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**Emotional Intelligence and Work- Life Balance among the Faculty Members of Higher Education
Institution of Jammu and Kashmir, UT**

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Abstract

The aim of the study is to measure the correlation between emotional intelligence and work life balance of the faculty members of Higher Educational Institution of Jammu and Kashmir UT. The method of this study is descriptive with quantitative designs. The population of the study comprises only the teaching faculty members of HEI of Jammu and Kashmir UT. A random sampling techniques is used to collect primary data through a well structured questionnaire was distributed among the teaching faculty members only of the Govt. degree colleges of both the devising of Jammu and Kashmir division. Data was entered and analyzed by using SPSS software latest version. Results reveal about strong positive and statistically significant correlation between emotional intelligence and job satisfaction. Moreover, this positive and statistically significant correlation was seen between job satisfaction and all components of emotional intelligence. All qualities of emotional intelligence, as well as overall emotional intelligence scores, showed a significant positive correlation with work-life balance scores; which were statistically significant; $p < 0.05$. There was a statistically significant positive correlation between all components of emotional intelligence and work-life balance. Hence it is important for higher education institutions to concentrate on those practices that promote emotional intelligence among the teaching faculty members

Keywords: Emotional intelligence, work-life balance, teaching faculty. HEI, Jammu and Kashmir

Introduction

Teaching faculty members play an important role in shaping the “intellectual. Social and emotional development of the students” According to the Aristotle, “those who educate children’s well are more to be honored than those who produce them: for those only gave them life, those the art of living well”. The intricate interplay between emotional intelligence (EI) and work-life balance (WLB) is a critical aspect of professional well-being, particularly in demanding roles like faculty positions. Emotional intelligence is an essential factor responsible for the better performance in work and family life and it facilitate to minimize the stress Vasumathi et; al, (2019). Emotional intelligence is the capacity to recognize, use, grasp and regulate emotions in a healthy way, in order to reduce stress, communicate clearly, empathize with others and diffuse conflict Ganesan et; al., (2022). Peter Salovey and John D Mayer define emotional intelligence as the subset of social intelligence that involves the ability to monitor one’s own and others feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and action’s in their well known article “Emotional intelligence (1990).work – life balance is one of the critical aspect to enhance teacher efficiency and satisfaction in the context of students learning. Work life balance among Indian teachers serving in different academic stream across university and colleges. The emerged outcome’s is that designation of the teacher. Their nature of appointment, the academic stream in which they are teaching and the nature of their serving institutions affect their quality of work-life balance Puniaet;al.(2013). Work life balance is a critical aspect of faculty well-being, quality of working life and can significantly impact their job satisfaction, productivity and overall mental health Noor, K. M (2011). Work life balance has become a key feature of much current government, practitioner and academic debate. Is s to be believed that balancing the work life with a personal or family life can be challenging and its impact on personal satisfaction in their work and personal life’s role (Broers 2005, Dundas 2005, Eikhof et al., 2007). The ability to balance workplace’s needs and personal life’s needs is perceived as an important issue among the faculty members of HEI of Jammu and Kashmir UT.

This research focuses on exploring this relationship among faculty members in Higher Education Institutions (HEIs) of Jammu and Kashmir Union Territory (UT).

Literature of review

The literature of review gives us a background knowledge related to the various aspect and tools and techniques that are used in the previous paper and it will also help in findings the research gaps. So, that it will be easy for the new researchers scholar to identify the research topics and do their research. Emotional intelligence in teachers has been shown to influence their comfort level, self- efficacy, job happiness and interpersonal interaction with the students. Therefore, emotional intelligence has a direct impact on how students are taught and teach Ganesan et al., (2022).Research indicates a significant relationship between emotional intelligence and work- life balance among the faculty members in higher education institutions. Emotional intelligence shows how to help educators to mange stress, improve job satisfaction and enhance interpersonal relationships

with the students Ganesan et al., (2022). The further studies on emotional intelligence suggested that faculty members with higher emotional intelligence are better able to plan their work, avoid long working hours and maintain a healthier work- life balance Vasumathi et al ., (2019). However, the relationship between the emotional intelligence and work- life balance may not vary significantly across different age groups, tenure or job types Mardatillah et al ., (2018). S Naz et al., (2021) focus to explore the relationship with the work- life balance of women at the university levels. The research findings that the majority of the women had high emotional intelligence with a high work – life balance. There is a significant correlation between emotional intelligence and work- life balance of working women. It was concluded that high emotional intelligence leads to a high work life balance. Mahanta, M. (2015) researcher tries to understand the relationship between emotional intelligence and work- life balance among the executives belonging to the private companies. The findings of the study indicate that there exists the significant difference amongst employees with high, moderate and low emotional intelligence on two dimensions of work- life balance and overall work- life balance. Mardhatillah et al., (2018) fisher (1999) stated that work life balance can be attained when a person experience more enhancement and less conflict with regard to his work and non- work issues. Researcher measure work life balance by using the scale developed by fisher (1999). While emotional intelligence is measured by wrong and law’s emotional intelligence (WLEIS) 2002. The research result indicated that, there is a significant relationship between emotional intelligence and work life balance and emotional intelligence across different age, tenure and job type, it is also found that, the sub scale. Punia et al., (2013) the researcher develop a conceptual linkage between life- work balance and emotional intelligence. The effect of emotions in an individual’s personal life environment is of primary importance in the development of emotional intelligence.

