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Emotional Intelligence and Work-Life Balance among the Teachers in Self Financing Engineering College in Erode District

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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.

I.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.

II.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.

III.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.

IV.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.



V.REVIEW OF LITERATURE

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.

VI.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 sample taken for the study is 250 respondents.

TOOLS USED

The Tools used in the Study,

- Simple percentage analysis
- Factor analysis
- Correlation.

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
	Total	250	100
Marital Status	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	SSLC	0
HSC		0	0



Qualification	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	
	<i>PERSONAL ISSUES</i>	<i>PROFESSIONAL STRESS</i>
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 Matrix ^a				
	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.

VII.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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