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**AN ANALYTICAL STUDY OF RELATIONSHIP BETWEEN  
EMOTIONAL INTELLIGENCE AND WORK LIFE BALANCE AMONG  
FACULTY MEMBERS OF BUSINESS SCHOOLS IN KERALA.**

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**Key Words: - Emotional Intelligence, Faculty Members, Stress and Work Life Balance.**

**Abstract: -**

This article examines the relationship between emotional intelligence and work life balance among faculty members of business schools in Kerala, India. The descriptive and analytical research designs were utilized in this study. Demographic and primary data were gathered through the standardized questionnaire administered to one hundred and fifty (150) respondents. Pilot survey and Cronbach's Alpha were used to confirm the validity and reliability of the study respectively and their variables of measures. Correlation analysis, multiple regression analysis and Multicollinearity test were used to analyze the data with the aid of statistical package for social sciences (SPSS) version. The results show that the independent variables (i.e. Self awareness, Social skills, Empathy, Motivation and Self regulation) were significant joint predictors of work life balance ( $R^2=.640$ ). Subsequently, recommendations were made to Faculty members need to embrace different strategies to deal with the stress and work life balance, including using their intelligence, especially their emotional intelligence.

**1. INTRODUCTION**

The education world today is experiencing a change more deep and far reaching than any experienced since the beginning of the modern age. The rapid speed of information and communication & technology (ICT), rapid changes in working environment, multi cultural

diversity, changes in demography and the Covid-19 pandemic created plethora of challenges but also brought new opportunities and opened doors to innovation in the Indian education system. Emotional Intelligence and Work Life balance are two concepts of high interest in the current educational environment. Especially in the present pandemic environment they serve as a competitive edge among faculty member's personal life and occupational life. Emotional intelligence (EI) is a social intelligence that enables the faculty members to recognize their own, and other peoples' emotions. College teachers handle the students coming from various backgrounds, and hence, it necessitates that they develop the kind of emotional intelligence (EI) which is required to deal with these complexities. Constantly changing college education system imposes new roles and duties on the faculty members which have effect on their work life balance. Faculty members have used various methods to handle stress and work life balance, including using their intelligence, especially their emotional intelligence. Successful emotional intelligence implication for work life balance among faculty members involves five major skills namely self awareness, motivation, self regulation, empathy and social skills. The researcher has taken the topic "the relationship between emotional intelligence and work life balance among faculty members of business schools in Kerala", to know how emotional intelligence helps the faculty members to handle their stress and manage work life balance.

## **2. REVIEW OF LITERATURE**

### **(a) Emotional Intelligence (EI)**

Emotional Intelligence (EI) depicts the capacity, limit, expertise or, a self-saw capacity to recognize survey, oversee and control the feelings of one's self, of others, and of groups. Emotional intelligence is considered to assume a critical part in the advanced work life. Its principles help in evaluating employee behavior, management styles, perspectives, relational abilities and potential. It is additionally considered to have extraordinary pertinence in regions like occupation profiling, arranging, enlistment and determination. Another significant benefit of emotional intelligence is that it permits individuals to all the more likely comprehend and manage feelings. It additionally helps in understanding one's own direct just as relationship with others. Psychological studies have shown that understanding and controlling emotions assume huge part in satisfying one's life and workplace.

### **(b) Work-Life Balance (WLB)**

"Work-life balance is the term used to depict those practices at the work environment that recognize and mean to help the necessities of representatives in accomplishing a harmony between the requests of their day to day everyday routine and work experiences". Work Life Balance is a challenging issue for employees in all sectors and at all levels of one's career and therefore has also attracted the attention of researchers. Work life balance, in its broadest sense, is defined as a satisfactory level of involvement or fit between the multiple roles in a person's life. The effects of proper WLB include improved employee productivity and morale, work motivation, job satisfaction, improved health conditions and enough time for personal and family life while work life conflicts, job stress, absenteeism, emotional exhaustion, high turnover, job switching and health issues are some of negative effects of an imbalance in work life.

### 3. STATEMENT OF THE PROBLEM

From the problem discussion researcher has formulated the following research questions.

1. How emotional intelligence helps the faculty members to improve their work life balance?
2. How far the various attributes of emotional intelligence influence on work life balance?

