4.1.3.1 Table showing Educational Qualification of the respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PG	46	46.0	46.0
	Mphil	34	34.0	80.0
	PhD	20	20.0	100.0
	Total	100	100.0	

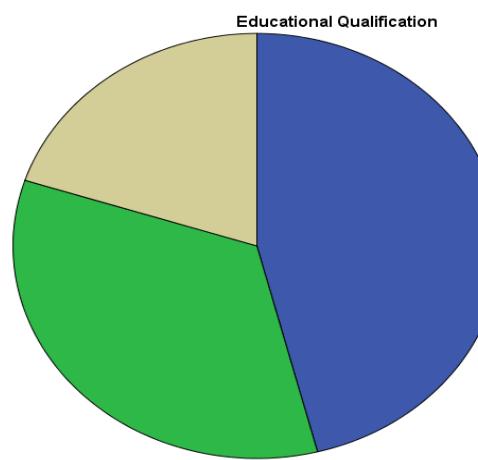


Chart 4.1.3.2 showing the respondents in different educational qualification category

4.1.4 DATA PERTAINING PROGRAMMES HANDLED BY THE RESPONDENTS

The table shows the data pertaining to the number of teachers who teaches in Under graduate and Post graduate program.

4.1.4.1 Table showing number of respondents handling UG and PG course

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	UG	49	49.0	49.0
	PG	51	51.0	100.0
	Total	100	100.0	

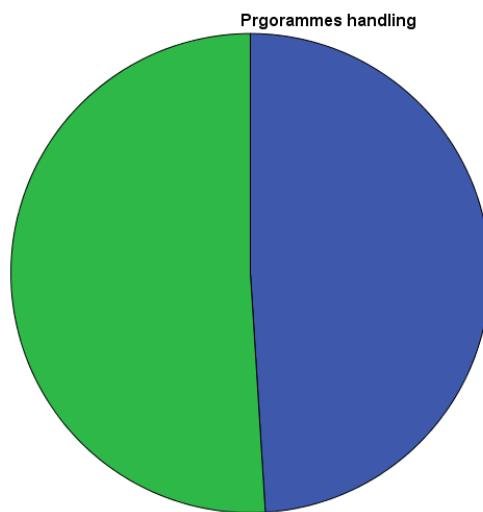


Chart 4.1.4.2 showing the programmes handled by the respondents

4.1.5 DATA PERTAINING TO MARITAL STATUS OF THE RESPONDENTS

The table mentioned below shows data pertaining to the marital status of the respondents. majority of the teachers are married

4.1.5.1 Table showing Marital Status of the respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Single	17	17.0	17.0	17.0
Valid Married	83	83.0	83.0	100.0
Total	100	100.0	100.0	

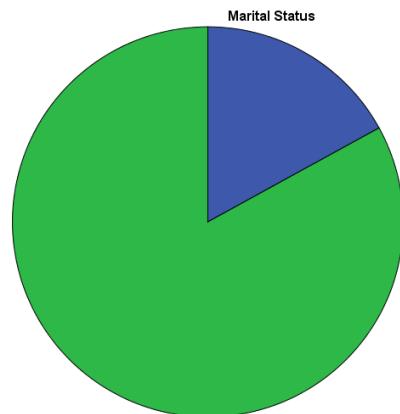


Chart 4.1.5.2 showing the respondents into different marital status group

4.1.6 DATA PERTAINING TO THE RESPONDENTS ANNUAL INCOME

The table indicates the data pertaining to the respondents' annual income. Majority of the respondents earns between 5-10 lakhs in a year.

4.1.6.1 Table showing annual income of the respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid less than 5	42	42.0	42.0	42.0
5-10	47	47.0	47.0	89.0

10-15	11	11.0	11.0	100.0
Total	100	100.0	100.0	

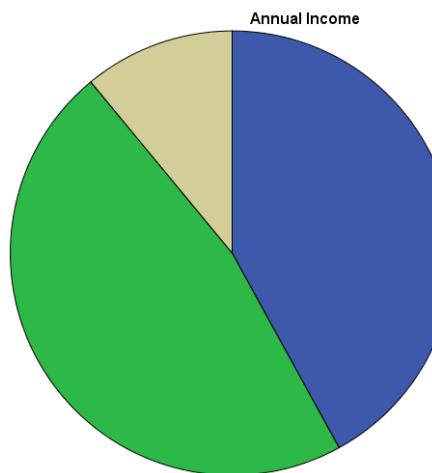


Chart 4.1.6.2 showing the respondents into different income group

4.2 DESCRIPTIVE STATISTICS

The following table indicates the descriptive statistics like mean, standard deviation, Skewness and kurtosis for emotional distress and quality of work life.



