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# The Impacts of Emotional Intelligence on Work Life Balance: An Empirical Study among Faculty Members' Performance in Educational Institutions at Tamil Nadu, India

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## ABSTRACT

The entire working environment is growing with a high pressure especially after the globalisation and with the development of new technologies, differentiated services, revolution of innovation, creativity explosion and varied choices. The educational sector is not an exception to this scenario. Each educational institution, with the great expectations of the students and their parents, competes with one another for excellent efficiency, prodigious performance and unbeatable uniqueness. In creating uniqueness among competitors, the demand of the management from the faculty members' performance is too high in the educational sector. The educational sectors' competitiveness poses a great challenge for emotional intelligence and work life balance among the employees. The employees' expectations and the reality contradict on each other that and have effects on performance. Based on this, the study focused on the impacts of Emotional Intelligence and its subscales, namely, self-awareness, self-management and relationship control on work life balance of Employees performance in the educational institutions in Tamil Nadu. Based upon this, an empirical study was done to find the impacts of emotional intelligence on work life balance for better performance of Faculty members in the educational institutions, Tamil Nadu, India. This study found that most of the faculty members' performance is affected by conflict/misunderstanding with the superiors, while a few of them have major conflicts/misunderstanding with the family members. This study is limited to the faculty members in the educational institutions in India; and it can be extended to other professional groups in India and abroad to get a significant insight in understanding the contribution of EI on WLB that leads to effects better performance. Persons involved in educational policy making and professional preparation consider the importance of the influence EI on WLB

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and provide them with excellent pay, performance based incentives, promotions, flexible working hours and other welfare measures towards improving faculty's performance in the educational institution.

*Keywords*: Emotional Intelligence, Work Life Balance and Faculty Performance

## INTRODUCTION

Effective living is determined by intelligence that is coupled with emotions of every human being. Scientific research reveals that Emotional Quotient (EQ) is more important than Intelligence Quotient (IQ) (Charles Darwin, 1872). IQ may take one to the top position but it is EQ that makes one a top person. EI is one of the important behavioural construct that contributes to the performance of an individual at the work place and family life. Thus, EI plays an important role in shaping the life of every individual's performance at home and workplace. EI includes appraisal of emotion in the self and the others, and adaptive regulation of emotion to facilitate better performance and enhanced living. The ability to perceive the environment and adapt to the various changes is crucial in this dynamic era. In other words, EI is one's ability to succeed in coping with the environmental demands and pressures to promote and foster growth. Emotional and social intelligence means to effectively manage the personal, social and environmental change by diligently coping with the immediate situations, solving problems and making decisions as the need arise (Goleman, 1995).

WLB is about a balance between the demands of employee's family life and work life to achieve an overall performance and psychological wellbeing. EI improves employees' Work Life Balance (WLB). As one enters into job life, performance on balancing work and social roles becomes a strong contributor to how one feels. Thus, WLB is a comprehensive construct that includes an individual's job performance related wellbeing, the extent to which job experiences are rewarding, satisfying, devoid of stress and other negative personal consequences. It appears that there exists a nexus between EI and WLB, how people feel about their work and perform between the family life and work life (Miryala *et al*., 2012). The research article reveals the impacts of EI on WLB among faculty members' performance at work and family life.

### *Statement of the Problem*

During the last decade, working people faced lot of pressure especially after the globalisation and with the development of new technologies. The education sector is not an exception to this scenario. With the emerging growth of self-financing educational institutions and great expectations of the students and their parents, each institution competes with others for excellent efficiency, prodigious performance and unbeatable uniqueness. Hence, the expectation from the management is also comparatively high. In an academic environment, the expectation and the reality mostly contradict each other, thereby

leading to a competitive environment. This competitive reality poses a great challenge for emotional intelligence and worklife balance among the faculty members of the educational institutions, where the demand from the faculty is greater compared to those of government educational institutions (Altbach-Philip *et al*., 2005).

