

An Exploration of Emotional Intelligence and Work-Life Balance in Faculty Members of Indore's Academic Landscape

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Abstract

The work-life balance of employees and emotional intelligence were the subjects of a study led at a public school in Indore, the Philippines. Information assortment and analysis in the procedure were finished using a descriptive-correlational system. A survey was used to assemble data from 200 employees who were chosen indiscriminately. Standardized questions were remembered for the survey. We used both descriptive and inferential statistical methods to do analysis and translation on the information. The results of the survey show that the participants have a serious level of emotional intelligence and had the option to keep a positive balance between their personal and professional lives. Moreover, a statistically significant relationship between the two variables was shown, demonstrating that emotional intelligence might affect work-life balance. The study's conclusions approved this case. It has been shown that when inspiration is regressed and assessed separately, the emotional intelligence metric most precisely predicts work-life balance among the various accessible. The study's consequences that were shrouded in the presentation.

Keywords: Indore's Academic Landscape, Work-Life Balance, Exploration, Emotional Intelligence.

1. Introduction

Organizational, personal, family, and home issues continue to evolve under the challenges that technological advances offer to a busy, interconnected globe. Because many employees now are allowed to do their jobs virtually from any corner of the earth, this development has erased those clear distinctions once present between an employee's professional and personal lives. It follows that the key challenge arising within this contemporary organization is the achievement of WLB. The advent of digital tools and communication platforms has made it possible for employees to work around the clock, creating a constant overlap between professional and personal spheres. The recent global shift caused by the COVID-19 pandemic has further exacerbated these challenges, making it even more difficult for employees to maintain a balance. With many working from home, the boundaries between the home office have dissolved into longer hours at work and high stress levels. Therefore, there is a necessity for organizations to understand the comprehensive work-life balance policies that foster a positive work environment, increase productivity, and retain top talent.

In this context, EI has become a crucial factor in managing work-life balance. EI is the ability to recognize, understand, manage, and influence one's own emotions as well as the emotions of others. Employees with high EI are more effective at managing stress, resolving conflicts, and building better interpersonal relationships, which has a positive impact on their work-life balance. Research shows that people with high EI are more likely to be happy, less prone to burnout, and better able to manage the emotional demands of both work and personal life. Such employees are more emotionally regulated, resilient, and collaborative, which contributes to their well-being and the work environment.

Demographic conditions of work-life balance and emotional intelligence are indeed a vital need to understand diversity in employee problems and issues between different cultural settings and social areas. Demographics of the workers, like the age of their workforce, its gender composition, family type and structure, or socio-economic makeup, critically have an influence in how the individuals experience and govern their work and life. Other significant issues are cultural values, norms, and expectations among society and an employee, with which an individual needs to move along during work and personal lives. Therefore, it becomes

significantly relevant when looking at social/cultural and its relationship with the concept of work-life balance combined with emotional intelligence.

For instance, where traditional gender roles are deeply embedded in the cultures, women face extra pressure of managing professional and domestic duties simultaneously, which prevents them from having a work-life balance. Women are expected to be primary caregivers in many parts of the world, especially in rural and conservative communities, which may limit their ability to work flexible hours or take demanding roles at work. These cultural expectations make the impact further compounded by other societal pressures. This can put a lot of stress and, eventually, even burnout upon the individual in question. But more progressive societies may offer greater support for achieving gender equality within the workplace setting, thus letting people balance both work and family life better.

The age of the employees along with the composition of their family also determines to a great extent the work-life balance. Younger workers face different problems compared to the older ones since they have relatively more flexible personal lives but, at the same time, more pressure to create a career. Those with very young children or taking care of elderly family members will face great demands from both work and care-giving activities. Such factors of social and demographics can, therefore, be able to alter how employees understand and manage their expectations from both work and family.

The socio-economic status of the employees influences the work-life balance. This is because of the fact that people from the lower socio-economic class may not be able to get the kind of resources and support systems in comparison to their higher socio-economic counterparts. For instance, workers in low-income groups will find it difficult to balance work and personal life because they will lack access to childcare or healthcare services. In addition, such employees are likely to be more susceptible to job insecurity and less able to decide on their work schedules, making it even more difficult to balance work and personal life.