4.2.1 Table showing Descriptive Statistics for Emotional Distress and Quality of Work life

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	Kurtosis		
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
QWL	100	62.08	114.19	88.1365	10.75130	-.239	.241	.393	.478
Valid (listwise)	N 100								

Analysis & Interpretation:

From the above table the mean value derived for Emotional distress which is 96.459, indicates that 96% of the respondents experienced negative emotions at workplace. And 88% of the respondent agreed that high level of distress affected their quality of work life. The table results also shows the Z-value for Skewness and Kurtosis for Emotional Distress and Quality of Work Life. Normally the Z-value lies between -1.96 and +1.96. Here in this case the Skewness, Z-value obtained for Emotional Distress and Quality of Work Life are -0.258 and -0.239 respectively and for Kurtosis, Z-value obtained are -0.282 and 0.393 respectively. The data set value for all these cases are between -1.96 and +1.96. Further, it indicates that data are little skewed but it does not differ significantly from normality. Data's are approximately distributed.

4.3 P-P Plot Diagram

4.3.1 Table showing the P-P plot table

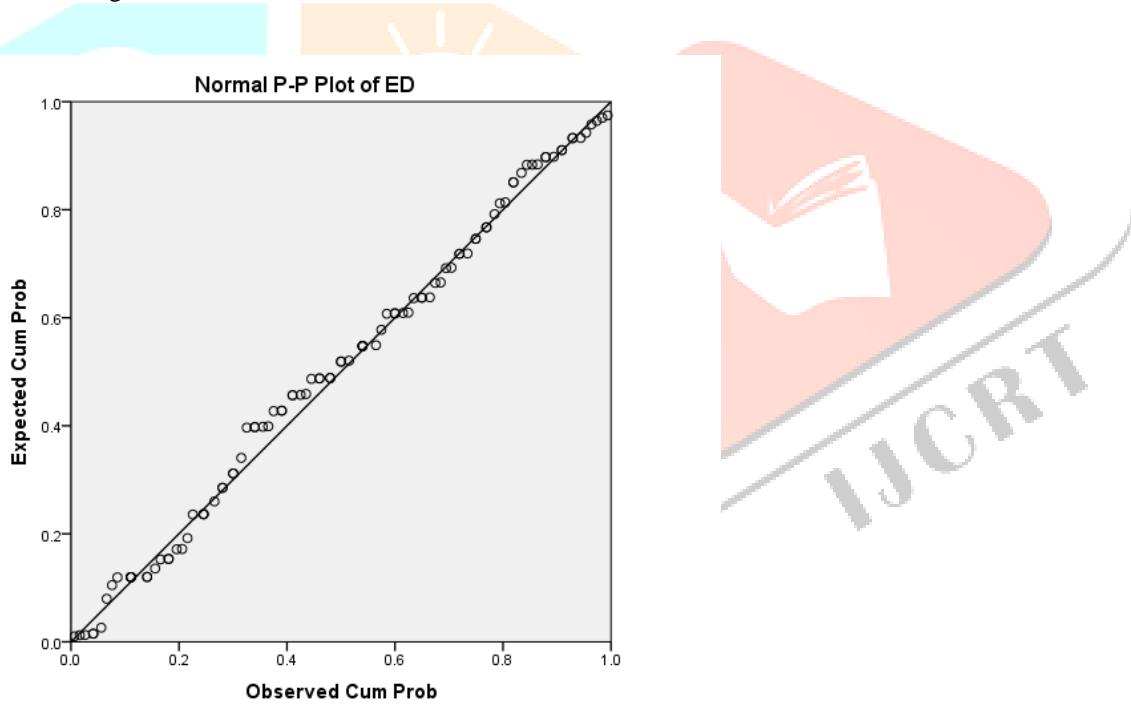
Model Name		MOD_1
Series or Sequence	1 2	ED QWL

