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Emotional Intelligence and Work-Life Balance as Predictors of Faculty Productivity in Indian Higher Education Institutions

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Abstract

Teaching faculty has been considered as one of the prime sources in the world of work. A study was conducted with the aim to find out the association between the EI and WLB among the Self-Finance Faculty Members of Autonomous Colleges in Madurai City. One Hundred and Fifty-Six faculty members were selected randomly and Descriptive Research design was adopted. The 48 items Emotional Intelligence scale by Udai Pareek &Surabhi Purohit (2010) and 36 items Work Life Balance by Udai Pareek (2010) were adopted. It was found that there exists a positive and significant association between EI and WLB (r =0.530, p<.001, Sig). Further, the Female faculties have higher EI and WLB when compared to their counter parts (t = 8.45, p<.001, Sig). Similarly, the research output of the study respondents shows a significant relationship with the Emotional Intelligence level and Work Life Balance of the faculty members under study. The authors have suggested various measures to improve EI and WLB for the Faculty members which may be associated with workplace productivity.

Keywords*:* Emotional Intelligence, Work Life Balance, Productivity, Self-Finance Faculty Members.

I. Introduction:

The Future of Jobs Report (World Economic Forum, 2020) highlights emotional intelligence as an increasingly important workplace skill in the years ahead. Emotional Intelligence is a key skill requirement sought out among the present-day work force. EI is defined as a person's ability to understand and manage one's own emotions and other's emotions. It is called as empathy and recognizing one's own feeling and emotions as well. Daniel Goleman (1995), the pioneer in popularizing Emotional Intelligence, identified 12 competencies in 4 domains as key to understand and apply Emotional intelligence at workplace.

Work Life Balance (WLB) is described as the "equal time or priority given to personal and professional activities". It is leveraging healthy and productive work environment without experiencing much stress. Being mindful about scheduling personal and professional expectations help in maintaining a productive work life for individuals and productive work force for organizations. With the increase in the female labour participation, organisations

aiming for productive work environment are required to strategize HR practices by consciously considering EI and WLB aspects in their HR policies.

Workplace Productivity is understood as the efficiency and effectiveness of individuals and teams in achieving the given target/goals in a set time limit. It requires time management, communication, collaboration and motivation from the employees to achieve the work place productivity. Positive work environment, clarity in setting targets, training and fostering a culture of articulated interplay of values, technology and development will enhance work place productivity. When it comes to teaching efficiency and teacher effectiveness it reflects on the quality of teaching, learning outcome and student performance, and more than ever, it involves human factor at input, process and outcome level. Therefore, an emotionally competent, boundary practitioner will be an asset to the organization.

Teaching faculty has been considered as one of the prime sources in the world of work. A study was conducted with the aim to find out the association between EI and WLB and workplace productivity among the Self-Finance Faculty Members of Autonomous Colleges in Madurai City. One Hundred and Fifty-Six faculty members were selected randomly and Descriptive Research design was adopted. The 48 items Emotional Intelligence scale by Udai Pareek &Surabhi Purohit (2010) and 36 items Work Life Balance by Udai Pareek (2010) were adopted. It was found that there exists a positive and significant association between EI and WLB ($r = 0.530$, $p < .001$, Sig). Further, the Female faculties have higher EI and WLB when compared to their counter parts ($t = 8.45$, $p < .001$, Sig). The authors have suggested various psycho social measures to improve EI and WLB for the Faculty members which may be associated with workplace productivity.

Theoretical Model:

As this study is based on a pilot dataset analyzed through independent-samples t-tests, Emotional Intelligence (EI) and Work-Life Balance (WLB) are modeled as independent predictors of faculty research productivity, each examined separately rather than as a mediated pathway. The proposed model is illustrated in Figure 1.

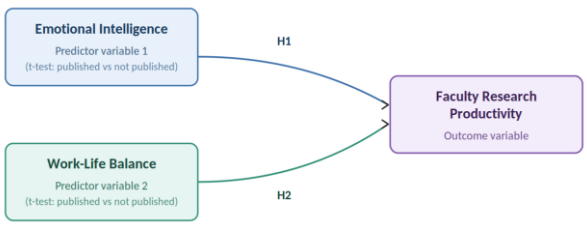

Figure 1. Proposed theoretical model showing EI and WLB as independent predictors of faculty research productivity.

