

Examining Emotional Intelligence and Work-Life Coordination: Insights from Female Educators in Public Sector Universities

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Abstract: *The current study's goal is to investigate how working women at Pakistani universities' work-life balance relates to their emotional intelligence. The study set out to ascertain two main goals: first, to ascertain the working women's emotional intelligence and work-life balance at KP's public universities; and second, to ascertain the correlation between the two variables.*

Methodology: Data for the quantitative research were gathered via the survey approach. The demographic was made up of all working women who attended KP's public universities. 350 working women who were randomly chosen from six public universities in the public sector made up the study's sample. Two study tools were created in this regard: one to assess work-life balance and the other to assess emotional intelligence. After obtaining the working women's assent, data were gathered. Statistical methods were used to the data analysis process.

Principal Findings: It was discovered that most working women had excellent work-life balance and strong emotional intelligence. The work-life balance of working women and emotional intelligence were shown to be significantly correlated. It was determined that a strong work-life balance is correlated with high emotional intelligence.

Applications of this study: As a result, it is advised that university administration create initiatives and guidelines that might help staff members maintain a work-life balance. Higher authorities may set up stress management training sessions, which might assist staff members in lowering their stress levels and maintaining a healthy balance between their home and work lives.

Originality and novelty of this study: The work-life balance and emotional intelligence of working instructors, particularly women in higher education, may be explained to the readers, along with the correlation between the two

Keywords: Emotional Intelligence (EI), Work-Life Balance (WLB), Working Women, Teachers

I. INTRODUCTION

A multitude of brain processes combined to effectively adapt to one's surroundings is what makes one intelligent. In a similar vein, Kidwell et al. (2011) believe that emotions exert powerful psychological influences on professional conduct and performance. It speaks to a person's capacity to control their emotions depending on the occasion and circumstance. The social life of a person is profoundly influenced by their emotional intelligence. According to Yilmaz et al. (2015), emotional intelligence (EI) encompasses all of our behaviors and emotions since, as they argue, we act and take our emotions with us wherever we go. According to Kirk et al. (2008), emotional intelligence encompasses both intrapersonal and interpersonal interaction's adaptive functioning. According to Austin et al. (2005), researchers have discovered that emotional intelligence (EI) is a distinct attribute that differs from person to person and that variation is measured in terms of emotional abilities.

According to Frederickson (2003), having pleasant feelings at work broadens temporary cognition and behavior, which eventually improves both individual and organizational effectiveness (p. 331). In the case of working people, Friedman and Greenhaus (2000) argue that in order to succeed and feel satisfied, these people want to take care of their

obligations in the home and at work. According to Bailyn (2006) and Greenhaus et al. (2001), rearranging the workload at work to accommodate family obligations is more important than achieving work-home balance and the associated satisfaction level. According to Fallon (2001), work life balance refers to an employee's ability to strike a balance between their own requirements and those of their employers for profitability, as well as their own time, energy, and emotions.

According to Ruderman et al. (2002), job satisfaction is positively correlated with the amount of time spent there. Better satisfaction results from striking a balance between work and family obligations, particularly when shorter workdays lead to richer work (Barnett, 2006). In a situation like this, resources and abilities are carefully cultivated, which eventually improves a person's ability to handle work-family issues. Today's globalization tendencies in all spheres of life have given rise to comparatively more dynamic positions for women in civilizations around the globe. In modern social settings, women hold executive and managerial roles, as argued by Kinnear (2014) and Mostert (2009). According to du Toit et al. (2017), Pillay et al. (2013), and Cavazotte et al. (2012), working women's lives are significantly impacted by emotional intelligence. According to Jonck and Swanepoel (2015), emotional intelligence has significantly increased the success rate of female leaders and employees in the workplace. According to Chaudhry and Saif (2012), Anand and Suriyan (2010), and Rahim (2010), emotional intelligence also serves as a foundation for improved leadership abilities in women.

