

The effect of Emotional Intelligence level on Quality of work life among Nursing Teachers

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Abstract

Background: education staff's emotional Intelligence has a vital role for all work with student, especially nursing teachers because the presence of emotional intelligence improves the quality of work life for nursing and patients **Aim of the study:** assess the effect of emotional intelligence level and its relation to quality of work life among nursing teachers **Design:** descriptive correlative study **Setting:** was conducted in Technical institute of Nursing, Fayoum University at east of Cairo government **Sample:** Random samples **Size:** (53) nursing teacher involved both genders working at the above mentioned settings. **Three Tools of data collection** Structured questionnaire to assess A) the socio-demographic characteristics of nursing teachers) an emotional intelligence questionnaire to assess level of emotional intelligence C) Quality of work life scale to assess quality of work life. **Results:** more than two third of nursing teacher were female and had Bachelor degree and low scores of emotional intelligence were associated with low scores of quality of work life for nursing teachers But emotional intelligence components were not significantly correlated in Intrapersonal part, Interpersonal part and General mood but the quality of work life were significantly correlated in all items except Work environment and relation and co-operation **Conclusion:** The positive significant correlation between emotional intelligence with its components and the quality of work for nursing teachers. **Recommendations:** Further studies should be carried out all teachers in different school, institutes and universities and Designing training programs to increase the awareness of teachers about emotional intelligence and their effect on quality of work life.

Key words: Emotional intelligence, enhancing, quality of work life, nursing teacher

Introduction

Emotional intelligence is an area of cognitive ability involving traits and social skills to understand the emotions of others and it also help to take personal and organizational decisions. People having high emotional intelligence can

cope with the organizational problems more effectively (Siddiqui & Hassan, 2013).

Emotional intelligence have been provided how people deal with good and bad events of life and they carry out efficient and sustainable actions in the organization (Flowers., Thomas-

Squance., Brainin-Rodriguez., and Yancey, 2014)

Emotional intelligence is a social skill and an important component of communication, in fact it can be expressed as the ability to correctly recognize one and other's emotions and then understanding, evaluating and using it to make proper decisions, to solve problems and to have a better life (Cavazotte, et al., 2012).

Components of emotional intelligence including self-awareness, self-management, social awareness and relation control, the two first components focused on the person and the two second components are focused on the person's relationships. Self-awareness means an awareness of emotions and accepting them, an awareness of one's weaknesses and strengths. Self-management means self-control, a sense of duty in one's job flexibility with regard to changes, and an acceptance of new ideas and opinion relation control means that an individual accordingly adjust relations with others (Besharat, M. A, 2007).

Importance of emotional intelligence in the way of life changes is determined as a factor to fit changes properly and then merely intellectual abilities can't be good anticipators for life success. (Ahmadi Azghandi & Farzam, 2007)

Organizations require employees to be emotionally intelligent to serve customers in a better way and to create and maintain a lively work environment and reduce employees' occupational stress. Emotional intelligence explains how to use intelligence for life success. Employers can also opt to by enhancing their emotionally intelligent (Chaudhry & Usman, 2011)

Quality of work life is the employees' reaction with regard to their job, particularly the individual results in job context and mental health which

stress the personal results, occupational experience and how to improve one's job to meet individual needs (Kalantari et al. 2012)

Quality of working life is one of the most important issues in any organization which quality of life as the person's perception and understanding of his living conditions in terms of culture and values of the society in line with goals, expectations, standards and interests of individuals (Flores, et al., 2011).

Quality Work Life is favorable working environment that supports and promotes satisfaction by providing employees with rewards, job security and career growth opportunities (Sheikh, 2013).

Good quality work life in education include provision of: positive communication, feedback about performance; recognition of contributions; autonomy; effective problem solving, participatory decision making; team work philosophy; fair salary; safe and healthy work environment; and balance between work and house/private life (Vagharsey al. 2011).