Edwards *et al*. (2000) employed six general categories as mechanisms linking work and family. They are spillover, compensation, segmentation, resource drain, congruence and work family conflict. It is based on work-family conflict, which can be defined as a form of inter-role conflict in which work and family role demands are mutually incompatible so that meeting demands in one domain makes it difficult to meet demands in the other. Nonetheless, these categories are always backed by emotions which are not so much highlighted by them. Emotional Intelligence has mostly been associated with occupational stress, organisational commitment (Nikolaou *et al*., 2002; Singh *et al*., 2012), work attitudes, behaviour and outcomes (Carmeli, 2003). Miryala *et al*. (2012) and Sanchez-Vidal *et al*. (2012) consider WLB as a main construct in their articles to find out their perceptions of the same. A number of studies have proven that there is a correlation between EI and other behavioural constructs like job satisfaction, productivity of the employee, awareness of work life policy, family and organisational commitment, family and workplace conflicts, family and organisational support that contribute to WLB. Many researchers have found the impacts of EI on executives' performance in service sectors (Yu-Chi, 2011; Higgs, 2004; Singh & AjeyaJha, 2012; Hopkins & Billimoria, 2007; Arthur, 2003). Some researchers have found the impacts of WLB on executives' performance in manufacturing sectors (White *et al*., 2003; Hughes & Bozionelos, 2007). By reviewing various research articles, the researchers found that no research article has studied the impacts of EI on WLB among the faculty members' performance in the educational institutions where the challenge is greater and often tough. This motivates the researchers to study the same.

## RESEARCH OBJECTIVES

The study is guided by the following objectives:

1. Study the impacts of EI on WLB among the faculty members' performance in the educational institutions.
2. Find out the level of EI and WLB among the performance of faculty members.
3. Study the impacts of personal demographics of the respondents on EI and WLB among faculty members' performance.

## LITERATURE REVIEW

The term Emotional Intelligence (EI) was first used by Mayer and Salovey (1990), who postulated that EI involves the ability to perceive accurately, appraise and express emotion and regulate emotion to promote emotional and intellectual growth. EI is an essential factor responsible for determining

performance in work place and family life. Psychological wellbeing seems to play an important role in shaping the interaction between managers and employees in their work environment (Jorfi Hassan *et al*., 2012).

EI has some unique variances in life satisfaction and that there is a conceptual overlap between El and personality (Gannon & Ranzijn, 2005). Emotions are personal and subjective experiences caused by the complex interplay of physiological, cognitive and situational variables. It is argued that rather than being redundant, EI offers valuable insight into the current conceptions of personality (Mandai, 2004).

*WLB: Concept and its Role in the Family and Work Environment*

Work Life Balance (WLB) practices are defined in the literature as 'any employer sponsored benefit or working condition that helps an employee to balance work and non-work demands'. Hence, WLB practices allow employees to enhance their autonomy in the process of coordinating and integrating work and non-work aspects of their lives. Individuals' need of balance between work and personal lives has become one of the pivotal concerns of work and family academics (Felstead *et al*., 2002). WLB is also defined as the 'individual's ability, with independence of age and gender of finding a life rhythm that allow them to combine their work with other responsibilities, activities or aspirations' (Cascio, 2000). Higgs (2004) and Hopkins *et al*. (2007) proved in their research that there is a significant difference in EI among the gender groups. They differ in perceiving and managing emotions. WLB is the need of an employee in achieving a balance between the demands of work lives and their family life which is nothing but adjusting work patterns for an overall performance. WLB enables the business to thrive, combine work with other responsibilities and aspirations (JyothiSree & Jyothi, 2012). Hence, WLB is achieving a satisfactory equilibrium between parental responsibilities, work and non-work activities among employees (Nirajet *et al*., 2013).

There are about a hundred WLB practices (De Cieri *et al*., 2005); nonetheless, there is no clear, widespread approach to classify them (Callan, 2007; Poelmans & Beham, 2008). HR practices that can be implemented to promote WLB among their employees are: (1) the flexible use of time, which includes flexi time, annual hours, credits for hours and compressed week, (2) Spatial flexibility to workers, which includes teleworking or videoconferences, (3) time reduction, it includes part-time work and shared work, (4) work leave, consists of maternity and paternity leave in excess of the official amount and leave of absence, and (5) counselling programme and employee assistance (Cascio, 2000).

WLB provides a scope for employees to balance responsibilities at workplace and interests outside the workplace and get reconciled by meeting their own needs and of their employers (Armstrong, 2006). An individual is satisfied with his or her work role and family role when the individual is

able to achieve a balance between the two. It consists of three components such as time balance (equal time for work and family), involvement balance (equal involvement in work and family) and satisfaction balance (equal satisfaction from work and family) (Greenhaus, 2003).

WLB is gaining importance in the academic world because of the difficulty they find in balancing personal and work life (Fleetwood, 2007; Rigby & O'Brien-Smith, 2010). This imbalance is due to women incorporation into the labour market, the existence of dual career couples and the desire to achieve higher levels of quality life (Greenhaus, 2008). The tensions between dual career couples bring about the transformation of family life. At the personal level, family functioning has become personal responsibilities, making the maintenance of both more vulnerable while at the cultural level, traditional values like gender role ideologies are challenged. The importance of work life and personal life still persists to role efficacy and emotional intelligence (Waite &Gallagher, 2000). When traditional values are lost and the gender roles are not clearly defined, individuals may experience difficulties in balancing their work and non-working activities. Men are interested to perform their job without more family responsibilities like women (Halrynjo, 2009).