Cultural norms around work also play a significant role in how employees manage their work-life balance. In some societies, long hours symbolize strong devotion and high intensity of working life, often putting employees on guilty feelings toward absence or individual personal life priorities. Other societies view personal life balance, more flexibility in jobs and family responsibilities as a great consideration for both better personal wellness and family bonds with a person at work. Organization spread over a vast territory that exists across nations, needs to respect such inter-regional variances, thereby forming policies towards the work-life balance by respect towards local conventions.

The motive behind the paper is to see what work-life balance and emotional quotient have formed amongst employees within state school, Indore. The research will also look at the impact of demographic factors, including gender, age, family structure, and socio-economic status on work-life balance capabilities in employees. Additionally, the study will identify cultural and social expectations affecting the perception of employees in this particular region toward work-life balance. The results will help in designing tailored programs, policies, and supports that take into account the needs of this specific workforce in an effort to leverage optimal efficiency and a better work-life balance for workers.

1.1. Management Practices and Work-Life Balance

Effective management practice is a source of creating work-life balance supportive environment. In this context, "management" refers to work culture in the organization, from the leadership style of managers and organizational values through broader cultural norms that shape what employees do and expect. Management practices like clearly defined goals, flexible work hours, and emotional support are important determinants in supporting employees' ability to maintain a balance in work and personal lives. Policies that encourage remote work, allow paid time off, and deliver mental health support can improve psychological wellbeing, alleviate stress, reduce burnout, and create a positive, productive, working environment.

These practices should therefore consider the demographic and cultural factors affecting employees' work-life balance. For instance, flexible working hours may prove particularly useful in cultures where roles are more fixed and defined at family levels to enable employees more time to cater to family duties. Conversely, employees in highly individualistic cultures would prefer personal space and have more control over time management.

1.2. Conceptual Paradigm of Work Life Balance

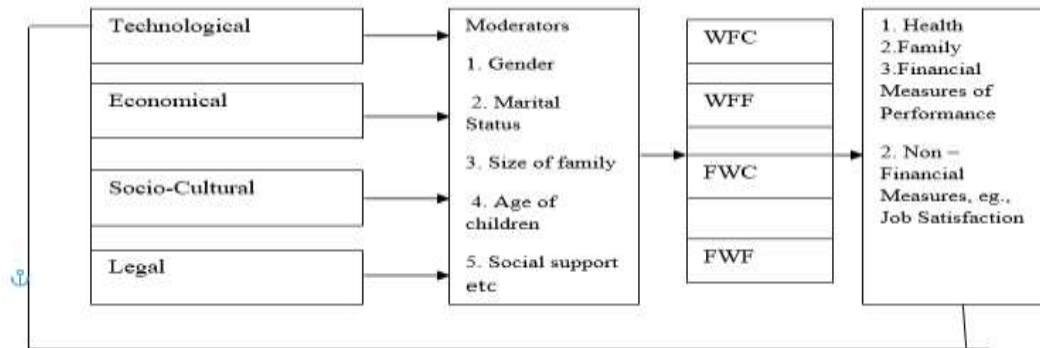


Figure 1: A Conceptual Paradigm of Work – Life Balance.

1.3. Emotional intelligence

It helps individuals manage the demands of work and personal life. It includes understanding and managing one's own emotions and also recognizing and influencing the emotions of others. With high EI, people can easily navigate social interactions, build better relationships, and cope with stress, which will contribute to a healthier work-life balance.

This relationship is more pertinent in the globalized, diversified workforce. In this setting, social and cultural expectations are very different and will place a variable emotional demand on employees, and thus EI would be the required skill for overcoming these challenges. Employees with higher EI will handle cultural differences and manage conflicts while navigating stressors that result from balancing work and personal responsibilities.