Transformation	None
Non-Seasonal Differencing	0
Seasonal Differencing	0
Length of Seasonal Period	No periodicity
Standardization	Not applied
Type	Normal
Distribution	Location estimated
	Scale estimated
Fractional Rank Estimation Method	Blom's
Rank Assigned to Ties	Mean rank of tied values

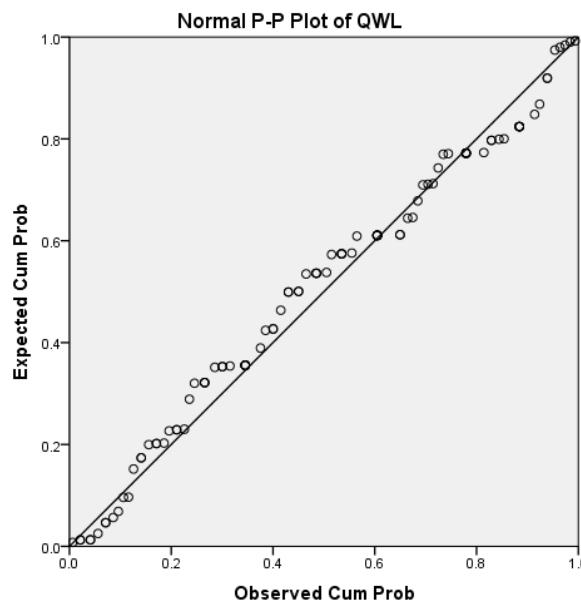
Case Processing Summary

	ED	QWL
Series or Sequence Length	100	100
Number of Missing Values in the Plot	User-Missing 0	0
	System-Missing 0	0

The cases are unweighted.



4.3.2 Graph showing the Normal P-P Plot for Emotional Distress. Here the graphical presentation of the data set pertaining to Emotional Distress shows that the data set is normally distributed, as the dots are placed closely on the same line.



4.3.3 Graph showing the Normal P-P Plot for Quality of Work life. Here the graphical presentation of the data set pertaining to Quality of Work Life shows that the data set is normally distributed, as the dots are placed closely on the same line.

4.4 HYPOTHESES TESTING:

4.4.1 Correlations statistical tool used to examine the relationship between Emotional Distress and Quality of Work life

H₀: There is no significant relationship between Emotional Distress and Quality of Work Life

H₁: There is a significant relationship between Emotional Distress and Quality of Work Life

4.4.1.1 Table showing Descriptive Statistics

	Mean	Std. Deviation	N
ED	96.4592	13.09956	100
QWL	88.0249	10.74756	100

4.4.1.2 Table showing Pearson's Correlation

		ED	QWL
	Pearson Correlation	1	-.440**
ED	Sig. (2-tailed)		.000
	N	100	99
	Pearson Correlation	-.440**	1
QWL	Sig. (2-tailed)	.000	
	N	100	100

Analysis and Interpretation:

The p value obtained is 0.000 which is less than 0.05, therefore the test is significant and it shows that there is a significant relationship between Emotional Distress and Quality of Work Life. But it also suggest that the relation between Emotional Distress and Quality of Work life is moderately significant as Correlation value obtained is less than 1. At 0.01 significance the

correlation value obtained is -0.440^{**} , which shows that there is a significant negative relationship between Emotional Distress and Quality of Work Life, $r(98) = -0.440^{**}$, $p=0.000$. Therefore we reject the null hypothesis and accept the alternative.

4.4.2 T-Test statistical tool used to analyse the difference among gender with respect to Emotional distress and Quality of work life

H₀: There is no significant difference between male and female with respect to Emotional distress & Quality of Work Life

H₁: There is a significant difference between male and female with respect to Emotional distress & Quality of Work Life

4.4.2.1 Table showing the Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
ED	Male	36	93.6396	14.53836	2.42306
	Female	64	98.0452	12.04708	1.50588
QWL	Male	36	90.6923	9.94868	1.65811
	Female	64	86.6989	10.99196	1.37400

Analysis & Interpretation: The above given table indicates that there is no much variations in the variable (Emotional Distress) between the two groups (male and female). As the mean value for Emotional Distress in case of male is 93.6386 and female is 98.0452 and the standard deviation obtained for the same is 14.53 and 12.047 respectively, which further indicates that both male and female employees experiences the distress in a similar way and there is not much variation in the way it impacts their quality of work life.

