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Emotional Intelligence and Quality of Work Life between Iranian and Indian University Employees: A Cross–Cultural Study*

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The purpose of present study was to ascertain the relationship of emotional intelligence and quality of work life, and also to compare these two variables between Iranian and Indian university employees. A total of 400 university employees (200 employees from University of Sistan and Baluchestan and 200 employees from Delhi University) were selected at random for this study. Emotional Quotient Questionnaire and Quality of Work Life Scale were used for data collection. For analyzing the data, Pearson correlation coefficient, Multiple Stepwise Regression, independent samples t–test and One Way MANOVA was applied. The results demonstrated high scores of emotional intelligence were associated with higher scores of job and career, working conditions, and overall quality of work life. But emotional intelligence was not significantly correlated with general well-being, stress at work, control at work, and home work interface sub–scales. Job and career was a unique predictor for emotional intelligence in both samples. The results also indicated that employees of Sistan and Baluchestan University reported slightly higher emotional intelligence, job and career, general well-being, home–work interface, working conditions, and overall scores of quality of work life, in comparison to employees of Delhi University.

Keywords: Emotional Intelligence, Quality of Work Life, University Employees, Iran and India.

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Over the decades, emotion has been a very important variable in psychology and it has received specific attention in the workplace. There is no agreement and consensus definition about emotion among psychologists. Kleinginna & Kleinginna (1980, p.355) defined the emotion as "a complex set of interactions among subjective and objective factors, mediated by neural-hormonal systems, which can: (a) give rise to affective experiences such as feelings of arousal, pleasure/displeasure; (b) generate cognitive processes such as emotionally relevant perceptual effects, appraisals, labeling processes; (c) activate widespread physiological adjustments to the arousing conditions; and (d) lead to behavior that is often, but not always, expressive, goal directed, and adaptive". It seems that emotions play a very important role in the workplace and affects how an entire organization communicates within itself and the outside world. For three decades, emotional intelligence has been a very important and crucial topic in psychological researches. Mayer, Salovey & Caruso (2004) viewed emotional intelligence as a member of a class of intelligences consisting of the social, practical, and personal intelligence that are considered as hot intelligence. Mayer & Salovey (1997) believed that emotional intelligence is the ability of perceiving emotions, accessing and generating emotions to assist thought, understanding emotions and emotional knowledge, and also to reflectively regulate emotions in order to promote emotional and intellectual growth. Goleman (1998) defined emotional intelligence as a capacity to recognize our feelings and that of others, motivate ourselves, and manage emotions well in ourselves and in our relationships. Emotional intelligence has seven dimensions including self-awareness, the preservation of emotion, motivation, interpersonal sensitivity, persuasion, firmness and prudence with

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integrity (Yahaya, Ee, Bachok, Yahaya, Bon & Ismail, 2011). One of the most famous psychologists and theorizations, Goleman (1998; 1995), proposed a model of emotional intelligence with five dimensions namely; self–awareness, self–management, self–motivation, empathy, and social skills (Luthans, 2008). Weiss (2002) emphasized that workplace events have real emotional effect on individuals. Furthermore, the consequences of emotional states in the workplace, both behavioral and attitudinal, have substantial significance for individuals, groups, and the society. It seems that emotional intelligence of an employee has effect on his/her behavior which ultimately affects his/her achievements and his/her performance in the workplace.

In recent years, the quality of work life has been popular in organizations and researchers are presently conducting studies on this topic. Quality of work life is used to describe certain environmental and humanistic values neglected by industrial productivity and economic growth. According to Srivastava & Kanpur (2014, p.15), "quality of work life refers to the level of satisfaction, motivation, involvement and commitment individuals experience with respect to their lives at work. Quality of work life is the degree to which individuals are able to satisfy their important personal needs while employed by the firm". Quality of work life is considered as the employees' reaction to their job, especially the individual outcomes in the workplace and mental health which emphasize on the personal results, occupational experience and how to improve one's job to meet individual needs (Salmani, 2003). Researchers and psychologists proposed models with regard to quality of work life. In one of those models, Hackman and Oldham (1974) described a model in which the needs of psychological growth