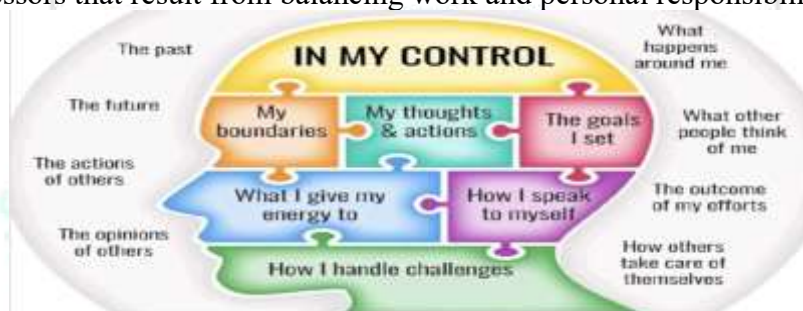


Figure 2: Emotional intelligence

The work-life balance is upgraded by emotional intelligence. While those with lower emotional intelligence can't deal with the impacts of stress, those with higher emotional intelligence can do as such. Higher EI individuals can influence others' feelings in a gathering, advancing happiness both at work and at home.

Emotional intelligence is emphasized by corporations and academics. Globalization and innovation have both assisted and jeopardized life. Most of employees presently manage decaying trust, awkward vulnerability, restricted development, supervisor-coworker hostility, and disappearing responsibility and steadfastness. Since organizations normally have close to zero familiarity with these indicators or don't have any desire to acknowledge them, they must make a move. Businesses need to understand these concerns to be emotionally insightful.

2. Literature Review

Lewis and Humbert (2010), four days seven days is the most widely recognized sort of adaptable work schedule used in organizations. Mothers are supported, but at a value because of orientation stereotypes. Authoritative masculinity and the gendered production of the best

worker, along with ideals of ability, keep on holding significant power. This threatens workplace effectiveness and orientation equality, alongside the pervasive "great mother" disposition.

Baral (2009) also noticed that families make significant contributions to work in terms of further developing execution and fostering positive emotions at work, and that Indian organizations need to do a ton to regard work-life balance practices as a strategic aspect of hierarchical execution and really convey about the accessibility of various work-life balance practices.

Clarke, Koch, and Slope (2004), keeping up with life concordance requires striking a balance among professional and personal time and exertion. Perceiving our obligations and the time and exertion we can provide for them is necessary to understand work-life balance. Studies uncover that those who have some command over their workplace report lower rates of stress-related illness, which might affect work-life balance. Work-life initiatives can work on prosperity, assist individuals balance work and family, and advantage organizations.

Hudson (2005a) Work-life balance strategies, frequently known as family-accommodating, work-family, or family-responsive policies, are expected to assist employees in better dealing with their workloads and margin time. The phrase "work-life balance" has replaced "work-family balance" lately.

Guest (2002) states that the settings of work and home are where the factors influencing work-life balance are found. Workplace expectations, work culture, and home demands are examples of relevant determinants. Individual variables incorporate orientation and age, life and profession stage, work direction (i.e., how much work (or home) is a key life focus), personality, energy, and personal control and adapting.

3. Research Methodology

3.1. Research Design

This study used a correlational methodology in a quantitative, non-exploratory research design. Using this methodology, the researcher was ready to test the hypothesis and decipher the results in terms of their hypothetical significance. Also, the researcher was ready to reach determinations about the two variables thanks to the statistical or mathematical information from this philosophy. One meaning of on-exploratory research is the point at which a researcher does not significantly change the free factor because of moral considerations or because the variables are abstract and as of now exist in some structure. In this methodology, participants were assigned aimlessly to surroundings, conditions, or both that are appropriate to the investigation however over which the researcher had no immediate impact.

The correlational strategy was also utilized in the study to ascertain the significance of the connection between and among the variables. The level of association or relationship between two variables in connection was measured by the researcher. This indicates that one variable will always affect the other, regardless of whether the variables display a positive, negative, or no relationship by any means. As well as bringing down vulnerability, the correlational method permitted future events to be anticipated based on information from the present. The purpose of this study was to decide the statistical significance of the association between employees' work-life balance and emotional intelligence at a public institution.