Work-family balance is integration of work performance with family roles, but the incompatibilities between work and family responsibilities are because of limited time and energy (Hills *et al*., 2001). Work and non-work activities are compatible and at the same time promote growth depending on one's priorities of life (Kalliath, 2008). The problems of balancing life and work depend upon the time and energy allotted across various roles of life (Senecal *et al*., 2001). Family or personal role includes caring for children, the sick or the elderly, non-caring domestic work like cleaning, cooking, shopping or home maintenance (Collins, 2007). Pressures in the life of the individual have increased because of the tension and complexity in the household life, particularly with the dual earners. Personal role also demands time for leisure, rest and relaxation (Hymanl *et al*., 2003).

The labour role demands the employees to be highly committed to their organisations (Hughes *et al*., 2007). Managers expect the employees to work long hours and prioritise work over personal life. Policies and practices should comprise of Flexi time, Telecommuting, Compressed work week, Part-time work and Job sharing that foster WLB among the employees for effective performance (Lazar *et al*., 2010). The restructuring of work time contributes for flexibility in human resource utilisation, which would contribute towards the employees' work family coverage (Arrowramth, 2002). Employee's desire for more autonomy in work time arrangements to minimise work-family conflicts (Bielenski *et al*., 2002). There is a link between non-standard work time and lower turnover (Frye, 2007), but home-base work yield higher levels of performance and lower absenteeism (Kopelman *et al*., 2006).

People express emotions in both verbal and non-verbal forms. Emotions influence decision-making, communication and interaction. Emotions are often used as control mechanisms by employees. They follow certain organisational practices that attract them and overlook their possible disadvantages (Doorewaard & Benschop, 2003).

Individual's response in different circumstances is defined by organisational and intra-group culture and norms. Some organisations may feel long working hours indicate commitment and productivity, but in reality it is a barrier to work-life balance (Kirby & Krone, 2002). Lack of support from the management, long working hours culture, financial pressure (White *et al*., 2003), time pressures, lack of flexibility (Lewis, 2003), lack of importance from the superiors and lack of communication with the staff (Warren *et al*., 2004; Kramer & Lanabert, 2001) are some of the barriers to WLB.

Over the past few years, financial crisis, organisational restructuring and intensive competition in the business environment on the account of economic uncertainty have fostered round the clock services among the workforce who negatively affect WLB and the employees' performance. Technological advancements like teleworking make employees to be available for the organization even during their holidays. Due to the economic crisis and insecurity in the labour market, employees feel that they need to prove their commitment to the organisation by a continual performance at the workplace (Hyman *et al*., 2003).

The inter role conflict between work and family create tension and problems to the employee. In order to cope up with this inter role conflict, many organisations and companies have promoted the implementation of WLB initiatives in recent years to foster employees' work/personal balance (Moen *et al*., 2008).

The impact of work-life support is reflected in the reduction of absenteeism; lower stress level, higher levels of productivity and performance, satisfaction, commitment resulting in organisational effectiveness (Starrou, 2005). WLB practices in an organisation also serve as a means for attracting and retaining highly qualified professionals (Harrington & Ladge, 2009). There is a positive relationship between WLB practices in an organisation and shareholders' returns (Arthur, 2003). WLB practices improve the corporate image of an organisation in the market as it reflects the social responsibility of the organisation (Hughes & Bozionelos, 2007).

*EI and the Impacts on WLB*

EI plays a major role on WLB among employees' performance. Employees with high EI are in touch with their emotions and they can regulate them in a way that promotes well-being and the ability to perform in coping with environmental demand to promote balanced living (Waite & Gallagher, 2000). EI helps a person to build adaptive responses to work-related demands (Reuven Bar-On, 2005). People with high EI are high in Adaptive Coping

Style, while people with low EI have Avoidance Coping Style. Adaptive Coping Style helps a person in reducing his stress to perform better in the environment, whereas Avoidance Coping Style increases stress as a person either performs less or escapes from it (Singh, 2006).

