# EMOTIONAL INTELLIGENCE AND WORK-LIFE BALANCE AMOUNG THE TEACHERS IN SELFINANCING ENGINEERING COLLEGE IN ETODE DISTRICT

**Dr.mK.Arulini1, M.Sabarna2**

1. Assistance Professor & Department of management, Nandha Engineering College (Autonomous), Erode, Tamil Nadu, [nathiya.karrupanan@nandhaengg.org](mailto:nathiya.karrupanan@nandhaengg.org)
2. Student, Final MBA, Department of management studies, Nandha Engineering College (Autonomous), Erode, Tamil Nadu, [sabarna3019@gmail.com](mailto:sabarna3019@gmail.com)

# ABSTRACT

This study examines how work-life balance (WLB) and emotional intelligence (EI) relate among educators in self-financing engineering colleges in Erode, India. Academic staff in these institutions face heavy workloads, which harm their mental health and overall quality of life. Emotional intelligence, involving the ability to recognize, understand, regulate, and use emotions, is believed crucial for reducing stress and promoting a more positive work-life balance among educators.

Keywords: Self-financing institutions, Emotional intelligence, Work-life balance.

# INTRODUCTION

The research process involves thoroughly examining existing literature because understanding previous studies is crucial for making a meaningful contribution. This chapter provides an overview of past research on the topic, focusing on theories and concepts related to work-life balance and emotional intelligence. It discusses key ideas and models from German academics regarding emotional intelligence and work-life balance, including their definitions, development, and significance. Additionally, the chapter offers a brief summary of earlier studies on work-life balance, covering dimensions, factors influencing it, and outcomes. The review also explores the connection between work-life balance and emotional intelligence as a significant aspect.

# WORK LIFE BALANCE:

Work-life balance concerns an employee's capacity to manage personal commitments alongside work duties. It involves organizational policies and support aimed at helping employees achieve a healthy equilibrium between their personal lives and professional responsibilities. Adjusting work schedules is crucial for achieving overall satisfaction. Recently, organizations have become more aware of the importance of work-life balance and its influence on individuals' personal and professional lives.

# STATEMENT OF THE PROBLEM

The study intends to examine the connection between emotional intelligence and work-life balance among instructors in Erode's self-financed engineering colleges. It seeks to uncover the factors that impact educator's work-life balance and emotional intelligence, and to evaluate strategies that can help them enhance both aspects. Additionally, the research explores the specific challenges Erode teachers encounter as they strive to balance their professional responsibilities with personal life commitments in the rigorous engineering education environment, with the goal of improving their job satisfaction and overall well-being.

# OBJECTIVES OF THE STUDY:

* Investigate the impact of emotional intelligence on work-life balance and the correlation between personal and professional concerns.
* Identify variations in work-life balance among teachers based on demographic factors and college classifications.

# RESEARCH METHODOLOGY:

The process of gathering information and data for business decision-making utilizes various methodologies, including publication research, interviews, surveys, and other research techniques. These methods cover information from both historical records and current data.

# SIZE OF THE SAMPLE:

* + The study based only on the teaching faculty. Total number of samples taken for the study is 250 respondents.

# TOOLS USED

The Tools used in the Study,

* Simple percentage analysis
* Factor analysis
* Correlation.

# REVIEW OF LITERATURE

* 1. 1. Mukhtar (2017) examined the relationship between teacher work-life balance and job satisfaction. The study involved 143 academic staff members recruited from Iowa State University's Office of Institutional Research. It revealed a strong correlation between work-life balance and job satisfaction across various academic disciplines. Factors such as age, environment, and culture were identified as significant influencers of work-life balance. Moreover, the study found that female faculty members reported lower job satisfaction compared to their male counterparts.
  2. Goleman's book "Emotional Intelligence," published in 2020, is considered a significant milestone in the field. In it, he introduced a multimodal model of emotional intelligence comprising self-awareness, self-management, social awareness, and relationship management. Goleman argues that emotional competencies are skills that can be learned and developed, leading to exceptional performance, rather than innate traits.

**PROFILE OF THE RESPONDENTS:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Details of the respondents** | | **No. of**  **Respondents** | **Percentage** |
| **Gender** | Male | 110 | 44 |
| Female | 140 | 66 |
| **Total** | **250** | **100** |
| **Age Group** | 20-30 | 56 | 22 |
| **(In Years)** | 31-40 | 75 | 30 |
| 41-50 | 69 | 28 |
| 51-60 | 50 | 20 |
| **Marital Status** | **Total** | **250** | **100** |
| 0-2 years | 23 | 9.2 |
| 3-5 years | 78 | 31.2 |
| 6-10 years | 69 | 27.6 |
| 10+years | 80 | 32 |
| **Total** | **250** | **100** |
| **Educational Qualification** | SSLC | 0 | 0 |
| HSC | 0 | 0 |
| Diploma | 30 | 12 |
| Under graduate | 50 | 20 |
| Post graduate | 170 | 68 |
| **Total** | **250** | **100** |

# INTERPERTATION

The respondents who participated in the survey are female to a greater extent. 44 percentage male and 66 percentage respondents participated. More respondents (30 percentage) are of the age group 31 years to 40 years. This is followed by the age group of 41 years to 50 years (28 percent) and the age group of 51 years to 60 years (22 percent). Majority of the respondents (32 percentage). 31% of the respondents belong to 3-5 years of experience. 27% of the respondents belong to 6-10 years of experience.9% of the respondents belong to 0-2 years of experience. 68% of the respondents belong to post graduate .28% of the respondents belong under graduate.12% of the respondents belong to diploma and there is no respondents in HSC & SSLC.