Significance of the study:

The teacher faced high work pressure, psychological need thwarting burnout, and somatic complaints. The pressures caused by emotional breakdown and depersonalization (burn out) due to irregular working hours, expectation of works beyond capabilities, and miscellaneous job scopes and affect performance at work which The awareness of Emotional intelligence should be identified in order to help nursing teacher as the best role model and enhancing professionalism and the quality of work life. (Rakholiya, N. 2013).

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High Emotional Intelligence would enable personal and social competencies to be able to handle stress and challenges professionally because Emotional Intelligence acts as perseverance support in teachers' professionalism (Kecerdasan et al., 2010).

Aim of the Study:

This study aimed to assess the effect of emotional intelligence level and its relation to quality of work life among nursing teacher's at technical institute of nursing at Cairo government

This aim was achieved through the following:

1-Assess the level of emotional intelligence among the Nursing Teachers

2- Assess quality of work life among nursing teachers

3-Assess the relation between level of emotional intelligence and the quality of work life

Research question:

1-waht is the level of emotional intellignace among the nursing teacher?

2- What is the level of quality of work among nursing teachers?

3- Is there relation between socio demographic of the Nursing teachers and quality of work life?

Subjects and methods

Research design:

Descriptive correlative research design was used to accomplish this study .In this method, the levels of emotional intelligence's nursing teachers and its

relation to quality of work life of them have been investigated.

Setting:

The present study was conducted in the Technical institute of Nursing at Cairo governorate; the Cairo government divided into four medical sectors north, east, west, and south. The east medical sector selected by random sample which contains three nursing institute which are (Manshiet El-bakery,El-Salam, El-Abbasiya).

Sample type:

A random sample was used **Sample Size:** the actual sample size(53)Nursing teachers working at the above mentioned settings through giving every teacher number and then select the odd number from nursing teacher.,

Inclusion Criteria: Both genders (male and female),At least 1 year teaching experience

Academic studying bachelor, master, and doctorate degree.

Tools of the study: three tools for data collection were used in the present study

1. First tools: Nursing teachers a structure questionnaire.

It was designed by the researchers and written in simple Arabic language. Data obtained were related to:

Demographic characteristics of the studied nursing teachers which included: age, gender, level of education, marital status, Length of work and family size.

II - The Second Tool: An emotional intelligence questionnaire. It was adopted from **Bar-On (2007)** outlines 5 components of emotional

intelligence and translated by (Osman and Farouk, 2001).

It consists of self-reported emotional intelligence questionnaire with 58 questions which are further divided into 5 dimension (intrapersonal questions (emotional self-awareness, assertiveness, self-regard, self-actualization, independence) are 1, 2, 3, 5, 7,8,10,14,49,51 and Interpersonal questions (interpersonal relationship, empathy, social responsibility) are 4, 6, 9, 11, 12, 13, 16, 17, 18, 26, 28, 31, 50, 53, 56 and stress management questions are 15, 19, 20, 21, 22, 23, 24, 25, 27, 29, 30, 32, 58 and adaptability scale question are 33, 34, 35, 37, 38, 40, 41, 44, 54, 55, 57 and general mood questions are 36, 39, 42, 43, 45, 46, 47, 48, 52.

Scoring system:

Final mark of emotional intelligence questionnaire is resulted from accounting all marks of questions related to emotional intelligence questionnaire. To describe this variable the marks were divided to the following alternatives (often occurring - occur frequently - occur occasionally - rarely occur - do not occur) and ask the person to identify the alternatives that apply and the grades are given as follows (5 - often occurs, 4 - occurs frequently, 3 - occur occasionally, 2- rarely occur, 1-does not occur) The high score refers to high emotional intelligence. The minimum total score is 58 and the maximum is 290 Higher total scores. The nursing teacher total score were classified as follows: 'poor emotional intelligence scale was less than 50% represent >145 marks, average emotional intelligence of nursing teacher score was represented 50% and more than which present \leq 145 marks.