4.4.2.2 Table showing the results of Independent sample T-test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
ED	Equal variances assumed	2.909	.091	-1.628	98	.107	-4.40561	2.70662	-9.77681 .96559
	Equal variances not assumed			-1.544	62.110	.128	-4.40561	2.85288	-10.10823 1.29701
	QWL variances assumed	.326	.569	1.803	98	.074	3.99339	2.21482	-.40184 8.38862

Equal variances not assumed			1.854	78.901	.067	3.99339	2.15342	-.29296	8.27974
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Analysis and Interpretation:

The results of Levene's test, $F(98) = 2.909$, $p= 0.091$ and 0.326 , $p=.569$ for Emotional Distress and Quality of Work Life respectively, which indicates that the variances of the two groups i.e. male and female are equal. Thus standard t-test results were used.

The results of Independent t-test were not significant, $t(98) = -1.628$, $p=0.107$ & 1.803 , $p=0.074$ for Emotional Distress and Quality of Work Life respectively, indicating that there is no significant difference between the scores of males ($M= 93.63$, $SD= 14.5$, $n= 36$) and the scores of females ($M=98.04$, $SD=12.04$, $n=64$) in case of Emotional Distress. And there is no significant difference between the scores of males ($M=90.69$, $SD= 9.94$, $n=36$) and the scores of females ($M=86.69$, $SD=10.99$, $n=64$). Here the mean score between the two groups with respect to Emotional Distress and Quality of Work Life is not significantly different. Here the p-value for emotional distress and quality of work life is greater than the α -value. Therefore the null hypothesis gets accepted and the alternative hypothesis gets rejected. There is no statistical difference in the mean value between male and female with respect to emotional distress and quality of work life.

4.4.3 Regression statistical tool used to assess the impact of Emotional distress on Quality of Work Life

H0:There is no significant impact of Emotional Distress on Quality of Work Life

H1: There is a significant impact of Emotional Distress on Quality of Work Life

Model	Variables Entered	Variables Removed	Method
1	ED ^b	.	Enter

a. Dependent Variable: QWL

b. All requested variables entered.

4.4.3.1 Table showing R Square

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.440 ^a	.193	.185	9.70633

a. Predictors: (Constant), ED

4.4.3.2 Table showing the results of ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2210.601	1	2210.601	23.464
	Residual	9232.859	98	94.213	.000 ^b
	Total	11443.460	99		

a. Dependent Variable: QWL

b. Predictors: (Constant), ED

4.4.3.3 Table showing Standardized and Unstandardized Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
1	(Constant) 122.932	7.249		16.959	.000
	ED -.361	.074	-.440	-4.844	.000

a. Dependent Variable: QWL

Analysis and Interpretation:

The R square value=0.193 and Adjusted R square =0.185, which indicates that 19% of the variability is explained by the model i.e. 19% of the total variability in the dependent variable (quality of work life) is explained by the independent variable (emotional distress). Emotional Distress has a predictive ability to Quality of Work Life.

The results shows F (98) =23.44, p=0.000 which is less than the significant value (α) =0.05, indicates that the model is significant. The null hypothesis is rejected and alternative is being accepted. Therefore there is a significant impact of emotional distress on quality of work life. The model predicts that one unit of increase in emotional distress will decrease the quality of work life by 0.361.

4.4.4 Correlation statistical tool used to examine the relationship between Lack of Self-perception and Job Involvement

H0: There is no significant relationship between Lack of Self-Perception and Job Involvement

H1: There is a significant relationship between Lack of Self-Perception and Job Involvement

4.4.4.1 Table showing the Correlation

	LSP	JI
Pearson Correlation	1	-.006
LSP Sig. (2-tailed)		.950
N	100	100
Pearson Correlation	-.006	1
JI Sig. (2-tailed)	.950	
N	100	100

The p value obtained is 0.950 which is greater than 0.05, therefore the test is not significant and it shows that there is no significant relationship between lack of self-perception and Job Involvement. The results shows r (98) = -0.006, p =0.950, therefore we accept the null hypothesis and reject the alternative hypothesis.