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were related to quality of work life, and several needs were recognized as: skill variety, task identity, task significance, autonomy and feedback. Walton (1980) designed eight conceptual categories about quality of work life. They are as follows: adequate and fair compensation, safe and healthy working conditions, immediate opportunity to use and develop human capacities, opportunity for continued growth and security, social integration in the work organization, constitutionalization in the work organization, work and the total life span, and the social relevance of work life. Sirgy, Efraty, Siegel & Lee (2001) proposed a model related to quality of work life which consists of the key factors as follows: need for satisfaction based on job requirements, need for satisfaction based on work environment, need for satisfaction based on supervisory behavior, need for satisfaction based on ancillary programs, and organizational commitment. According to Baba & Jamal (1991), quality of work life contains eight factors, namely: job satisfaction, job involvement, work role ambiguity, work role conflict, work role overload, job stress, organizational commitment and turn-over intentions. In another model, Nekouei, Othman, Masud & Ahmad (2014) suggested that quality of work life has three dimensions including: managerial (quality of management and supervision, opportunity and possibility for training talents, skills and occupational improvement, feedback about the function, participation in decision-making), structural (salary, wages, benefits and reward, safety in working environment, job security, attracting and retaining programs in organization), and social (social consolidation in work environment, social interaction).

Research evidences have demonstrated that there is a significant association between emotional intelligence and

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quality of work life. In a study, Kumar & Rajaram (2012) indicated that there is a positive correlation between emotional intelligence and quality of work life of employees. Farahbakhsh (2012) examined the role of emotional intelligence in increasing quality of work life in school principals. The results demonstrated that the quality of work life of principals was high, but in the case of emotional intelligence, the principals were low. He concluded that increasing emotional intelligence was able to provide a better work environment for principals. Kalantari, Moghani, Taghibigloo, & Honari (2012) found a significant association between emotional intelligence and quality of working life of physical education teachers. Apte & Khandagle (2016) found a strong correlation between emotional intelligence and quality of life. Studies demonstrated that some dimensions of quality of work life is significantly correlated with emotional intelligence, for instance, Colomeischi & Colomeischi (2014) showed an image regarding the relationship between emotional intelligence, self-efficacy and work mentality and work satisfaction. In another study Amiri, Rashidi & Salajagheh (2015) showed that a significant positive correlation exist between emotional intelligence and fair pay, safe and healthy work-place, provision of opportunities and security for growth, individual rights, social cohesion, social dependency in working life, development of human capabilities and overall scores of quality of work life. Dasgupta (2011) concluded that emotional intelligence is positively correlated with quality of work life and happiness, revealing that it contributes toward achieving higher quality of work life and greater perceived happiness and is negatively associated with both the domains of work-family role conflict, illustrating that emotional intelligence decreases the perception of role conflict

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and thereby reduces the stress produced by it. Manhas (2013) revealed that there exists a strong correlation between emotional intelligence, quality of work life and job satisfaction. Quality of work life and job satisfaction is strongly predicted by emotional intelligence. Adeyemo, Terry & Lambert (2015) revealed that there is a significant correlation between emotional intelligence and quality of work life. Their results also showed that emotional intelligence predicts quality of work life. Balluerka, Gorostiaga, Alonso–Arbiol & Aritzeta (2016) in a study showed that class-level emotional intelligence showed a positive relationship with students' well-being. Kiamarsi & Abolghasemi (2010) showed that emotional intelligence is related to the quality of life. They concluded that optimistic and entitlement has significant contribution in the prediction of quality of life. Colomeischi (2014) found out that there are relationships between the dimensions of emotional life and work satisfaction. Biggart, Corr, O'Brien, & Cooper (2010) revealed that trait of emotional intelligence is negatively related with levels of work interfering with family life and family life interfering with work performance. Sahaghi, Mohammadi, & Rabiei (2015) concluded that the life quality and emotional intelligence has a positive and significant relationship with general health. The results also showed that quality of life and emotional intelligence play an important role in predicting the general health.