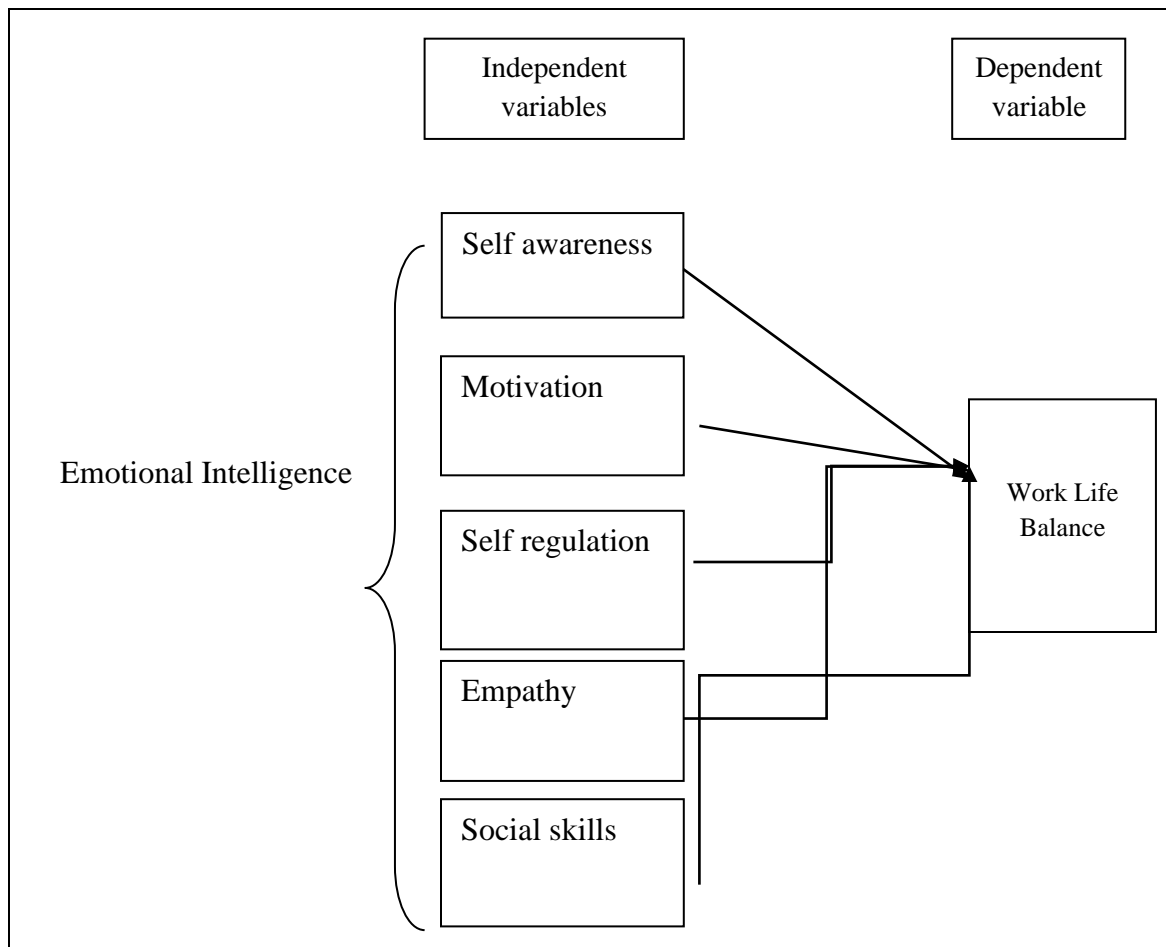
### 4. OBJECTIVES OF THE STUDY

1. To analyze the influence of emotional intelligence dimensions on work life balance among faculty members of business schools in Kerala.
2. To measure the interrelationships between emotional intelligence skills and work life balance and to identify the benefits of this relationships.

### 5. CONCEPTUAL MODEL

Based on theoretical background and review of the previous literature, a conceptual model was developed to examine the influence of emotional intelligence dimensions on work life balance among faculty members of business schools. Figure 1 presents the conceptual model.

**Figure 1 – Conceptual Model**



## 6. HYPOTHESES OF THE STUDY

H1: There is a positive relationship between self awareness and work life balance.

H2: There is a positive relationship between motivation and work life balance.

H3: There is a positive relationship between self regulation and work life balance.

H4: There is a positive relationship between empathy and work life balance.

H5: There is a positive relationship between social skills and work life balance.

H6: Emotional intelligence has a positive influence on work life balance.

## 7. RESEARCH METHODOLOGY

The research design was used in descriptive and analytical research. The present study used primary data collected through a pretested questionnaire method. The questionnaire was pretested by conducting pilot study and suitable modification has been made in the questionnaire relating to the study. Data pertaining to the study collected from February 2021 to April 2021. The researcher has chosen 150 respondents made up among faculty members of various business schools located in Kerala, India. Statistical tools such as correlation analysis, multiple regression analysis and Multicollinearity test were used for data analysis.

### Reliability Test

From Table 1 shown that Cronbach's Alpha 0.774 hence we can say the reliability of the questionnaire is at moderately good level.