Emotions of individuals influence the group they belong to; these emotions ripple out and influence the entire group dynamics besides influencing individuals' attitudes and behaviours (Barsade, 2002). People who are in positive emotions perform better and influence others too than those in negative emotions. Hence, people with higher El are better performers at work and in social relationships. EI is also positively associated with job performance (Grewal & Salovey, 2005). Matthews *et al*. (2006) conducted a research comparing El and the personality factors of the Five Factor Model - OCEAN (Openness, Conscientiousness, Extraversion, Agreeableness and Neuroticism) as predictors of task-induced stress responses. The study proved that people with high El have better ability to cope with work pressures and are highly committed towards their work. There is a positive correlation between EI and organisational commitment, whereby EI is also found to be a determinant of employees' loyalty to their organisation (Nikolaou & Tsaousis, 2002).

When employees have a participatory and problem-solving approach to work-life, they are more committed to their work place and home, attaining a balance of performance between both work and life (Agarwala, 2009). Emotional exhaustion has a negative impact on job performance in terms of organizational commitment and job satisfaction (Moon & Hur, 2011). Employees with high EI are able to reduce or transform the negative effects of emotional exhaustion on job performance (Wu Yu-Chi, 2011). This perception and management of emotions lead to differences in employees' awareness, conflict, and willingness to creativity, innovation and communication (Hopkins, 2007).

With the raising competition, faculty members too manifest the symptoms of burnout, due to Work Life imbalance, which directly or indirectly affect their teaching performance (Shukla *et al*., 2008). However, if faculty members have better El, they are able to likely balance their emotions for a better WLB and will eventually have better teaching performance. This is especially true for the private universities, where the demand and expectations of the students, parents and management are very high (Singh *et al*., 2012).

## RESEARCH METHODOLOGY

### *Type of Research*

The purpose of adopting the descriptive research was to examine a phenomenon that is occurring at a specific places and time. Based upon this, descriptive type of research was adopted in this study.

### *Sample*

India has more than 33,000 colleges and the target population of the study is the

0.8 million faculty members working in educational institutions (Ernst & Young, 2012). The descriptive type of research is followed in this study. The sample size can be derived by using the following formula:

$$n = (z\sigma/d)2.$$

Where :

z = Value at a specified level of confidence

σ = Standard deviation of the population

d = difference between population mean and sample mean

It is difficult to find the standard deviation and the mean of population, the researchers used convenience sampling method and selected three educational institutions in Vellore District in Tamil Nadu, India. Faculty members, whoever was approachable and ready to respond, were selected as the sample. This is the main limitation of the study. Thus, to avoid the result biasness among faculty members performance in educational institutions, the investigators had approached 25 faculty members in each educational institution, making the statistical sample of this study as 75 faculty members.

*Research Instrument*

This study is a purely empirical in nature, hence questionnaire is the sole instrument used for data collection in this present study. The researchers developed a well-structured questionnaire which consists of three parts. The researchers carried out a validity test for the variables in the questionnaire to measure the impacts of EI on WLB and obtained α=0.8. The questions used for the validity test include response towards "worry about work when they are not actually at work", their response about "the amount of time spent at work", "missing about their quality time with their family and friends because of pressure of work", etc. Apart from the researchers' developed questions for the questionnaire, some questions were adopted from the Emotional Intelligence Scale (EIS) developed by Wong and Law (2004), Mayer Salovey Caruso Emotional Intelligence Scale (MSCEIS) given by Mayer, Salovey and Caruso (2004), and the Quality of Work Life Scale (QOWLS) developed by Darren Van Laar, Julian Edwards and Simon Easton, (2007). Part I consists of the demographic background that requires the participants to provide information such as gender, age, qualification, income, marital status, number of children, persons who take care of their children and the number of dependents in the family. There are 11 items in Part II that measures the level of EI and 16 items in Part III to find out the level of WLB among the respondents. The researchers adopted the five-point likert scale for EI (for example of items such as ability to recognise emotions, conflict with the family, misunderstanding with the colleagues etc.) and WLB (for example of items such as Amount of time spent at the work place, missing about the quality time with the family and friends because of pressure of work, etc.) measurements.

*Data Analysis Procedures*

The data collected from the questionnaires were keyed in and analysed by using SPSS (Statistical Package for Social Sciences) for statistical analysis. Pearson's Chi-Square test was employed to estimate whether two random variables are independent. In this regard, the researchers were finding out the level of association between the marital status and the response towards present pay. In general, the married respondents have more commitments and are emotionally attached with the pay, whereas unmarried respondents did not worry much like the married respondents about the present pay norms in the educational institutions. Correlation coefficient was used to find out the degree of relationship between the independent variable and the dependent variable. ANOVA was used to find the significant variance between one independent with many dependent variables. The researchers analysed the data using discriminant analysis to measure the association between one dependent (dichotomous question) and many independent variables. Meanwhile, coefficient of variation was used to find out the consistency of impact on EI among the faculty members' performance.