The results of different studies have shown that there is an association between emotional intelligence and quality of work life in employees. Previous studies have been carried out in Western cultures and other culture–dependent studies, so it is very important to conduct a cross–cultural study on emotional intelligence and quality of work life in the university environment of Iran and India. Moreover, the lack of review of

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literature on this subject in Iran and India is very evident and conducting this research is obvious in the cultural context of Iran and India, which are two developing countries in Asia. Furthermore the below questions have been designed for this research.

Questions

1. Is there a significant relationship between emotional intelligence and quality of work life in employees of Sistan and Baluchetsan University?
2. Is there a significant relationship between emotional intelligence and quality of work life in employees of Delhi University?
3. Is there a significant difference in the mean emotional intelligence scores for university employees of Sistan and Baluchestan and Delhi University?
4. Is there a significant difference in the mean quality of work life scores for university employees of Sistan and Baluchestan and Delhi University?

Method

The Sistan and Baluchestan province culture is very close to Indian culture in comparison to other Iranian cultures, so this justifies the reason for conducting a cross–cultural study between employees of Sistan and Baluchestan University and Delhi University. The sample size included 200 employees from University of Sistan and Baluchestan in Iran and 200 employees from Delhi University in India who were selected at random for this study. Measures were given to employees and before responding to questions, instructions for each part of the measures were adequately explained to employees. The

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employees were also assured that their participation in this study was voluntary and their responses would remain confidential and used for research purpose only.

Emotional Quotient Questionnaire

This questionnaire was developed by Chadha (2001) to evaluate the amount of emotional intelligence and it has 22 questions with three psychological sub–scales including emotional sensitivity, emotional maturity and emotional competency, which motivate participants to recognize truthfully, interpret honestly and handle tactfully the dynamics of human behavior. To score, this questionnaire ranged from 5 to 20 score. The responses to each question have a score of 5, 10, 15 or 20. This questionnaire has been constructed in such a way that it assesses all three emotional sub–scales. This questionnaire has been validated and standardized for professional managers, businessmen, bureaucrats, artists, and graduate student population. This questionnaire has a test-retest and split–half reliability of .94 and .89, respectively and validity of .89. In the present research alpha Cronbach value used was .64.

The Work–Related Quality of Life Scale (WRQLS)

The Work Related Quality of Life Scale has 24 items and is used to assess the perceived quality of work by an employee based on six psycho-social sub–scales including: job and career satisfaction, general wellbeing, homework interface, stress at work, control at work, and working conditions (Van Laar, Edwards & Easton, 2007). The Work Related Quality of Life Scale consists of five responses ranging from "strongly disagree" (1) to "strongly agree" (5). Individual item responses are computed together to achieve an overall score. The scale

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captures employment and non – employment facets of life, as well as more current issues such as occupational stress. The construct validity of the Work Related Quality of Life Scale is supported by factor analysis. Total scale reliability for the item pool was strong with a Cronbach's alpha of .96. This reveals that the items measure middle–range theoretical concepts in a consistent manner (Van Laar, Edwards & Easton, 2007). This scale was defined by the following statement that was taken from the Work Related Quality of Life Scale (WRQLS). The possible responses were: 'Strongly Agree," "Agree," "Neutral," "Disagree," and "Strongly Disagree." In addition, high QWL was defined by scores of 4 or 5, and low QWL was defined by scores of 3, 2, and 1 on a five point Likert scale by the WRQLS question 24: "I am satisfied with the overall quality of my working life" (Nowrouzi, 2013). In the present research alpha Cronbach used was .84.

Results

Parametric tests (Pearson Correlation Coefficient, Multiple Stepwise Regression, and One Way MANOVA) were applied, since F Levins' Test revealed that the homogeneity of the variance for the study variables were not significant.