Theoretical grounding: The model draws on Conservation of Resources theory (Hobfoll, 1989), which conceptualizes EI as a personal psychological resource that supports performance outcomes, and the Job Demands-Resources model (Bakker & Demerouti, 2007), which similarly positions WLB as a resource contributing independently to employee output. Together these frameworks support the expectation that both EI and WLB, though conceptually related, may each exert a distinct, separately testable influence on faculty research productivity.

II. Research Design and Methodology:

A study was conducted among the Self-Finance stream faculty members of higher education institutions with the aim to find out the association between **Emotional Intelligence (EI)** and Work Life Balance (WLB). The researcher attempts to relate the finding with workplace productivity. The specific objectives of the study are-

- To measure the level of Emotional Intelligence (EI)
- To measure the level of Work Life Balance (WLB)
- To examine the association between Emotional Intelligence, Work Life Balance, and Workplace Productivity

Descriptive research design was adopted, wherein an attempt has been made to describe the variables taken for study. After having reviewed various relevant literature the following Research Hypotheses have been formulated:

1. Higher the Emotional Intelligence Higher will be Work Life Balance
2. Females have more EI than Males
3. Females have more WLB than Males
4. Work-life balance is positively associated with faculty productivity.
5. Emotional intelligence is positively associated with faculty productivity

The universe of the study constitutes all the self-finance faculty members working in Autonomous Colleges which are located in Madurai City limit. It is found out from the records that there are around 1268 SF faculty in all the autonomous colleges under Madurai Kamaraj University. The SF faculty of both the sex, working in autonomous colleges within Madurai City limit and colleges having more than 100 faculty in SF stream were included for this study. The sample for the study was drawn using simple random sampling method Thus, 2 all women (unisex) colleges and 2 co-education colleges fulfilled the inclusion and exclusion conditions. The study was conducted among 156 faculty members who were selected randomly.

Tools for Data Collection:

To understand the selected socio-demographic conditions a Self-structure interview schedule was prepared by the researcher which has got open ended and close ended questions. To measure the level of EI the 48 items EI scale by Udai Pareek and Surabhi Purohit, 2010 was adopted. The scale has got 6 sub-dimensions namely self-awareness, self – management, internality, motivation, empathy and Social Skills measured in a five-point Likert scale. The scale has got high reliability and validity. The level of Work Life Balance was measure using the 'Work – Life (W-L) Balance Scale' by Udai Pareek and Surabhi Purohit, 2010, and which has 36 questions is used. The instrument measures Work-Life balance in the areas of personal needs, time management, teamwork, compensation and work itself. This scale has got high reliability and validity. Qualitative information was obtained by asking relevant open-ended questions.

Data Analysis:

The collected data were edited, coded and entered in excel sheets. The data were analyzed using the trial version of Statistical Package for Social Sciences (SPSS) Version 20. To verify the hypotheses Karl Pearson's Coefficient of Correlation, Independent Sample T-Test were used and accordingly conclusions have been drawn.

III. Findings:

Table: 1.0

Distribution of Respondents according to Select Socio-Demographic Variables

No.	Socio-Demographic Variables	N	%
1	Gender		
	Male	37	23.7
	Female	119	76.3
2	Age		
	Below 30	20	12.8
	31- 40	95	60.9
	41& above	41	26.3
3	Education		
	M.Phil.,	47	30.1
	Ph.D.	60	38.5
	NET/SET	49	31.4
4	Marital Status		
	Single	32	20.5
	Married	124	79.5
5	Type of Family		
	Nuclear	100	64.1
	Joint	56	35.9

Table 1.0 depicts the distribution of respondents for the selected socio-demographic variables. Accordingly, it is inferred that majority of the respondents are Females (76.3%), More than two-third of the respondents are in the age group of 31 to 40 (60.9%), Nearly two-fifth of the respondents are Ph.D holders (38.5%). Majority of them are married (79.5%) and just above two-third of them lives in nuclear families (64.1%).