4.4.5 Correlation statistical tool used to examine the relationship between Lack of Self-perception and Interpersonal relationship

H0: There is no significant relationship between Lack of Self-Perception and Interpersonal Relationship

H1: There is a significant relationship between Lack of Self-Perception and Interpersonal Relationship

4.4.5.1 Table showing Pearson's Correlation

		LSP	IP
	Pearson Correlation	1	.113
LSP	Sig. (2-tailed)		.265
	N	100	100
	Pearson Correlation	.113	1
IP	Sig. (2-tailed)	.265	
	N	100	100

The p value obtained is 0.265 which is greater than 0.05, therefore the test is not significant and it shows that there is no significant relationship between lack of self-perception and interpersonal relationship. The results shows $r (98) = 0.113$, $p=0.265$, therefore we accept the null hypothesis and reject the alternative hypothesis.

4.4.6 Correlation statistical tool used to establish relationship between Lack of Self-perception and Lack of Job Stress

H0: There is no significant relationship between Lack of Self-Perception and Lack of Job Stress
H1: There is a significant relationship between Lack of Self-Perception and Lack of Job Stress

4.4.6.1 Table showing Pearson's Correlation

		LSP	LJS
	Pearson Correlation	1	-.241*
LSP	Sig. (2-tailed)		.016
	N	100	100
	Pearson Correlation	-.241*	1
LJS	Sig. (2-tailed)	.016	
	N	100	100

The p value obtained is 0.016 which is less than 0.05, therefore the test is significant and it shows that there is a significant relationship between lack of self-perception and lack of job stress. At 0.05 significance the correlation value obtained is -0.241*, which shows that there is a significant negative relationship between lack of self-perception and lack of job stress, $r (98) = -0.241^*$, $p=0.016$. Therefore we reject the null hypothesis and accept the alternative i.e. higher the lack of self-perception will result into less of job stress.

4.4.7 Correlation statistical tool used to assess the relationship between Lack of Positive attitude and Job Involvement

H0: There is no significant relationship between lack of positive attitude and job involvement

H1: There is a significant relationship between lack of positive attitude and job involvement

4.4.7.1 Table showing Pearson's Correlation

		LPA	JI
		Pearson Correlation	1
LPA	Sig. (2-tailed)		.006
	N	100	100
		Pearson Correlation	-.272**
JI	Sig. (2-tailed)		1
	N	100	100

**. Correlation is significant at the 0.01 level (2-tailed).

The p value obtained is 0.006 which is less than 0.05, therefore the test is significant and it shows that there is a significant relationship between lack of positive attitude and job involvement. At 0.01 significance the correlation value obtained is -0.272**, which shows that there is a significant negative relationship between lack of positive attitude and job involvement, $r (98) = -0.272^{**}$, $p=0.006$. Therefore we reject the null hypothesis and accept the alternative i.e. high lack of positive attitude will result into less of job involvement.

4.4.8 Correlation statistical tool used to assess the relationship between Lack of Positive Attitude and Interpersonal relationship

H0: There is no significant relationship between lack of positive attitude and interpersonal relationship

H1: There is a significant relationship between lack of positive attitude and interpersonal relationship

4.4.8.1 Table showing Pearson's Correlation

		LPA	IP
		Pearson Correlation	1
LPA	Sig. (2-tailed)		.000
	N	100	100
		Pearson Correlation	-.390**
IP	Sig. (2-tailed)		1
	N	100	100

**. Correlation is significant at the 0.01 level (2-tailed).

The p value obtained is 0.000 which is less than 0.05, therefore the test is significant and it shows that there is a significant relationship between lack of positive attitude and interpersonal relationship. At 0.01 significance the correlation value obtained is -0.390**, which shows that there is a significant negative relationship between lack of positive attitude and interpersonal relationship, $r (98) = -0.390^{**}$, $p=0.000$. Therefore we reject the null hypothesis and accept the alternative i.e. high lack of positive attitude will affect the interpersonal relationship.