To respond to the first question of research, Pearson correlation coefficient and multiple stepwise regression was used and results are given in the below Tables.

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Table 1

Correlation Coefficients between Emotional Intelligence and Quality of Work Life in Employees of Sistan and Baluchestan University (N=200)

Variable	Mean	S.D	1	2	3	4	5	6	7	6
1. Emotional Intelligence	333.93	30.24	1							
2. Job and Career	21.34	3.20	.27**	1						
3. General Wellbeing	19.95	3.53	.14	.62**	1					
4. Stress at Work	6.23	1.65	.07	.44**	.46**	1				
5. Control at Work	9.23	2.05	.13	.56**	.47**	.35**	1			
6. Home – work Interface	10.80	1.84	.08	.45**	.61**	.30**	.40**	1		
7. Working Conditions	10.64	1.88	.19*	.51**	.49**	.43**	.33**	.37**	1	
8. Overall Quality of Work Life	77.98	10.65	.19*	.84**	.86**	.62**	.69**	.69**	.68**	1

**P<.01, *P<.05

The results of Pearson correlation coefficients indicate that emotional intelligence is positively correlated with job and career [r (200) = .27, p<.01], working conditions [r(200)=.19, p<.05], and overall scores of quality of work life [r(200)=.19, p<.05]. With high scores of emotional intelligence associated with higher scores of job and career, working conditions, and overall quality of work life. But emotional intelligence was not significantly correlated with general wellbeing, stress at work, control at work, and home work interface sub–scales.

Table 2

Results of Multiple Stepwise Regression of Emotional Intelligence from Quality of Work Life in Sistan and Baluchestan University Employees

Model	R	R Square	F	B	S.D Error	Beta	T	Sig.
Job and Career	.26	.068	10.65 **	2.46	.75	.26	3.26	.001

**p<.01

The results of the analysis presented above allow us to answer the first question of this research. The research model, which includes job and career, explains 6.8 per cent of the variance in emotional intelligence. It makes the large unique contribution (beta=.26). Other sub–scales and overall scores of quality of work life could not enter into regression equation and were omitted from the model.

To respond to the second question of research Pearson correlation coefficient and multiple stepwise regression was used and results are given in the below Tables.

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Table 3

Correlation Coefficient between Emotional Intelligence and Quality of Work Life in Employees of Delhi University (N=200)

Variable	Mean	S.D	1	2	3	4	5	6	7	8
1. Emotional Intelligence	289.49	35.47	1							
2. Job and Career	18.63	4.85	.36**	1						
3. General Wellbeing	17.97	3.58	.27**	.39**	1					
4. Stress at Work	6.17	1.34	.03	.09	.03	1				
5. Control at Work	9.30	2.64	.14	.44**	.29**	.13	1			
6. Home – work Interface	9.10	2.88	.21**	.54**	.38**	.02	.37**	1		
7. Working Conditions	9.39	2.39	.18*	.25**	.33**	.16*	.30**	.39**	1	
8. Overall Quality of Work Life	70.56	11.94	.35**	.81**	.69**	.23**	.65**	.73**	.58**	1

**P<.01, *P<.05

The results of Pearson correlation coefficients indicate that emotional intelligence is positively correlated with job and career [r(200)=.36, p<.01], general wellbeing [r(200)=.27, p<.01], home – work interface [r(200)=.21, p<.01], working conditions [r(200)=.18, p<.05], and overall scores of quality of work life [r(200)=.35, p<.01]. With high scores of emotional intelligence associated with higher scores job and career, general wellbeing, home–work interface, working conditions and overall scores of quality of work life. But emotional intelligence was not significantly correlated with stress at work and control at work.