**CORRELATION:**

X= PERSONAL ISSUES

Y= PROFESSIONAL STRESS

|  |  |  |  |
| --- | --- | --- | --- |
| PERSONAL ISSUES | PROFESSIONAL STRESS | | |
| 84 | 93 |  |  |
| 45 | 62 |  |  |
| 26 | 45 |  |  |
| 35 | 30 |  |  |
| 60 | 20 |  |  |
|  |  |  |  |
|  | *PERSONAL ISSUES* | *PROFESSIONAL STRESS* |  |
| PERSONAL ISSUES | 1 | 0.579077 |  |
| PROFESSIONAL STRESS | 0.579077 | 1 |  |

To interpret the correlation between personal issues (X) and the professional stress (Y), we observe a correlation coefficient of 0.579077. This indicates a moderate positive correlation, suggesting that as personal issues increases, the professional stress tends to improve. However, the correlation is not very strong, implying that other factors might also significantly influence the professional stress.

# FACTOR ANALYSIS

**Table 2: KMO and Bartlett's Test for Expectations of Policy Holders**

|  |  |  |
| --- | --- | --- |
| **KMO and Bartlett's Test** | | |
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .350 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 320.817 |
| df | 45 |
| Sig. | .000 |

Sampling adequacy is sufficient to interpret the results of factor analysis as the Kaiser-Meyer- Olkin (KMO) measure is above 0.6. The Chi-square test value of Bartlett’s Test of Sphericity is significant enough as the significance value is 0.000 which is lesser than 0.05 at 5 percent level of significance. Factors derived with principal component method with their squared loadings are presented in total variance explained table.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Total Variance Explained** | | | | | | |
| Component | Initial Eigenvalues | | | Extraction Sums of Squared Loadings | | |
| Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % |
| 1 | 2.900 | 29.004 | 29.004 | 2.900 | 29.004 | 29.004 |
| 2 | 2.336 | 23.364 | 52.368 | 2.336 | 23.364 | 52.368 |
| 3 | 1.827 | 18.271 | 70.639 | 1.827 | 18.271 | 70.639 |
| 4 | 1.165 | 11.649 | 82.289 | 1.165 | 11.649 | 82.289 |
| 5 | .722 | 7.224 | 89.513 |  |  |  |
| 6 | .413 | 4.128 | 93.641 |  |  |  |
| 7 | .311 | 3.111 | 96.752 |  |  |  |
| 8 | .214 | 2.138 | 98.890 |  |  |  |
| 9 | .074 | .743 | 99.633 |  |  |  |
| 10 | .037 | .367 | 100.000 |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Total Variance Explained** | | | |
| Component | Rotation Sums of Squared Loadings | | |
| Total | % of Variance | Cumulative % |
| 1 | 2.448 | 24.484 | 24.484 |
| 2 | 1.945 | 19.455 | 43.939 |
| 3 | 1.923 | 19.231 | 63.169 |
| 4 | 1.912 | 19.119 | 82.289 |
| 5 |  |  |  |
| 6 |  |  |  |
| 7 |  |  |  |
| 8 |  |  |  |
| 9 |  |  |  |
| 10 |  |  |  |

Total variance explained table explains that 11 factors are extracted as important from the 15 variables identified. The explanatory power of these variables to understand the positive workplace culture of the respondents is to the extent of 61.628 percent. The factors identified are extracted by Varimax rotation and explained with the help of rotated component matrix.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Rotated Component Matrixa** | | | | |
|  | Component | | | |
| 1 | 2 | 3 | 4 |
| Job demand | .910 |  |  |  |
| Stress level | .789 |  |  |  |
| Organisational  culture | .773 |  |  |  |
| Organisational  support |  | .915 |  |  |
| Autonomy |  | .874 |  |  |
| Interpersonal  relationship |  |  | -.780 |  |
| Professional  development |  |  | .703 |  |
| Technology |  |  | .675 |  |
| Work environment |  |  |  | .926 |
| Control over work |  |  |  | .779 |

The factors extracted are identified with the loadings (above 0.8) irrespective of sign and are listed below in the order of extraction.

The KMO value of 0.45 suggests mediocre sampling adequacy, while Bartlett's test (p=0.000) indicates the correlations are not sufficiently large for PCA. The communalities show moderate extraction values, indicating variable contributions to factors. Four principal components explain 82.28% of the variance, with key variables loading distinctly on each component, highlighting diverse aspects of the training and guidance effectiveness.

# CONCLUSION

In summary, this study investigates the work-life balance of teachers and the factors influencing it. It presents empirical evidence on the relationships between variables and explores how emotional intelligence mediates these relationships. A conceptual model was developed and tested to elucidate how both work-related and personal life-related factors impact the work-life balance of teachers in self-financed engineering institutions in Kerala. The research also examines the influence of work-life balance on their levels of work-life satisfaction. Additionally, the study analyzes variations in teachers' work-life balance across different demographics, types of colleges, and geographical regions.

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