3.2. Population and Sample

200 employees, both educating and non-educating, from each region of a state institution took part in the study. With a three percent safety buffer, a 50% response distribution rate, and a 99 percent certainty level, the Rao soft sampling mini-computer was used to get the all-out number of samples from 250 populations that satisfied the inclusion requirements. The quantity of samples is similarly sufficient for a correlational study, with a more noteworthy certainty level and a registered lower room for mistakes. Meanwhile, stratified sampling is used to choose the samples. Using a method known as stratified sampling, a populace is first separated into groups

known as strata as per specific traits or classifications. This technique is habitually used to ensure that each stratum is decently, really, and sufficiently represented in populations with elevated degrees of diversity. To ensure that the participants in the study were suitable, the inclusion and exclusion rules were observed. They were normal employees with work orders or contracts of service, as well as individuals with suitable work-life adjusting experience or information. Employees who didn't satisfy the three-year service prerequisite or who declined to partake in the study were not permitted to take part. Participants in the research were educated that they could leave the method out of the blue, and that they shouldn't feel under any sort of pressure to proceed assuming they so desire.

3.3. Research Instrument

Survey questions that were altered and procured from the web were the information assortment instruments utilized. The work-life balance apparatus began from Krishnan's research, while the emotional intelligence device was adjusted from works. To meet the goals of the study, the instruments were contextualized and had their constructs revised. Five items were taken out from the source because of redundancy and inappropriateness for the study participants, specifically in the space of work-life balance. The instruments are split into two sections in terms of shape. Getting answers based on emotional intelligence in conditions of inspiration, self-awareness, self-administration, compassion, and relationship the board makes up the first section.

3.4. Data Collection

Following endorsement of a letter of aim to lead the study in a State School and request for permission from the Top of the Professional Schools, the information gathering officially started. To empower the researcher to administer the instruments in their various branches, the Branch Directors got the supported letter. In the wake of meeting the inclusion and exclusion standards, the questionnaires were given out to qualified responders. Participants in the study got direction in regards to the objectives of the survey as well as their rights and obligations as to participating in it. Seven days following distribution, the researcher gathered and recovered the information. To ensure each question was entirely answered, the finished instruments were painstakingly inspected. Following assortment, the information were classified, sorted, and statistically investigated.

4. Results and Discussion

4.1. Level of Emotional Intelligence of Faculty Members

The mean scores for assessing the emotional intelligence of employees at a state institution are shown in Table 1. It has a mean score of 4.20 by and large and a high descriptive rating. This indicates that the respondents regularly show the emotional intelligence-related items. Moreover, it demonstrates how well responders have some control over their relationships and emotions for their own advantage. Upon free observation, the marker inspiration accomplished the greatest mean of 4.35, showing an exceptionally significant level. Meanwhile, the pointer relationship the board had the lowest mean (3.98), which was considered high.

Table 1: Faculty Members' Emotional Intelligence Level

Indicator	Standard Deviation	Mean
Self-awareness	0.50	4.30
Self-management	0.60	4.20
Motivation	0.55	4.35
Empathy	0.60	4.05
Relationship Management	0.65	3.98
Overall	0.50	4.20

4.2. Level of Work-Life Balance of Faculty Members

The level of work-life balance among respondents is displayed in Table 2. The results show that work-life balance has a general mean of 4.10, which is considered high. This suggests that the respondents much of the time carry out the work-life balance strategies framed in the survey apparatus. It also shows that they can relinquish their responsibilities at home and at work. At the point when the indicators were inspected separately, they uncovered that both work-life impedance and day to day life obstruction had the lowest mean — 3.95, which is still exceptionally high — among the indicators. The sign discernment with the highest mean of 4.30 was the work-life balance marker.

Table 2: Faculty Members' Work-Life Balance Level

Indicator	Standard Deviation (SD)	Mean
Perception of work-life balance	0.50	4.30
Work interfering with family life	0.60	3.95
Family interfering with work life	0.55	3.96
Organizational commitment	0.70	4.09
Quality of work-life	0.55	4.09
Overall	0.50	4.10

4.3. Significance of the Relationship between Emotional Intelligence and Work-Life Balance

The statistical significance of the test analyzing the association between work-life balance and emotional intelligence is shown in Table 3. By and large, the results showed that emotional intelligence and work-life balance were strongly associated, dismissing the invalid hypothesis. This was shown by a positive connection esteem of .698 and a p-esteem that is less than the 0.05 significance level. Results show that work-life balance increases in relation to every unit rise in emotional intelligence. Since each emotional intelligence marker's p-esteem was less than 0.05, it was possible to reason that every one of the indicators positively connected with work-life balance when analyzed separately. The connection coefficients for self-awareness, inspiration, compassion, and relationship the board were .540, .509, .655, and .625 for every marker. Since the p-values were all less than 0.05, all work-life balance metrics likewise showed a positive relationship with emotional intelligence. The relationship values for every pointer were as follows: .595 for the impression of work-life balance; .560 for work-life conflict; .605 for work-life struggle among family and work; .514 for hierarchical responsibility; and .575 for work-life quality.