Table 4

Results of Multiple Stepwise Regression of Emotional Intelligence from Quality of Work Life in Delhi University Employees

Model	R	R Square	F	B	S.D Error	Beta	T	Sig.
Job and Career	.36	.13	28.73	2.64	.50	.36	5.36	.0005

**p<.01

The results of the analysis presented above allow us to answer the second question of this research. The research model, which includes job and career, explains 13 per cent of the variance in emotional intelligence. It makes the large unique contribution (beta=.36). Other sub–scales and overall scores of quality of work life could not enter into regression equation and were omitted from the model.

To respond to the third question of research independent T – test was used and results are given in the below Table.

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Table 5

Results of Independent T–test On Emotional Intelligence between Employees of Sistan and Baluchetsan University and Delhi University

Variable	University	N	Mean	S.D	T	Df	Sig.	η²
Emotional Intelligence	Sistan and Baluchestan	200	333.93	30.24	12.33**	198	.0005	.43
	Delhi	200	289.49	35.46				

**p<.01

An independent samples t – test was conducted to compare the emotional intelligence scores for employees of Sistan and Baluchestan University and Delhi University. There was significant difference in scores for employees of Sistan and Baluchestan University (M=333.93, SD=30.24), and employees of Delhi University [M=289.49, SD=35.46, p=.0005]. The magnitude of the differences in the means was very large (η^2=.43), 43 per cent of the variance in emotional intelligence is explained by two universities employees.

To respond to the fourth question of research One Way MANOVA was used and results are given in the below Tables.

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Table 6

Descriptive Statistics on Quality of Work Life between Employees of Sistan and Baluchestan University and Delhi University

Variable	University	Mean	S.D	N
Job and Career	Sistan and Baluchestan	21.29	3.18	200
	Delhi	18.63	4.85	200
General Wellbeing	Sistan and Baluchestan	19.91	3.52	200
	Delhi	17.97	3.58	200
Stress at Work	Sistan and Baluchestan	6.20	1.64	200
	Delhi	6.17	1.34	200
Control at Work	Sistan and Baluchestan	9.20	2.05	200
	Delhi	9.30	2.65	200
Home – work Interface	Sistan and Baluchestan	10.77	1.82	200
	Delhi	9.10	2.87	200
Working Conditions	Sistan and Baluchestan	10.61	1.89	200
	Delhi	9.39	2.39	200
Overall Quality of Work Life	Sistan and Baluchestan	77.98	10.65	200
	Delhi	70.56	11.94	200

The results of Table 6 illustrate the mean and standard deviation of quality of work life and its sub–scales between employees of Sistan and Baluchestan University and Delhi University.

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Table 7

Results of Wilks' Lambda on Quality of Work Life between Employees of Sistan and Baluchestan University and Delhi University

Value	F	Hypothesis df	Error df	Sig.	η^2
.81	13.44	6	393	.0005	.19

Results of Table 7 illustrated that there is a statistically significant difference between employees of Sistan and Baluchestan University and Delhi University on the combined dependent variable, F(6,393)=13.44, p=.0005; Wilks' Lambda=.81; η^2=.064.

Table 8

Results of One Way MANOVA on Quality of Work Life between Employees of Sistan and Baluchestan University and Delhi University

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	η^2
Country	Job and Career	601.93	1	601.93	34.07	.0005	.09
	General Wellbeing	321.16	1	321.16	25.41	.0005	.07
	Stress at Work	.07	1	.07	.03	.859	.000
	Control at Work	.85	1	.85	.15	.701	.000
	Home–work Interface	235.42	1	235.42	38.66	.0005	.10
	Working Conditions	126.93	1	126.93	26.61	.0005	.07

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Error	Overall Quality of Work Life	4679.17	1	4679.17	36.03	.0005	.09
	Job and Career	6060.46	398	17.67			
	General Wellbeing	4335.70	398	12.64			
	Stress at Work	755.43	398	2.20			
	Control at Work	1982.70	398	5.78			
	Home–work Interface	2088.83	398	6.090			
	Working Conditions	1635.95	398	4.770			
	Overall Quality of Work Life	44546.82	398	129.874			
Total	Job and Career	141837	400				
	General Wellbeing	126857	400				
	Stress at Work	13943	400				
	Control at Work	31535	400				
	Home–work Interface	35674	400				
	Working Conditions	35725	400				
	Overall Quality of Work Life	1928543	400				