Table:2.0

Relationship between Sub-Domains of Emotional Intelligence

Dimensions of Emotional Intelligence	Self-Awareness	Self-Management	Internality	Motivation	Empathy	Social Skills	Total EI
Self-Awareness	1.0						
Self-Management	0.332(**)	1.0					
Internality	0.445(**)	0.312(**)	1.0				
Motivation	0.402(**)	0.322(**)	0.593(**)	1.0			
Empathy	0.569(**)	0.421(**)	0.568(**)	0.836(**)	1.0		
Social Skills	0.456(**)	0.240(**)	0.402(**)	0.419(**)	0.480(**)	1.0	
Total Score	**0.735(**)**	**0.469(**)**	**0.757(**)**	**0.714(**)**	**0.751(**)**	**0.729(**)**	**1.0**

**Correlation is significant at 0.01 level (1-tailed)

The above table clearly explains the inter correlation between all the sub-domains of EI with total score. By using Karl Pearson's Coefficient of Correlation test it is found out that there exists the positive and significant association among the Sub-domains as well as Total EI score.

Table:3.0
Relationship between Sub-Domains of Work-Life Balance (WLB)

Dimensions of Work Life Balance	Social Needs	Personal Needs	Time Management	Team Work	Compensation and Benefits	Work itself	Total WLB
Social Needs	1.0						
Personal Needs	0.638(**)	1.0					
Time Management	0.268(**)	0.276(**)	1.0				
Team Work	0.439(**)	0.297(**)	0.419(**)	1.0			
Compensation and Benefits	0.602(**)	0.578(**)	0.337(**)	0.455(**)	1.0		
Work itself	0.650(**)	0.387(**)	0.330(**)	0.500(**)	0.524(**)	1.0	
Total Score	**0.853(**)**	**0.766(**)**	**0.451(**)**	**0.607(**)**	**0.785(**)**	**0.783(**)**	**1.0**

**Correlation is significant at 0.01 level (1-tailed)

The above table clearly explains the inter correlation between all the sub-domains of WLB with total score. By using Karl Pearson's Coefficient of Correlation test it is found out that there exists the positive and significant association among the Sub-domains as well as Total WLB score.

Table:4.0
Relationship between Emotional Intelligence and Work-Life Balance (WLB)

Dimensions of Work Life Balance	EI Total Score	Dimensions of Emotional Intelligence	WLB Total Score
Social Needs	0.432(**)	Self- Awareness	0.413(**)
Personal Needs	0.395(**)	Self-Management	0.404(**)
Time Management	0.406(**)	Internality	0.524(**)
Team Work	0.416(**)	Motivation	0.444(**)
Compensation and Benefits	0.392(**)	Empathy	0.460(**)
Work itself	0.487(**)	Social Skills	0.395(**)
WLB Total Score	**0.530(**)**	**Total EI Score**	**0.530(**)**

**Correlation is significant at 0.01 level (1-tailed)

The table explains that total EI score is positively and significantly correlated with Work Life Balance score (r=0.530, p<.001, sig). Further, it is very obvious from the table that all the sub-domains of EI are positively and significantly associated with total WLB. It could be concluded that higher the EI score higher will the WLB score. Thus, the formulated hypothesis verified.

Table 5.0:
Difference between Male and Female with regard to Emotional Intelligence (EI)

No.	EI: Total Score	N	Mean	SD	'T' Test – Value (df=154)
1	1. Male	37	57.58	10.85	5.50
	2. Female	119	68.52	9.61	
	Total	**156**	**68.29**	**9.89**	p<0.01 Sig

It is observed that females have scored more in EI (68.52) when compared to Males (57.8). This observed difference is statistically significant as the independent sample T-Test is significant at 0.001 level (t = 5.50, p<.001, sig). It can be concluded that Females scored more in EI than their counter parts. Thus, the formulated hypothesis verified.

Table 6.0:
Difference between Male and Female with regard to Work Life Balance (WLB)

No.	WLB: Total Score	N	Mean	SD	'T' Test – Value (df=154)
1	1. Male	37	51.27	13.29	7.18 p<0.01 Sig
	2. Female	119	68.71	11.56	
	Total	**156**	**69.32**	**11.99**	

It is observed that Females scored more in WLB (68.71) when compared to Males (51.27). This observed difference is statistically significant as the independent sample T-Test is significant at 0.001 level (t = 7.18, p<.001, sig). It can be concluded that Females scored more in WLB than their counter parts. Thus, the formulated hypothesis verified.

Workplace Productivity:

Productivity is never an accident. It is always the result of a commitment to excellence, intelligent planning, and focused effort. —Paul J. Meyer. Workplace Productivity of a faculty in Higher Education is measured majorly on the research output, number of publications, the extent of research guidance and faculty participation in academic deliberations like conferences and seminars related to the respective disciplines and how well it is applied in teaching learning outcome.