III- The Third Tool: Quality of work life scale It was adopted from (Devappa & Swamy, 2015).

it consists of 50 questions in nine categories (identified based on factor analysis, Work environment (question 1, 2, 3, 4, 5, 6). Organization culture and climate (questions 7, 8, 9, 10, 11, 12, 13). Relation and co-operation (questions 14, 15, 16, 17, 18, 19) Training and development (questions 20, 21, 22, 23). Compensation and Rewards (questions 24, 25, 26, 28). Facilities Job (questions 29, 30, 31, 32, 33). satisfaction and Job security (questions 34, 35, 36, 37, 38, 39, 40, 41). Autonomy of work (questions 42, 43, 44, 45, 46, 47). And Adequacy of resources (questions 48, 49, and 50).

Scoring system:

Each item in the original scale is scored in 5-point likert scale ranging from (1) I absolutely agree from (5) I absolutely disagree (Number 3 was neither agree nor disagree)

The minimum total score is 50 and the maximum is 250 higher total scores indicate better work life quality. The total score of work like nursing teacher score were classified as follows: 'poor quality of work life score was less than 50% represent >125 marks, average quality of work life score of nursing teacher equal 125 marks, good quality of work life score of nursing teacher 50% present <125 marks.

Reliability: Alpha Cronbach's test was larger than 70%. In accordance to **Sekaran (2003)**, the tool used is reliable. Statistical analysis the collected data were organized; categorized, analyzed using the statistical package for social studies (SPSS).

Validity: The data collected tool tested by a of 5 experts of Psychiatric and community staff and Nursing professors „who reviewed the instrument for clarity, relevant, comprehensive and applicability for the sample.

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Ethical consideration:

All official permissions to carry out the study were secured from pertinent authorities. All Nursing teachers were informed about the importance and aim of this study. Oral consent was obtained from all the participants. All Nursing teachers were informed that their participation is voluntary and their rights to withdraw at any time, and confidentiality of the information obtained. Also, the Nursing teachers were informed that the collected data would be used only for the purpose of the present study, as well as for their benefit.

Pilot study: It was carried out on 10% of the total study sample. It was conducted to test study process and to evaluate the applicability and clarity of the tools, assessment of feasibility of fieldwork and to detect any possible obstacles that might face the researchers and interfere with data collection. Necessary modifications were done based on the pilot study findings such as (omission of some questions from tool and adding another) in order to strengthen their contents or for more simplicity and clarity. The pilot sample was included in the main study sample.

Procedure:

The investigator explain the aim of the study and visited the Nursing Institute from 1 pm-3pm. The questionnaires were carried out, after obtain the necessary permissions by Each questionnaire took 15 to 20 minutes to be conducted .

- At the beginning of the interview, the researcher introduced herself to women, explained to the participants the aim of the study and then the oral consent of the teachers as obtained.

- The researcher interviewed each teacher individually to filling questionnaire sheets was about 5 minutes.

Statistical analysis

Statistical analysis the collected data were organized; categorized, analyzed using the statistical package for social studies (SPSS). Data were presented using descriptive statistics in the form of frequencies and percentages for qualitative variables, mean and standard deviations for quantitative variables. The statistical test such as chi-square test was to determine relation between qualitative data and r-test was used. Statistical significance difference was considered when $p\text{-value} \leq 0.05$, and high significance when $p\text{-value} \leq 0.001$ and no statistical significance difference was considered when $p\text{-value} > 0.053$.

Results:

Section I – Demographic data in frequency and percentage

Section II – Emotional Intelligence level distribution

Section III – Quality of work life Distribution

Section IV – Correlation between Emotional Intelligence level and quality of work Life.

Section V- Correlation between socio demographic characteristics of the Nursing teachers and the level of emotional intelligence.

Section VI- Correlation between socio demographic characteristics of the Nursing teachers and quality of work life.