Results of Table 8 show that when the results for the dependent variables were considered separately, the difference to reach statistical significance, using a Boferroni adjusted alpha level of .007, were job and career $F(1,398)=34.07$, $p=.0005$, $\eta^2=.09$, general well-being $F(1,398)=25.41$, $p=.005$, $\eta^2=.07$, home –

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work interface F(1,398)=38.66, p=.0005, η^2=.10, working conditions F(1,398)=26.61, p=.0005, η^2=.07, and overall scores of quality of work life F(1,398)=36.03, p=.0005, η^2=.09. There is no significant difference between two groups on stress at work and control at work. An inspection of the mean scores on the Table 6 indicated that employees of Sistan and Baluchestan employees reported slightly higher job and career, general well-being, home – work interface, working conditions, and overall scores of quality of work life in comparison to employees of Delhi University.

Discussion

The purpose of this cross–cultural study was to ascertain the relationship of emotional intelligence and quality of work life between employees of Sistan and Baluchestan University (Iran) and Delhi University (India), and moreover, this study attempted to compare the emotional intelligence and quality of work life between employees of two universities. To respond to the first question of this research, Pearson correlation coefficient and stepwise regression was applied and results demonstrated that emotional intelligence was positively correlated with job and career, working conditions, and overall scores of quality of work life in employees of Sistan and Baluchestan University. It is concluded that high scores of emotional intelligence are associated with higher scores of job and career, working conditions, and overall quality of work life. But the results did not show any significant difference between emotional intelligence and general well-being, stress at work, control at work, and home work interface sub – scales in employees of Sistan and Baluchestan University. Also, the results indicated that emotional intelligence was positively correlated with job

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and career, general well-being, home – work interface, working conditions, and overall scores of quality of work life in employees of Delhi University, with high scores of emotional intelligence associated with higher scores job and career, general wellbeing, home–work interface, working conditions and overall scores of quality of work life. But emotional intelligence was not significantly correlated with stress at work and control at work in employees of Delhi University. Also, the results of multiple stepwise regression revealed that job and career was a positive and significant predictor for emotional intelligence in both university employees. Sub–scales of job and career, working conditions, and overall scores of quality of work life were significantly correlated with emotional intelligence in both cultures, but in Indian culture, general wellbeing and home – work interface were the dominant variables that correlated with emotional intelligence, while in Iranian culture it did not. Although, job and career was a positive predictor for emotional intelligence in both cultures, it was stronger and more unique for Indian employees in comparison to Iranian employees. The amount of variance by which emotional intelligence was explained by job and career was 6.8% and 13% for Iranian and Indian employees, respectively. The results of this study are consistent with previous studies, for instance, Kumar & Rajaram (2012) indicated that there is a positive correlation between emotional intelligence and quality of work life of employees. Kalantari, Moghani, Taghibigloo, & Honari (2012) found out that there is a significant association between emotional intelligence and quality of working life of physical education teachers. Apte & Khandagle (2016) found a strong correlation between emotional intelligence and quality of life. The results of previous studies revealed that there is a significant positive

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correlation between emotional intelligence and safe and healthy work-place and overall scores of quality of work life (Amiri, Rashidi & Salajagheh, 2015). In the Indian employees, general wellbeing was associated with emotional intelligence. Dasgupta (2011) concluded that emotional intelligence is positively correlated with quality of work life and happiness, revealing that it contributes toward achieving higher quality of work life and greater perceived happiness and is negatively associated with both the domains of work-family role conflict, illustrating that emotional intelligence decreases the perception of role conflict and thereby reduces the stress produced by it. There is conformity between the results of the current study and the findings reported by Dasgupta (2011). Some previous findings have suggested that quality of work life is related to emotional intelligence (Colomeischi, 2014; Kiamarsi & Abolghasemi, 2010).