**Table – 1: Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.774	.774	25

### Validity analysis

The test of validity of data has been conducted with the help of KMO measure and Bartlett's test of Sphericity. The results of KMO test is .787. It shows that the value of KMO statistics is greater than 0.7, indicating that data could be used for further analysis.

## 8. ANALYSIS AND RESULTS

### Correlation analysis

**Table – 2: Correlation analysis**

Sl. No.	Hypotheses	Coefficient of correlation	Interpretation
1	There is a positive relationship between self awareness and work life balance.	0.585	Moderate positive correlation
2	There is a positive relationship between motivation and work life balance.	0.665	Moderate positive correlation
3	There is a positive relationship between self regulation and work life balance.	0.605	Moderate positive correlation
4	There is a positive relationship between empathy and work life balance.	0.583	Moderate positive correlation
5	There is a positive relationship between social skills and work life balance	0.623	Moderate positive correlation

The above table shows that the correlation analysis of emotional intelligence dimensions and work life balance based on the hypotheses of this study. Pearson Correlation coefficient was calculated to determine the relationship between the variables. Correlation Analysis shows that there were a moderate positive relationship between the emotional intelligence dimensions and work life balance.

**Multiple Regression Analysis**

**Table 3.a**

**Model Summary: Emotional Intelligence and Work Life Balance**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.798 <sup>a</sup>	.640	.635	2.47439

a. Predictors: (Constant), self awareness, motivation, self regulation, empathy and social skills

Source: Survey Data

The above table 3.a demonstrates that the estimation of R Square equals .640, showing that 64 % of the variations in the work life balance were specified by the five independent variables (self awareness, motivation, self regulation, empathy and social skills).

**Table 3.b**  
**Coefficients:Emotional Intelligence and Work Life Balance**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	4.487	1.037		4.327	.000		
Self regulation	-.098	.066	-.101	-1.495	.136	.295	3.386
Social skills	.287	.069	.222	4.181	.000	.482	2.076
Self awareness	.325	.071	.287	4.577	.000	.345	2.902
Empathy	-.020	.054	-.017	-.370	.712	.647	1.546
Motivation	.536	.055	.470	9.681	.000	.575	1.738

Source: Survey Data

The above coefficients table 3.b indicated that the self regulation (-.098) and empathy (-.020) are negatively related with work life balance as is clear from the negative value of its unstandardized coefficients. Similarly the other variables, social skills (.287), self awareness (.325), and motivation (.536) are positively related to the work life balance. It can also be seen that motivation (.470) has a higher influence on work life balance comparing with the standardized coefficients of other variables. The results indicate that the social skills, self awareness, and motivation are significantly influences the work life balance as the p values for their coefficients is 0.000. The significant values of empathy (.712) and self regulation (.136) reflect that has no effect on the work life balance. The effect of multicollinearity is nullified as all the predicted variables, in the model have tolerance of 0.575, 0.295, 0.647, 0.482 and 0.345 respectively. Further, the result shows that the VIF values are obtained is between 1 and 10, it can be concluded that there is no multicollinearity symptoms. It indicates that all the emotional intelligence variables are statistically independent.

**10. FINDINGS & DISCUSSION**

This particular study was oriented to examine the relationship between emotional intelligence and work life balance among faculty members of business schools in Kerala, India. The research proves that emotional intelligence is an important strategy for work life balance, in today’s increasingly competitive and dynamic working environment. The present research finding supports the fact that emotional intelligence is a significant factor which influences the work life balance among faculty members of business schools.

## 11. RECOMMENDATIONS& SCOPE FOR FUTURE RESEARCH

Teaching, a noble profession is a daunting and challenging task. In the present era, with the advent of new methodologies in teaching and the way digital and smart learning has made inroads into the field of education, the role of teachers has also greatly evolved over a period of time. Today, a teacher is faced with the arduous task of keeping him/herself abreast with the latest inventions and strides in the field of medicine, education, science, art and etc. Upgrading their skills and knowledge from time to time is thus necessary and is an utmost priority today. This research has provided new directions on what could be done to bring about greater efficiency in emotional intelligence and work life balance among faculty members of business schools. Based on the findings, the recommendation has been put forward to aid strategic and policy initiatives in this topic and sector globally.

## 12. CONCLUSION

In this turbulent time in India, several schools, colleges and universities have discontinued face-to-face teaching. It created a pressing need to innovate and implement alternative educational and assessment strategies for education sector. With the availability of a sea of platforms and online educational tools, the teachers face frequent hiccups while using it or referring to these tools. This paper explores the content and objectives of emotional intelligence, explains its influence on work life balance and describes the overall implementation process and its supporting pillars. In conclusion, the write up has highlighted emotional intelligence skills as being essential tools that effectively design and implement programs and practices in coping with work life balance among faculty members of business schools in Kerala, India.

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