4.4.9 Correlation statistical tool used to assess the relationship between Lack of Positive attitude and Job stress

H0: There is no significant relationship between lack of positive attitude and lack of job stress

H1: There is a significant relationship between lack of positive attitude and lack of job stress

4.4.9.1 Table showing Pearson's Correlation

		LPA	LJS
		Pearson Correlation	1
LPA	Sig. (2-tailed)		.002

	N	100	100
	Pearson Correlation	-.310**	1
LJS	Sig. (2-tailed)	.002	
	N	100	100

**. Correlation is significant at the 0.01 level (2-tailed).

The p value obtained is 0.002 which is less than 0.05, therefore the test is significant and it shows that there is a significant relationship between lack of positive attitude and lack of job stress. At 0.01 significance the correlation value obtained is -0.310**, which shows that there is a significant negative relationship between lack of positive attitude and lack of job stress, $r(98) = -0.310^{**}$, $p=0.002$. Therefore we reject the null hypothesis and accept the alternative i.e. high lack of positive attitude will result into of job stress.

4.4.10 Correlation statistical tool used to assess the relationship between Lack of Self-control and Job Involvement

H0: There is no significant relationship between Lack of self-control and Job Involvement

H1: There is a significant relationship between lack of self-control and job involvement

4.4.10.1 Table showing Pearson's Correlation

	LSC	JI
Pearson Correlation	1	-.409**
LSC	Sig. (2-tailed)	.000
	N	100
	Pearson Correlation	-.409**
JI	Sig. (2-tailed)	.000
	N	100

**. Correlation is significant at the 0.01 level (2-tailed).

The p value obtained is 0.000 which is less than 0.05, therefore the test is significant and it shows that there is a significant relationship between lack of self-control and job involvement. At 0.01 significance the correlation value obtained is -0.409**, which shows that there is a significant negative relationship between lack of self-control and job involvement, $r(98) = -0.409^{**}$, $p=0.000$. Therefore we reject the null hypothesis and accept the alternative i.e. high lack of self-control will result into less of job involvement

4.4.11 Correlation statistical tool used to assess the relationship between Lack of Self-control and Interpersonal relationship

H0: There is no significant relationship between Lack of Self-control and Interpersonal relationship

H1: There is no significant relationship between lack of self-control and interpersonal relationship

4.4.11.1 Table showing Pearson's Correlation

	LSC	IP
Pearson Correlation	1	-.457**
LSC	Sig. (2-tailed)	.000
	N	100
	Pearson Correlation	-.457**
IP	Sig. (2-tailed)	.000
	N	100

**. Correlation is significant at the 0.01 level (2-tailed).

The p value obtained is 0.000 which is less than 0.05, therefore the test is significant and it shows that there is a significant relationship between lack of self-control and interpersonal relationship. At 0.01 significance the correlation value obtained is -0.457**, which shows that there is a significant negative relationship between lack of self-control and interpersonal relationship, $r(98) = -0.457^{**}$, $p=0.000$. Therefore we reject the null hypothesis and accept the alternative i.e. high lack of self-control will adversely affect the interpersonal relationship.

4.4.12 Correlation statistical tool used to assess the relationship between Lack of Self-control and Job stress

H0: There is no significant relationship between lack of self-control and lack of job stress

H1: There is a significant relationship between lack of self-control and lack of job stress

4.4.12.1 Table showing Pearson's Correlation

		LSC	LJS
Pearson Correlation		1	-.389**
LSC	Sig. (2-tailed)		.000
	N	100	100
	Pearson Correlation	-.389**	1
LJS	Sig. (2-tailed)	.000	
	N	100	100

The p value obtained is 0.000 which is less than 0.05, therefore the test is significant and it shows that there is a significant relationship between lack of self-control and lack of job stress. At 0.01 significance the correlation value obtained is -0.389**, which shows that there is a significant negative relationship between lack of self-control and lack of job stress, $r(98) = -0.389^{**}$, $p=0.000$. Therefore we reject the null hypothesis and accept the alternative i.e. high lack of self-control will result into job stress.