Table 3: Significance on the Correlation between Emotional Intelligence and Work-life Balance

Emotional Intelligence	Work-life Balance					
	PWB	WIL	FIL	ORC	OWL	Overall
Self	.549	.430	.480	.365	.399	.540
awareness	.000	.000	.000	.000	.000	.000
Self-	.449	.420	.455	.360	.390	0.509
management	.000	.000	.000	.000	.000	.000
Motivation	.495	.525	.560	.515	.565	.655
	.000	.000	.000	.000	.000	.000
Empathy	.530	.445	.510	.445	.535	.700
	.000	.000	.000	.000	.000	.000

Relationship	.495	.525	.540	.470	.518	.625
Management	.000	.000	.000	.000	.000	.000
Overall	.595	.557	.605	.514	.575	0.698
	.000	.000	.000	.000	.000	.000

4.4. Domain of Emotional Intelligence that Influences Work-Life Balance

To investigate on the off chance that emotional intelligence can influence work-life balance, regression analysis was used because of the essential relationship between's the two variables. Table 4 illustrates the regression analysis, which uncovered a R² of .536 — a significant worth at 0.05. This indicates that the employees' work-life balance can be significantly influenced by all emotional intelligence markers joined. With a R² of .536, emotional intelligence accounts for 53.6 percent of the change in work-life balance, with different variables excluded from this study representing 46.4 percent of the variety. Just the measures of inspiration and relationship the executives showed significant effects on work-life balance when regressed separately. The greatest indicator between the not set in stone to be inspiration (β =.409, t =6.295, p -value=.000).

Table 4: Significance of the Influence of Emotional Intelligence on Work-life Balance

Emotional Intelligence	B	β	t	Sig.
Constant	1.250		6.155	.000
Self-awareness	.060	.065	.870	.390
Self-management	-.050	-.060	-.830	.409
Motivation	.345	.409	6.295	.000
Empathy	.095	.120	1.385	.170
Relationship Management	.230	.315	4.008	.000

Academics who possess raised emotional intelligence are leaned to possess a sanguine perspective and capably control their feelings, resulting in upgraded inspiration and interpersonal connections. They can work together with stakeholders, consumers, and coworkers all the more successfully and are stronger notwithstanding adversity. Their ability to keep a work-life balance notwithstanding mounting demands and personal obligations is also worked with by their strong emotional intelligence. This balance guarantees that issues relating to their personal lives don't weaken their professional efficiency. To accomplish work-life balance, organizations must give rules that focus on employees, better working conditions, fair compensation, and supportive coworkers. These factors all add to worker commitment and occupation satisfaction. Having high emotional intelligence makes it easier for employees to adjust to changing work settings and boosts their inspiration for their jobs, development, and professional turn of events.

5. Conclusion

Considering previous findings and information analysis for the study, the accompanying conclusions are drawn: (1) A state institution's employees showed brilliant work-life balance and emotional intelligence. Since the study also uncovered a positive connection between's emotional intelligence and work-life balance in both individual and social scenes, the invalid hypothesis was dismissed. (3) The impact test also showed that emotional intelligence meaningfully affected work-life balance when regressed aggregately. When inspected separately, just the variables of inspiration and relationship the executives had a significant effect. Of the two emotional intelligence indices, inspiration has the most effect on work-life balance. (4) This result demonstrated that the employees have exceptionally elevated expectations for ensuring the nature of their work and are propelled to continue to work toward their own objectives. The two results of the ongoing study approve the hypothetical statements of Koubova and Buchko, as indicated by which accomplishing work-life balance and a cheerful

and productive personal and professional life are the essential outcomes of work-life satisfaction, respectively, rely intensely upon emotional intelligence. (5) The findings also demonstrated that the respondents' emotional intelligence empowered them to be versatile and responsive to a scope of situations, which thus assisted them with accomplishing work-life balance.

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