An attempt has been made in this study to find out the number of research publications made by the faculty members, their participation in conferences and academic deliberations, number of project guidance made and number of research projects undertaken by the faculty respondents. The faculty members are grouped based on their publication, conference attendance, research guidance and projects obtained versus not published, not guided, not attended conference and not undertaken research projects and the corresponding EI and WLB scores are studied to understand whether it is associated with teacher productivity and the results are tabulated and discussed below.

TABLE: 7.0:
Research Papers Published by the Teachers and Study Variables..

Group	Papers Published	N	Emotional Intelligence (EI)		Work-Life Balance (WLB)	
			Mean %	S.D	Mean %	S.D
Gp. 1	Not Published	51	61.88	9.35	62.19	8.05
Gp. 2	Published	105	69.47	9.97	70.89	7.22
Total		**156**	**68.29**	**9.89**	**69.32**	**11.99**
Independent Sample 't' Values for df = 154			4.65**		6.54**	
Level of Significance			**p<0.01 Sig		**p<0.01 Sig	

(Source: Primary data)

The Mean, S.D and T-Test results for the subject variables based upon the Research papers published by the faculty respondents with subject variables are presented in this table.

The table above depicts that the EI score of the Self-Finance Faculty members who have not published any research paper (Gp.1) (Mean=61.88) is lower than the Self-Finance Faculty Members who have published research papers (Gp.2) (Mean=69.47). This observed

difference is statistically significant as the independent sample 't' test is significant at .001 level (t=4.65**, p<.001, sig.).

With regard to WLB, Gp. 2 faculty who have published research papers have better work life balance (70.89) when compared to Gp.1 who have not published papers (62.19) which is significant at .001 level (t=6.54**, p<.001 sig.).

This shows that the fact that faculty who publish research papers have better managed to find ways to academic demands of publishing and productive in showing better research output with a good balance of personal and professional needs. Thus, supporting the hypothesis that Emotional Intelligence and Work Life Balance are associated with workplace productivity.

TABLE: 8.0:
Conferences / Seminars attended by the Teachers and Study Variables.

Group	Conference/ Seminars	N	Emotional Intelligence (EI)		Work-Life Balance (WLB)	
			Mean %	S.D	Mean %	S.D
Gp. 1	Not Attended	31	58.08	9.30	59.53	6.85
Gp. 2	Attended	125	68.35	9.82	69.29	7.71
Total		**156**	**68.29**	**9.89**	**69.32**	**11.99**
Independent Sample 't' Values for df = 154			5.44**		6.92**	
Level of Significance			**p<0.01 Sig		**p<0.01 Sig	

(Source: Primary data)

The Mean, S.D and T-Test results for the subject variables based upon the Conferences and Seminars attended by the faculty respondents with subject variables are presented in this table. The table reveals that there is a significant difference in the level of Emotional Intelligence (EI), and the Work Life Balance (WLB) between the faculty members who have attended conferences/seminars and who have not attended the same.

The above table depicts that there is a significant difference found in the EI score of the faculty members who have not attended (Gp.1) (Mean=58.08) and the Self-Finance Faculty members who have attended conferences and seminars (Gp.2) (Mean=68.35). The t value is significant (t=5.44**, p<.0.001,sig).

With regard to Work-Life Balance also a significant difference (t value-6.92**, p<.0.001, Sig.) exists between the faculty members who attended the conferences and seminars and who have not attended the conferences and seminars.

This t-test result shows that attending conferences and seminars is associated with Emotional Intelligence and Work Life Balance, suggesting that people who better manage their personal and professional boundaries and who have higher EI show a significant difference by dedicating their time for continuous learning and academic development, which is associated with workplace productivity.

TABLE: 8.0:
Research projects Undertaken by the Teachers and Study Variables.

Group	Research Projects	N	Emotional Intelligence (EI)		Work-Life Balance (WLB)	
			Mean %	S.D	Mean %	S.D
Gp. 1	Not Under Taken	126	58.26	9.86	57.14	7.58
Gp. 2	Under Taken	30	68.46	10.17	69.16	7.31
Total		**156**	**68.29**	**9.89**	**69.32**	**11.99**
Independent Sample 't' Values for df = 154			4.97**		8.04**	
Level of Significance			**p<0.01 Sig		**p<0.01 Sig	

(Source: Primary data)

The Mean, S.D and T-Test results for the subject variables based upon the Research Projects Undertaken by the Faculty respondents with subject variables are presented in this table. The table reveals that there is a significant difference in the level of Emotional Intelligence (EI) and the Work Life Balance (WLB) between the faculty members who have not undertaken any research projects and who have undertaken research projects.