5. RESEARCH FINDINGS

5.1 FINDINGS AND DISCUSSIONS:

The Skewness, Z-value obtained for Emotional Distress and Quality of Work Life are -0.258 and -0.239 respectively and for Kurtosis, Z-value obtained are -0.282 and 0.393 respectively. The data set value for all these cases are between -1.96 and +1.96. Further, it indicates that data are little skewed but it does not differ significantly from normality. Data's are approximately distributed.

At 0.01 significance the correlation value obtained is -0.440**, which shows that there is a significant negative relationship between Emotional Distress and Quality of Work Life, $r(98) = -0.440^{**}$, $p=0.000$. Higher the Distress level lower is the quality of work life. It also showed that teachers are experiencing negative feelings at work place and it affects their work life.

The results shows $F(98) = 23.44$, $p=0.000$ which is less than the significant value (α) = 0.05, indicates that the model is significant. The null hypothesis is rejected and alternative is being accepted. Therefore there is a significant impact of emotional distress on quality of work life. The model predicts that one unit of increase in emotional distress will decrease the quality of work life by 0.361. Emotional Distress does have a predictive ability to Quality of Work Life. Any negative feelings like anxiety, overexcitement, guilt, inferiority complex, jealous etc. will affect individuals' mental model and make him/her devoid of emotional stability. And with such distress feelings when employees come in contact with others through their social interface, it will affect their interpersonal relations and create job stress at workplace. 19% of the total variability in the dependent variable (quality of work life) is explained by the independent variable (emotional distress). But there are other factors that affects the quality of work life which need to be explored through further study.

The results of Independent t-test were not significant, $t(98) = -1.628$, $p=0.107$ & 1.803 , $p=0.074$ for Emotional Distress and Quality of Work Life respectively, indicating that there is no significant difference between the scores of males ($M=93.63$, $SD=14.5$, $n= 36$) and the scores of females ($M=98.04$, $SD=12.04$, $n=64$) in case of Emotional Distress. And also there is no significant difference between the scores of males ($M=90.69$, $SD= 9.948$, $n=36$) and the scores of females ($M=86.69$, $SD=10.99$, $n=64$) in case of Quality of work life. Here the mean score between the two groups with respect to Emotional Distress and Quality of Work Life is not significantly different. Here the p-value for Emotional Distress and quality of work life were greater than the α -value. Therefore the null hypothesis gets accepted and the alternative hypothesis gets rejected. There is no statistical difference in the mean value between male and female with respect to Emotional Distress and quality of work life. Male and female experience similar kind of feelings and quality of work life and the impact also remains same, which further indicates that both male and female employees experiences the distress in a similar way and there is not much variation in the way it impacts their quality of work life. Here the mean score between the two groups with respect to Emotional Distress and Quality of Work Life was not significantly different. The male and female employees experienced the level of distress more or less in a similar way and not much difference was found in their quality of work life. Further there is no statistical difference in the mean value between male and female with respect to emotional distress and quality of work life.

The study also revealed that though there was an impact of emotional distress on quality of work life, but within each variables (Emotional Distress and Quality of Work Life) between the construct the state of relationship differ. It was found that lack of self-perception, job involvement and interpersonal relationships didn't show significant relationship. At 0.01 significance the correlation value i.e. $r(98) = -0.006$, $p= 0.950$ which shows that there is no significant relationship between Lack of Self-perception and Job Involvement. And also at 0.01 significance the correlation value $r(98) = 0.113$, $p=0.265$ shows that there is no significant relationship between Lack of Self-perception and Interpersonal relationships.

At 0.01 significance the correlation value $r(98) = -0.241$, $p=0.016$ shows that there is a significant relationship between Lack of Self-perception and Lack of Job stress. It was observed that self-perception as a construct of emotional distress was negatively related to job stress which means the way individuals perceive themselves will determine the job stress level. For example if an employee doesn't hold confidence for his own skill sets it may cause job stress. If an employee feels embarrassed or fears to accept criticism from others for their work, they tend to avoid taking responsibilities. Therefore it further suggests that the way employees perceive themselves whether it's positive or negative it will determine the stress level at work place.

The other constructs of emotional distress like lack of positive attitude, lack of self-control showed significantly negative relationship with the constructs of quality of work life like interpersonal relationship, job involvement and job stress.