## FINDINGS AND ANALYSIS OF DATA

*Chi-Square Test*

$H_1$: There is a significant association between marital status and their response towards present pay (Emotional Intelligence)

TABLE 1.1
Chi-Square

| Particulars | Value | df | Asymp. Sig. (2-sided) |
|---|---|---|---|
| Pearson Chi-Square | 15.585 | 15 | .410 |
| Likelihood Ratio | 18.306 | 15 | .247 |
| Linear-by-Linear Association | .004 | 1 | .953 |
| N of Valid Cases | 75 | | |

TABLE 1.2
Symmetric Measures

| Particulars | | Value | Approx. Sig. |
|---|---|---|---|
| Nominal by Nominal | Phi | .456 | .410 |
| | Cramer's V | .263 | .410 |
| N of Valid Cases | | 75 | |

TABLE 1.3
Directional Measures

| Particulars | | | Value | Asymp.Std. Error | Approx. T | Approx. Sig. |
|---|---|---|---|---|---|---|
| Nominal by Nominal | Lambda Goodman and Kruskal tau | Symmetric | .096 | .065 | 1.433 | .152 |
| | | Feeling about the present pay Dependent | .034 | .034 | 1.007 | .314 |
| | | Marital Status Dependent | .130 | .096 | 1.271 | .204 |
| | | Feeling about the present pay Dependent | .084 | .035 | | .235 |
| | | Marital Status Dependent | .049 | .019 | | .247 |

From the output given in Table 1.1, the Chi-square reads a significance level of 0.41 at 95 per cent confidence level. It is greater than the hypothetical value of 0.05, hence H1 is accepted and there is a significant association between respondents' marital status and their response towards their present pay. Cramer's V 0.263 in Table 1.2 reveals that there is a moderate association between marital status and their response towards their present pay. The asymmetric lambda value 0.034 in Table 1.3 infers that there is a 3.4 percent error reduction in predicting the response towards the present pay when the respondents' marital status is known. If the lambda value increases in the output, the researchers could predict more precisely the response towards the present pay when the marital status of the respondents is known. Here, the researchers cannot predict the response towards the present pay when the marital status of the respondents is known and the error level is 96.4%.

*Analysis of Variance*

$H_2$: There is a variance between marital status and their response towards worry about work when they are not actually at work (Emotional Intelligence)

$H_3$: There is a variance between marital status and their response about the amount of time spent at work (Work Life Balance)

$H_4$: There is a variance between marital status and their response about missing about their quality time with their family and friends because of pressure of work. (Work Life Balance)

From Table 2.1, for the first item's highest mean score is 3.10, which infers that the married respondents with two children are worried more about work when they were not at work, while the least mean score is 2.0, inferring that the married respondents with four children are rarely worried about work when were not at work. The second item's highest mean score is 4, which proves

TABLE 2.1
Descriptive

| Particulars | | N | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | | Mini | Max |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Lower Bound | Upper Bound | | |
| Worry about work when actually not at work | Not married | 21 | 3.00 | .894 | .195 | 2.59 | 3.41 | 1 | 5 |
| | married &1 child | 18 | 3.06 | .802 | .189 | 2.66 | 3.45 | 1 | 5 |
| | married & 2 children | 21 | 3.10 | .768 | .168 | 2.75 | 3.45 | 2 | 5 |
| | married & 3 children | 12 | 2.58 | 1.084 | .313 | 1.89 | 3.27 | 1 | 5 |
| | married & 4 children | 1 | 2.00 | . | . | . | . | 2 | 2 |
| | married but no child | 2 | 3.00 | .000 | .000 | 3.00 | 3.00 | 3 | 3 |
| | Total | 75 | 2.96 | .861 | .099 | 2.76 | 3.16 | 1 | 5 |
| feeling about the amount of time spent at work | Not married | 21 | 3.67 | .856 | .187 | 3.28 | 4.06 | 2 | 5 |
| | married &1 child | 18 | 3.17 | 1.043 | .246 | 2.65 | 3.69 | 1 | 5 |
| | married & 2 children | 21 | 3.90 | .625 | .136 | 3.62 | 4.19 | 2 | 5 |
| | married & 3 children | 12 | 3.17 | 1.193 | .345 | 2.41 | 3.92 | 1 | 5 |
| | married & 4 children | 1 | 2.00 | . | . | . | . | 2 | 2 |
| | married but no child | 2 | 4.00 | .000 | .000 | 4.00 | 4.00 | 4 | 4 |
| | Total | 75 | 3.52 | .950 | .110 | 3.30 | 3.74 | 1 | 5 |
| Missing of quality time with family/ friends because of pressure of work | Not married | 21 | 2.95 | .865 | .189 | 2.56 | 3.35 | 1 | 5 |
| | married &1 child | 18 | 3.67 | .907 | .214 | 3.22 | 4.12 | 3 | 5 |
| | married & 2 children | 21 | 3.81 | .873 | .190 | 3.41 | 4.21 | 2 | 5 |
| | married & 3 children | 12 | 4.00 | 1.044 | .302 | 3.34 | 4.66 | 2 | 5 |
| | married & 4 children | 1 | 5.00 | . | . | . | . | 5 | 5 |
| | married but no child | 2 | 5.00 | .000 | .000 | 5.00 | 5.00 | 5 | 5 |
| | Total | 75 | 3.61 | .999 | .115 | 3.38 | 3.84 | 1 | 5 |