Table (1): Distribution of nursing teachers regarding to their socio-demographic characteristics)

Socio-demographic characteristics	No=53	%
Age/year		
≤ 30 years	24	45.3
>30 years	29	54.7
Gender		
Female	40	75.5
Male	13	24.5
Marital status		
Single	22	41.5
Married	27	50.9
Divorced	4	7.5
Education		
Bachelor	34	64.2
Master	17	32.1
Doctorate	2	3.8
Years of expectation as a nursing teachers		
1-<5	16	20.2
2<10	32	60.4
10 and more	5	9.4
Family size		
≤ 3 individual	16	30.2
>3 individual	37	69.8

Table (1): Reveals that more than half (54.7%) of them more than above 30 years old, three quarters (75.5%) of them were female, two thirds (64.2%) of them had professional qualification was B Sc Nursing ,the about two third (60.4% and 69.8%) of them were length of work 10-15 years and family size more than 3 individual res

Table (2) Mean scores of emotional Intelligence among the nursing teachers regarding gender (n=53)

Items	Teachers male (13)	Teacher female(40)	t test	P value
Intrapersonal part: (emotional self-awareness, assertiveness, self-regard, self-actualization, independence)	20.077 ± 6.01	20.077 ± 6.01	-2.38	0.021
Interpersonal part: (interpersonal relationship, empathy, social responsibility)	30.77 ± 8.09	35.03 ± 6.46	-2.25	0.029
Stress management	26.38 ± 7.27	29.43 ± 5.03	-1.69	0.097*
Adaptability scale	24.77 ± 5.18	23.88 ± 4.66	0.585	0.561*
General mood	16.92 ± 4.59	19.80 ± 3.70	-2.29	0.026
Total	118.23 ± 28.59	131.45 ± 19.53	-1.88	0.065

*Statistical significant differences

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Table (2) Clarified that the outcome of nursing teacher's total mean of emotional intelligence is significant- test = -1.88, $p < 0.065$. It means that is significant in the emotional intelligence in male and female nursing teachers.

There was positive significance of mean of nursing teacher's emotional intelligence's (Stress management and Adaptability scale) respectively.

Table (3) Mean scores of quality of work life among the nursing teachers (n=53)

Items	Teachers male	Teacher female	t test	P value
Work environment	11.92 ± 4.17	14.90 ± 3.70	-2.44	0.018
Organization culture and climate	15.69 ± 4.55	18.63 ± 4.53	-2.02	0.048*
Relation and co-operation	12.62 ± 2.63	16.85 ± 4.23	-3.39	0.001*
Training and development	8.23 ± 2.95	14.03 ± 4.15	-2.34	0.017
Compensation and Rewards	9.83 ± 4.77	12.23 ± 40.08	-2.09	0.041*
Facilities Job	11.92 ± 4.25	14.95 ± 3.55	-2.24	0.019
Satisfaction and Job security	17.38 ± 7.46	22.10 ± 5.72	-2.39	0.020
Autonomy of work	13.54 ± 4.03	15.05 ± 4.59	-1.06	0.294
Adequacy of resources	6.31 ± 3.30	8.50 ± 2.26	-2.70	0.009*
Total	107.00 ± 34.53	134.13 ± 30.37	-2.59	0.007*

*Statistical significant differences

Table (3): Reveals that the nursing teachers' total mean of quality of work life among nursing teachers were significance (Organization culture and climate, Compensation and Rewards, Relation and co-operation and Adequacy of resources) respectively.

Table (4) Correlation between Emotional Intelligence level and quality of work Life (n=53)

Items	Nursing teachers' quality of work life	
	r	P
Nursing teachers' emotional Intelligence	0.550	0.000*

Table (4): clarified that there was a positive and significant relationship between the nursing teachers' emotional intelligence and quality of work life in 99 percent of confidence ($r=0/550$, $p0.000^*$) that there were the lower score of emotional intelligence's nursing teacher and lower score of quality of work life.