At 0.01 significance the correlation value obtained is -0.390^{**} , which shows that there is a significant negative relationship between lack of positive attitude and interpersonal relationship, $r(98) = -0.390^{**}$, $p=0.000$. The way we see others is the dramatic reflection of self. Employees who always see others as a threat, constantly criticizes someone whom they don't like and seek for external form of appreciation or reinforcement may spoil their working relationships with others at workplace. When employees feel jealous because of others achievements or when others are empowered with additional responsibilities, it affects the interpersonal relationships

At 0.01 significance the correlation value obtained is -0.310^{**} , which shows that there is a significant negative relationship between lack of positive attitude and lack of job stress, $r(98) = -0.310^{**}$, $p=0.002$. Not being optimistic may cause stress at job. Employees who finds their work environment conducive, takes up additional responsibilities without any resentment feeling, takes initiatives are likely feel less stressed at work. Poor attitude towards one-self, others and towards work can cause job stress and affect the interpersonal relationships. For example low self-esteem

At 0.01 significance the correlation value obtained is -0.272^{**} , which shows that there is a significant negative relationship between lack of positive attitude and job involvement, $r(98) = -0.272^{**}$, $p=0.006$. Employees who prefer to work alone rather than in team, fails to appreciate others for their performance and finds their job less challenging tend to withdraw themselves from getting involved at job. Individuals who prefer to live in their own comfort zone at workplace and not much interact may find

difficult to get support from others. Emotional stability can drive towards improving one's relationship with others and can cause less stress at workplace

At 0.01 significance the correlation value obtained is -0.409**, which shows that there is a significant negative relationship between lack of self-control and job involvement, $r (98) = -0.409^{**}$, $p=0.000$. The amount of self-regulatory behaviour one displays irrespective of the true feeling that one holds towards his or her co-workers, boss or peer groups, will keep him or her constructively engaged at job. If individuals' lacks self-control it will affect their involvement level at work.

At 0.01 significance the correlation value obtained is -0.457**, which shows that there is a significant negative relationship between lack of self-control and interpersonal relationship, $r (98) = -0.457^{**}$, $p=0.000$. And also at 0.01 significance the correlation value obtained is -0.389**, which shows that there is a significant negative relationship between lack of self-control and lack of job stress, $r (98) = -0.389^{**}$, $p=0.000$. Further from all of the above cases one of the important observation that can be made is more than self-perception or attitude, self-control has a high relevance and role to play in determining the quality of work life. There are certain negative feelings which cannot be avoided but one must learn to tolerate and regulate distress. An awareness to one's own emotional state assist employees to manage their relationships with others and enables them to align personal values with a clear sense of purpose that demonstrates a high level of integrity in work. This study identifies quality of work life as equally a responsibility of individuals to improve by improving their emotional state, as they represents the level of motivation, commitment and involvement at work place. The way individuals in the organization perceive, think and behave at workplace affects their performance level and also have an influence on working relationships

The Cronbach's alpha value for Emotional Distress and Quality of work life was 0.763 & 0.831 respectively. It showed high level of internal consistency for the scale with this specific sample.

5.2 CONCLUSION

Emotional Distress and Quality of work life were found to be negatively correlated in this study.

Faculty reported high level of distress and Quality of Work Life was reported low and also found that there was no significant difference in the impact of emotional distress on quality of work life among males and females. Both male and female perceive distress and quality of work life in the same way. The behavioural approach towards distressing situation remains the same irrespective of their gender.

If individuals have control on their negative emotions then such occurrence can be stabilized. Whether we respond or react to the situation will depend upon a better understanding about our emotional requirement. An inappropriate attitude towards fellow being or work situation indicates negative emotions which further affects the ability of individuals to think constructively. In this study faculty reported high level of quality of work life when they showed their ability of regulating their negative emotions by keeping personal problems and work related problems separately and by avoiding dysfunctional behaviour.

When such positive behaviour is displayed at work place it not only helps individuals at job performance but also improves their interpersonal relationship with others. Employees need to assume individual liability first to make their work life better. And it can be done by developing one's own personal skills and aptitude to manage and regulate emotions. This study can further be explored by considering other socio-demographic factors and organizational factor.

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