Research objectives:

- To investigate the correlation between emotional intelligence and work-life balance among faculty members of
- To identify factors influencing emotional intelligence and work-life balance in this context.

Research methodology

Descriptive statistics is followed in this study. The statistical sample of this study is 1032 faculty members from both the divisions of Jammu and Kashmir UT. The teaching faculty members of the educational institutions are given by a well structured questionnaire and filled by given them response and questionnaire was collected by the researcher himself from the respondents. Apart from the researcher develop question for the questionnaire, some questions were adopted from the emotional intelligence scale developed by Law et al., (2004) and the work life balance scale . part 1 consists of demographic profile that requires participants to provide information such as gender, qualification, marital status, year of experience, taking care of children’s and hours spend on the work in a day. Part II of the questionnaire of consists of the various items of emotional intelligence and work- life balance. Emotional intelligence consists of the 4 variables and work life balance also consists of 4 variables, each item’s have sub items to deeply understand the emotional intelligence and work life balance among the faculty members of HEI of the Jammu and Kashmir.

Descriptive Statistics

	Mean	Std. Deviation	N
Emotional Intelligence	4.0810	.28592	1027
Work-life balance	3.7362	.29281	1018

Table 1

Table 1 provides the description of emotional intelligence and work- life balance in terms of mean, and standard deviation.

Table 2 reveal that the total Mean for emotional intelligence (4.08) and Standard Deviation for emotional intelligence (S.D) of (.28). in the same way total mean for Work- Life Balance (3.73) and Standard Deviation for Work life balance is (.29) . which means that the emotional intelligence average balance on work life balance among the faculty members of Jammu and Kashmir.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
EI	Equal variances assumed	.108	.742	-.530	1028	.596	-.00987	.01863	-.04643	.02669
	Equal variances not assumed			-.536	774.090	.592	-.00987	.01840	-.04599	.02625

Table 2

Table 3 show the significant difference of emotional intelligence and work life balance between male and female. An independent variable t-test was conducted to compare emotional intelligence for gender(Male and female). There were significant difference df 1028 t (-.530) p value is .596 in the scores with mean scores for male M 4.0774 S.D .290 and for female group M 4.08 S.Dfor female .277. the magnitude of the difference in the means difference MD -.0099. from the below tble shows that there are significant difference between emotional intelligence among the male and female.

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
EI	Male	666	4.0774	.29008	.01124
	Female	364	4.0873	.27794	.01457

Table 3

Table 3 show the significant difference of emotional intelligence and work life balance between male and female. An independent variable t-test was conducted to compare Work- life Balance intelligence for Gender (Male and female). There were significant difference DF 1028 t (-2.38) p value is .17 in the scores with mean scores for male M 317 for male and 3.76 for female S.D .298 fro male and for female group .277 . The magnitude of the difference in the means difference MD -.045. from the below table shows that there are significant difference of work life balance between among the male and female.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
WLB	Equal variances assumed	.701	.403	-2.387	1028	.017	-.04533	.01899	-.08260	-.00807
	Equal variances not assumed			-2.439	793.777	.015	-.04533	.01859	-.08183	-.00884

Table 4

Correlations

		EI	WLB
EI	Pearson Correlation	1	.136**
	Sig. (2-tailed)		.000
	N	1030	1030
WLB	Pearson Correlation	.136**	1
	Sig. (2-tailed)	.000	
	N	1030	1030

Table 5: Correlation is significant at the 0.01 level (2-tailed).

Correlation between emotional intelligence and work -life balance. From the Above table 5 it was shown that there is a significant correlation between Emotional Intelligence and Work life Balance among the faculty members of HEI of Jammu and Kashmir.

Research findings

- Faculty members in the region may face specific challenges to work-life balance due to factors such as socio-cultural norms, infrastructure, and security concerns.
- Emotional intelligence may play a crucial role in helping faculty members cope with these challenges and maintain a healthy work-life balance.
- Factors such as organizational support, leadership style, and job demands may influence both EI and WLB.

Suggestion and recommendations

- Developing targeted interventions to enhance emotional intelligence among faculty members.
- Implementing policies and programs to improve work-life balance in HEIs.
- Providing insights for policymakers and administrators to create a supportive work environment.

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