TABLE 2.2
ANOVA

| Particulars | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| Worry about work when actually not at work | Between Groups | 3.209 | 5 | .642 | .857 | .514 |
| | Within Groups | 51.671 | 69 | .749 | | |
| | Total | 54.880 | 74 | | | |
| feeling about the amount of time spent at work | Between Groups | 10.077 | 5 | 2.015 | 2.455 | .042 |
| | Within Groups | 56.643 | 69 | .821 | | |
| | Total | 66.720 | 74 | | | |
| Missing of quality time with family/friends because of pressure of work | Between Groups | 17.596 | 5 | 3.519 | 4.322 | .002 |
| | Within Groups | 56.190 | 69 | .814 | | |
| | Total | 73.787 | 74 | | | |

that the married respondents with no child are happy with the amount of time spent at work and the least mean score is 2, which infers that married respondents with four children are unhappy with the amount of time spent at work. The third item's highest score is 5, which clearly indicates that the married respondents with four children and married respondents with no child always miss the quality time with their family and friends because of the pressure at work, whereas the least mean score is 2.95, which infers that the unmarried respondents sometimes miss out quality time with family and friends because of the pressure of work than the married respondents. From the mean scores of Table 2.1 proves that the married respondents have less EI and feel difficult to manage their work life balance than the unmarried respondents.

The second hypothesis is that there is a variance between marital status and the response towards worry about work when they are not actually at work. Table 2.2 above infers that the significance value is 0.514, which is greater than the p value 0.05 and H2 is rejected. Hence, there is no significant variance between marital status and the respondents' response towards worry about work when they are not actually at work. In the same table of output referred above, the significance of F is 0.042 for the respondents' feeling about the amount of time spent at work, and 0.002 for missing of quality time with family/friends because of work pressure. Since these two values are

TABLE 3.1
Symmetric Measures

| Particulars | | Value | Asymp. Std. Error | Approx. T | Approx. Sig. |
|---|---|---|---|---|---|
| Interval by Interval | Pearson's R | .064 | .117 | .545 | .587 |
| Ordinal by Ordinal | Spearman Correlation | .068 | .118 | .582 | .562 |
| N of Valid Cases | | 75 | | | |

lesser than the hypothetical value 0.05, it is concluded that at a 95 percent confidence level H3 and H4 can be accepted. Hence, there is a variance between marital status with the amount of time spent at work and missing their quality time with family and friends because of work pressure.

*Correlation Analysis*

Relationship between age and the response towards different ways of managing stress (Emotional Intelligence and Work Life Balance)

The Pearson's correlation in Table 3.1 reads a value of 0.064, which reveals that there is a positive correlation between age and the different ways of managing stress. Most of the respondents below 35 years of age managed their stress arising from work as follows: entertainment, music, surfing on the social network and chatting with their friends. Other than the respondents below 35 years of age, no one spent time on dancing as a means to manage their stress arising from work. The respondents above 56 years of age never preferred physical exercises as a means to manage their stress arising from their work.

*Discriminant Analysis*

$H_5$: There is a significant association between the ability to balance work and life with age, gender, marital status, number of children, persons who help in taking care of the children, average hours worked per week in the organization, annual salary, number of persons the respondents care for and the number of dependents (Work Life Balance with Emotional Intelligence).