The results of independent sample t–test revealed a significant difference on emotional intelligence between employees of Sistan and Baluchestan University and Delhi University. Employees of Sistan and Baluchestan obtained higher mean scores in comparison to Delhi University employees. There was no cross– cultural study between Iranian and Indian university employees on emotional intelligence to reveal the conformity or unconformity of their results with the current research results. It seems that cultural differences have a great impact on emotional intelligence. Employees of Sistan and Baluchestan University identify their shortcomings and try to improve their performance at workplace. If they are faced with some misunderstanding at the workplace with their colleagues, they might take the initiative, step forward and begin a conversation to resolve the issue while on the contrary, Indian

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employees may allow things take their own time or seek the intervention of a third party. If employees of Sistan and Baluchestan University are directly criticized their behavior at workplace, they might behave or think of ways to change their behavior and they would be in emotional control and try to handle the situation cautiously. Moreover, they can manage their emotions and explain their point of view as patiently as possible and talk to their colleagues and understand their emotions, beliefs and attitudes in comparison to their Indian counterparts.

Results of One way MANOVA illustrated that employees of Sistan and Baluchestan University reported slightly higher job and career, general wellbeing, home – work interface, working conditions, and overall scores of quality of work life in comparison to employees of Delhi University. There is no cross–cultural study between Iranian and Indian university employees on quality of work life to reveal the conformity or unconformity of their results with the current research results. It is deduced that the employees of Sistan and Baluchestan University have a clear set of goals and aims to enable them to do better in their jobs and feel brave to voice opinions and influence changes in their area of work. Since Delhi city is one of the metropolitan cities in the world and life expenditures are not comparable to Zahedan city, hence the employees of Delhi University might not have the opportunities to use their abilities at workplace and their employer might not provide adequate facilities and flexibility around their family life and their current working hours/patterns to suit their personal circumstances. The mentioned causes can justify the differences between the two cultures on the job and career factor. Results revealed that Iranian employees obtained higher mean scores on general wellbeing in comparison to Indian employees. Iranian

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employees are more satisfied with the career opportunities available for them at the university of Sistan and Baluchestan and they might not often feel excessive levels of stress at their workplace and they feel happy because their working conditions are satisfactory, conversely Indian employees are involved in decisions that affect members of the public in their own area of work and maybe their workplace is not a convenient place to perform well. The findings of this study depicted that employees of Sistan and Baluchestan University exhibited higher mean scores on the home–work interface factor in comparison to their Delhi University counterparts. It can be concluded that the university employees of Sistan and Baluchestan, in most ways, have their life close to ideal and in contrast to Delhi University employees, they work in a safe environment, and generally things work out well for them. The above reasons can justify these cross – cultural differences between the two countries.

The results of this study revealed that quality of work life and its dimensions were positively correlated with emotional intelligence, and amongst quality of work life dimensions only job and career could significantly predict emotional intelligence and this dimension was a stronger predictor for emotional intelligence in the Indian sample in comparison to Iranian sample. The results of this study depicted that employees of Sistan and Baluchestan University reported slightly higher emotional intelligence, job and career, general wellbeing, home–work interface, working conditions, and overall scores of quality of work life in comparison to employees of Delhi University. It is concluded that different culture and workplace has an important impact on emotional intelligence and quality of work life.

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Limitations and Suggestions

Since this study was a cross–cultural study and it was very expensive to manage, many funds were required to accomplish it. Data collection by researchers was quite expensive in terms of finance and resources. In this cross– cultural research it was very much difficult to reach a conclusion, this is because the researcher studied two different cultures and they had different norms, traditions, behaviors, attitudes and activities which differed from one society to another.

It is suggested that a cross–continent studies on psychological variables should be conducted in future to clarify the similarities and cultural differences in norms, traditions, behaviors, attitudes and activities. Future researchers must focus on the impact of socio– demographic variables on psychological variables in the workplace with regard to different cultures.

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