The above table depicts that there is a significant difference found in the EI score of the faculty members who have not undertaken research projects (Gp.1) (Mean=58.26) and the Self-Finance Faculty members who have undertaken research projects (Gp.2) (MPS=68.46). The t value is significant (t=4.97**, p<.0.001, sig. for EI, and t=8.04**, p<.001 for WLB respectively), suggesting that Emotional Intelligence and Work Life Balance are associated with workplace productivity.

This t-test result shows that undertaking research is associated with Emotional Intelligence and Work Life Balance, possibly because doing research is driven by passion and self-motivation rather than being imposed on the faculty.

TABLE: 9.0:
Research Guidance provided by the Teachers and Study Variables.

Group	Research Guidance	N	Emotional Intelligence (EI)		Work-Life Balance (WLB)	
			Mean %	S.D	Mean %	S.D
Gp. 1	Not Provided	69	60.16	9.87	59.91	9.20
Gp. 2	Provided	87	69.64	8.86	68.67	5.88
Total		**156**	**68.29**	**9.89**	**69.32**	**11.99**
Independent Sample 't' Values for df = 154			6.23**		6.87**	
Level of Significance			**p<0.01 Sig		**p<0.01 Sig	

(Source: Primary data)

The Mean, S.D and T-Test results for the subject variables based upon the Research Guidance Provided by the Faculty respondents with subject variables are presented in this table. The table reveals that there is a significant difference in the level of Emotional Intelligence (EI), and the Work Life Balance (WLB) between the faculty members who have not provided research guidance and who have provided research guidance. The t value corresponding to EI and WLB are 6.23, $p<.01$, and 6.87, $p<.01$ respectively).

This t-test result shows that research guidance, as a variable, is significantly associated with Emotional Intelligence and Work Life Balance among the faculty respondents. The reasons might be contextual to the organizational requirements and climate that motivates the faculty in deciding upon research as a major component of academic and organizational development.

IV. Discussion:

The findings of the study reveal that Emotional Intelligence and Work Life Balance are each associated with workplace productivity. In this context, it can be interpreted that teachers having high emotional intelligence and work life balance will be an asset to the organization as it may be associated with research productivity, learning outcomes, and research culture and innovation. It also results in better classroom management, student relationship and enhance the institution's quality and branding.

According to the study results of Gholamreza Asadi Bidmeshiki and Fatemeh Taheri (2020), a positive and significant relationship was found between employees' emotional intelligence and their performance. Similarly, a study by Bella Thomas and Dr. S. Senith (2021) found that there is a negative correlation between teacher's emotional intelligence and burnout dimensions. The study concluded that to maintain teacher performance and enhance productivity it is important to concentrate on the emotional well being and work life balance.

A faculty who can comprehend the emotions of self and others in a given context will have a better work life balance reflecting upon physical, mental, and occupational dimensions. This may support teaching faculty in self-motivation, better student relationships, and handling classroom challenges effectively which is associated with workplace productivity, and with a better work environment and teaching-learning outcomes.

Therefore, it is imperative for higher education institutions to focus on enhancing teaching faculty's emotional skills by strategizing personal and professional needs and prioritizing work place wellness. This will result in practicing empathy in classroom and among peers, handle conflicts in a win-win mode and enhance academic leadership and project positive workplace productivity in the forms of research outputs and innovation.

V. Conclusion:

The productivity of an educational institution is measured based on the quality education offered to the rising demands of 21 century learners, building their social, emotional skills along with the academic demands and engaging in continuous research and learning. Moreover, the Higher Educational Institutions (HEIs) are the major destinations of producing human resource capital of any country. It becomes important for any higher education institution to invest in their workforce, the faculty members to build a productive

institution to produce productive individuals. Based on the results of the research study, the following are suggested for a productive higher education institution.

- Strategic training and development at regular interval to sustain the emotional health of the employees
- Orienting male faculty members in work life balance skills
- HR Policies focusing on the wellbeing of employees in the middle age will help avoid mid-life career crisis thus helping in positive work life balance and organizational commitment and efficiency.
- Enhancing research out put and considering it as a major predictor of workplace productivity and strategizing institutional plans to improvise research and innovation through emotional well being and enhanced work life balance.

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