TABLE 4.1
Wilks' Lambda

| Test of Function(s) | Wilks' Lambda | Chi-square | df | Sig. |
|---|---|---|---|---|
| 1 | .692 | 18.949 | 9 | .026 |

TABLE 4.2
Standardized Canonical Discriminant Function Coefficients

| Particulars | Function |
|---|---|
| | 1 |
| Gender | 1.092 |
| Marital Status | .388 |
| Age | .588 |
| Average hrs worked per week | .068 |
| Annual Salary | -.262 |
| Taking care of the children | -.033 |
| Respondents take care of | .753 |
| Number of dependents | -.656 |
| Hours spent with family | -.693 |

TABLE 4.3
Canonical Discriminant Function Coefficients

| Particulars | Function |
|---|---|
| | 1 |
| Gender | 2.294 |
| Marital Status | .327 |
| Age | .635 |
| Average hrs worked per week | .066 |
| Annual Salary | -.389 |
| Taking care of the children | -.019 |
| Respondents take care of | .539 |
| Number of dependents | -.299 |
| Hours spent with family | -.816 |
| (Constant) | -3.850 |

Unstandardized coefficients

TABLE 4.4
Functions at Group Centroids

| Able to balance work life and Personal life | Function |
|---|---|
| | 1 |
| Yes | -.440 |
| No | .977 |

Unstandardized canonical discriminant functions evaluated at group means

TABLE 4.5
Classification Results

| Able to balance work life and Personal life | | | Predicted Group Membership | | Total |
|---|---|---|---|---|---|
| | | | Yes | No | |
| Original | Count | Yes | 30 | 10 | 40 |
| | | No | 5 | 13 | 18 |
| | % | Yes | 75.0 | 25.0 | 100.0 |
| | | No | 27.8 | 72.2 | 100.0 |

74.1% of original grouped cases correctly classified.

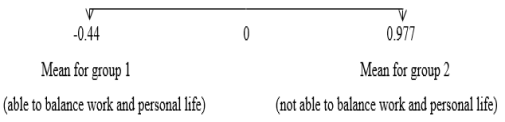
The classification matrix in Table 4.4 indicates that the discriminant function obtained is able to classify 74.1 per cent of the 75 objects correctly. The Wilks' Lambda value in Table 4 is 0.692. It is between 0 and 1, which indicates better discriminating power of the selected variables. The probability value of the F test indicates that the discrimination between the two groups is highly significant. This is because P<0.026, which indicates that the F test would be significant at a confidence level up to (1-0.026) x 100 or 97.4 percent. Hence, H5 is accepted.

The standardised coefficient in the output in Table 4.1 reveals that gender is the best predictor, with the coefficient of 1.092, followed by whom the respondents take care of with the coefficient of 0.753, age with the coefficient of 0.588, marital status with the coefficient of 0.388, average hours worked per week in the organization with the coefficient of 0.068, number of hours spent with the family with the coefficient of -0.693, number of dependents with the coefficient of -0.656, annual salary with the coefficient of-0.262, and the persons who help the respondents to take care of their children are the last with the coefficient of -0.033.

The means of the canonical variables in Table 4.3 give the new means for the transformed group centroids. Thus, the new mean for group 1 (able to balance work and personal life is -0.44 and the new mean for group 2 (not able to balance work and personal life) is 0.977. This means that the midpoint of these two is 0. This is clear

when the two means are plotted on the straight line and their mid points are located, as shown in the following chart.

Chart 1




If the discriminant score of a respondent falls to the right of the mid points, the respondent has the ability to balance work and personal life, but if the score of the respondent falls to the left of the midpoint, the respondent does not have the ability to balance work and personal life. Therefore, any positive (greater than 0) value of the discriminant score will lead to classification as 'ability to balance work and personal life' and any negative (less than 0) value of the discriminant score will lead to classification as 'not able to balance work and personal life'.

Unstandardized discriminant function is: Y = -3.850 + gender (2.294) + number of children (0.327) + age (0.635) + average hours worked per week in the organization (0.066) - annual salary (0.389) - persons who help to take care of the children (0.019) + persons the respondents take care of (0.539) - number of dependents (0.299) - number of hours spent with the family (0.816).

Y would give the discriminant score of any person whose gender, marital status and number of children, age, average hours worked per week in the organisation, annual salary, persons who help to take care of the children, persons the respondents take care of, number of dependents and the number of hours spent with the family were known.

For example, a married female faculty member with two children belonging to the age group of less than 35 works 10-13 hours per week with the annual salary of less than 5,00,000, spouse helping in taking care of the children, takes care of two dependent adults spends 2-3 hours with the family in a day will not be able to balance work and life. This can be proven in the following equation.