Table (5) Correlation between socio demographic characteristics of the Nursing teachers and (Emotional Intelligence level and quality of work Life) (n=53)

Nursing teacher' characteristics	Total emotional		Total quality	
	r	p	R	p
Age	0.253	0.481	0.103	0.107
Gender ©	0.148	0.290	0.550	0.000*
Education ©	0.340	0.491	0.218	0.104
Years of experience	0.302	0.028	0.550	0.000*

*Correlation is significant at $p < 0.05$ ©Spearman rank correlation

Table (5): Show that there was a statistically significant correlation between total emotional intelligence of nursing teachers and (age and education) and there was a statistically significant correlation between quality of work Life of nursing teachers and (gender and years of experience).

Discussion:

Emotional intelligence is a social skill and an important component of communication, solve problems and it works on the functional success of the individual (Brackett et al., 2011). A high quality work life is a prerequisite for increasing satisfaction and empowerment of an organization's employees. High work quality is required in any organization to attract and retain the human resources. (Lee et al., 2013). The present study aimed to assess the effect of level of Emotional intelligence and its relation to Quality of work life among nursing teacher at Cairo Government. This study showed that emotional intelligence is positive and significant with quality of work life.

Results revealed that the nursing teacher' characteristics for age and gender, more than half of them above 30 years old. This finding was supported by (Salehi et al. 2016), study on Assess the Relation between Emotional Intelligence and Quality of Life among the Nursing Faculties in Indian who found that, about half of nursing teachers were 30 – 40 years old. As regards the gender, the present study revealed that their around three quarters of them were females. These results go in line with (Swamy et

al. 2015). Maximum subjects were female.

Concerning professional qualification of nursing teachers the present study reveals that about two third was B Sc Nursing. The results are in line with the results of research conducted by (Salehi et al. 2016). Maximum subjects qualification was B Sc.

Emotionally intelligent nursing teachers are capable of controlling their own and others' emotions can that it use other's emotional data to their own benefit to guide their thoughts activities, are more creative, thoughtful and use emotions to solve their own problems. The present study revealed that had positive significant correlation with stress management and Adaptability scale but there is no significant with intrapersonal part (emotional self-awareness, assertiveness, self-regard, self-actualization, independence), Interpersonal part (interpersonal relationship, empathy, social responsibility) and general mood may lead to don't allows people to understand the power dynamics that often influence quality of work life. This result support by Sarasetal., (2009). Study on The relationship between emotional intelligence and stress management who reported that the importance of perceived

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emotional intelligence in stress management. This result supported by (Salehi et al. 2016), who found that the aspects are self-awareness, managing emotions, motivating one self, empathy and social skills need to pay attention to improve emotional intelligence.

The impact of quality of work life on the individual is the outcome many factors especially component of emotional intelligence. The present study revealed that no significant relation of components of quality of work life (Autonomy of work, Work environment, Training and development, job facilities, Satisfaction and Job security) for nursing teachers. These results were consistent with **Abubakari (2013)**: Study on assessment of quality of work life of nurses in tamale teaching hospital who found that did not register any significant relationship with respondent's level of autonomy. It is also established that respondents rate of nurses employee development has no significant relationship to results holds for extent of social support, leadership style, extent of satisfaction with physical environment, Training and development and extent of employee recognition.

The current study revealed that a statistically significant relation between total emotional intelligence of nursing teachers and (age and level of education). these result supported by **Ravikumar, A (2014)**, who reported that women IT professionals aged more than 50 years have High level of emotional intelligence followed by women IT professionals aged 30 year old but emotional intelligence level of women IT professionals don't differ on the basis of their education. The results also indicated that there was a significance relationship between the emotional intelligence dimensions and quality of work life.

Conclusion:

Based on the results of present study and its researches, it can be proved that The positive significant correlation between emotional intelligence with its components and the quality of work for nursing teachers. Achieving Emotional intelligence play important key for create success in the physical, mental and psychosocial fields that it lead to improving quality of work life.

Recommendation:

- 1- Design training programs for training on the level of emotional intelligence that help teacher to have a better quality of work and performance.
- 2- Provide a working climate that helps stimulate emotional intelligence
- 3- Further studies should be carried out on a large number of such groups of teachers with different functions and setting.

Limitations of the study:

The limitations of this study include Different schedule of study for each teacher participated in the research

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