The researchers coded in SPSS, as follows: A female respondent (coding in SPSS is 2), who has got two children (2), who is below 35 years of age (1), works for 10 - 13 hours per week (2), for an annual salary within 5,00,00 (1), helped by spouse in taking care of the children (1), takes care of (2) dependent adults (2) spends 2-3 hours (2) with the family in a day. Plugging these values into the discriminant function, the discriminant score Y would be:

$$Y = -3.850 + 2\,(2.294) + 2\,(0.327) + 1\,(0.635) + 2\,(0.066) - 1\,(0.389) - 1\,(0.019) + 2\,(0.539) - 2\,(0.299) - 2(0.816)$$

$$Y = 0.649$$

From chart 1, the Y value of 0.649 above shows the decision rule of discriminant score to the right of the midpoint 0 leads to a classification of 'not able to balance work and personal life' group.

TABLE 5.1
Descriptive Statistics

| Particulars | N | Mean | Std. Deviation | Coefficient of Variation % |
|---|---|---|---|---|
| Ability to recognise emotion | 75 | 3.23 | .924 | 28.61 |
| Conflict/ misunderstanding with the family | 75 | 2.75 | 1.015 | 36.91 |
| Conflict/misunderstanding with the colleagues | 75 | 3.20 | 1.013 | 31.66 |
| Conflict/misunderstanding with the superiors | 75 | 3.93 | .977 | 24.86 |
| Valid N (listwise) | 75 | | | |

*Level of Emotional Intelligence and Handling of Conflicts (Emotional Intelligence)*

The items in the questionnaire require respondents to indicate their responses based on 1 to 5 Likert scale. In this study, the respondents' responses with the mean score of 0.00 to 1.99 are considered as low, while 2.00 to 3.99 are considered as moderate, and the responses with the mean scores of 4.00 to 5.00 are considered as high. The findings presented in Table 5 indicate that the respondents are moderately aware of their own emotions. Hence, they also applied moderate level of emotions in handling the conflicts with the family members, colleagues, and their superiors. According to Mayer and Salovey (1990), having the ability to understand emotions allows an individual to accept and handle both pleasant and unpleasant feelings. From the table, the coefficient of variance is 24.89%. It infers that majority of the faculty members' performance is affected by conflict/misunderstanding with the superiors. The coefficient of variance of 36.91% reveals that only few faculty members' performance is affected by conflict/misunderstanding with their family members.

## FINDINGS AND CONCLUSION

From this research, it is evident that the faculty members of the educational institutions were moderately aware of their own emotions. Hence, most of the faculty members' performance is affected by conflict/misunderstanding with their superiors, while a few of them have conflict/ misunderstanding with the family members as well. This finding contradicts with the study of Edwards *et al*. (2000), Moen *et al*. (2008) and Greenhaus (2003). The respondents below 35 years of age manage their stress arising from work through entertainment, music, dance, surfing on the social network and chatting with their friends, whereas those above 56 years of age never preferred physical exercises as a means to manage the stress arising from their work. This is indeed an evidence that there is a positive correlation between age

and ways of managing stress arising from work. It is revealed from the analysis that the married faculty members perform less at home and in working environment compared to the unmarried faculty members. This finding of the study is similar to the study of Hymanl *et al*. (2003). It is evident from the analysis that the married respondents have more commitments and are emotionally attached with the pay, while the unmarried respondents are not worried much like the married respondents about the present pay norms in the educational institutions. From the analysis, it also found that the faculty members' present pay plays a major role in controlling EI on WLB among their performance in the working environment and at home. This finding is also similar to the study of Greenhaus (2008), and Waite and Gallagher, (2000). It is proven from the analysis that the married respondents have less EI and feel difficult to manage worklife balance than the unmarried respondents. From this research, it can be concluded that EI has a direct impact on WLB, which is reflected in the performance of the faculty members.

## IMPLICATIONS OF THE STUDY

In the world of tension and turmoil, it is very important for educators to be equipped with EI for a better WLB and an effective performance. Therefore, the persons involved in educational policy making and professional preparation should consider the importance of the influence EI on WLB and provide them with excellent pay, performance-based incentives, promotions, flexible working hours, arranging grievance cell to solve their issues, personal counselling, arrange some training programmes on ways to reduce academic pressure and personal life stress, arrange picnic which may be useful to bring unity among faculty members and also with superiors, informal clubs, faculty accommodation, good working environment and working conditions towards improving faculty performance in the Institution.

This research contributes further to the significance of EI on WLB and effective performance in applied settings. Although the study is limited to the faculty members in educational institutions in India, it can be extended to other professional groups in India and abroad to get a significant insight into understanding the contribution of EI on WLB that leads to better performance.

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