Despite earlier conventional wisdom, there is a clear paradigm change in today's world about the place and position of women in all social contexts. Due to the fact that women's circumstances are improving, they are now in a far better position to engage in everyday activities including obtaining higher education, work, socioeconomic engagement, and political involvement. When it comes to South Asian civilizations, it is evident that women play a variety of roles in each of them. It is believed that their primary responsibility is taking care of home chores. After they are married, women's circumstances worsen since they have to take on a lot more duties in addition to running the home. For women, motherhood establishes the scope and magnitude of their obligations and priorities. Women are better able to achieve and maintain a work-life balance because of the reduced levels of stress and anxiety (Rajesh et al., 2013).

Women in Pakistan have distinct roles and duties. In addition to their work-related responsibilities, ladies also have to take care of family chores including kid, parent, and spouse care. Married working women face significant obstacles in such complex situations since they must satisfy all parties involved. Any setback in this complex scenario might result in a tense and stressed-out family, with sometimes disastrous repercussions.

OBJECTIVES

- To ascertain the working women's emotional intelligence and work-life balance at KP's public universities.
- To ascertain how working women at KP's public universities manage their work-life balance in regard to their emotional intelligence.

II. LITERATURE REVIEW

Organizations seek for emotionally intelligent persons who can attract and service people in a nice way in order to establish and maintain a more appealing and pleasant atmosphere. This eventually improves the performance of the concerned business. The findings of a research by Kalantari et al. (2012), which state that a high degree of emotional intelligence makes it possible to alleviate tension and stress—which are often brought on by a demanding work environment—make it clear how important emotional intelligence is.

In this regard, a novel theory put out by Gohm and Clore (2002) suggests that emotional intelligence in the workplace may be able to prevent burnout in occupations that are prone to burnout. Additionally, Schwartz (2011) discovered that pleasant emotions at work have a favorable effect on job attitudes and improve productivity. Accordingly, the ability to effectively manage and regulate one's work schedule is crucial for meeting the demands of various roles (Valcour & Hunter, 2005). Here, the research by Thomas and Ganister (1995) is noteworthy. They discovered that people with lower levels of work-time management are less able to appropriately handle unplanned family demands, which makes them more unpleasant.

According to Lenaghan et al. (2007), striking a balance in the tug-of-war between job and family requires effective emotion management. In this regard, Akintayo (2010) believes that emotionally intelligent people are more equipped to

handle the difficulties and tensions that arise from juggling job and family obligations. People that possess emotional intelligence are highly motivated to work hard and meet family obligations, and they experience comparatively less stress in their daily lives. According to Shylaja and Prasad (2017), emotional intelligence plays a crucial role in establishing and preserving balance in both personal and professional spheres.

In the modern world, women have achieved a prominent position in all spheres of society. They engage in a variety of sociocultural activities, including banking, finance, sports, literature, politics, and the arts. Naturally, these fields need a respectable degree of emotional intelligence, where stress, anger, and other related problems may be effectively managed with a higher emotional intelligence level. A key component of improved academic and professional success is emotional intelligence.

It is relevant to note that working women's emotional intelligence levels may rise in light of the significance of emotional intelligence in the workplace and family-related concerns. According to Singh (2010), companies may improve the emotional intelligence (EI) of working women by implementing a number of policies and initiatives, including developing their people, system, and self-success competencies. Grant (2007) proposed training programs to raise working women's emotional intelligence levels in order to develop this feature. Women have, for the most part, been released from the complex situations that impede their opportunities for success; but, there are still challenges that women must overcome, like raising children and taking care of the house (Winn 2004). In this sense, it is believed that some duties, such as taking care of the home and childcare, are intrinsic and inborn for women, regardless of their income, education, or occupation. The current condition of things undermines women's aspirations for exciting and challenging careers. Regarding this issue, Webster (2001) notes that although societal roles and expectations for women differ, it is generally observed that women are expected to handle household responsibilities including child care and parenting.

The study results of Kapoor et al. (1999) about married women workers show that family-related difficulties are to blame for women's suffering because they are ill-equipped to establish and maintain a balance between work and home needs. Working women's circumstances are made worse by their husbands' lack of job support at home. According to Rajadhyaksha and Smita's (2004) research, just 34% of spouses assist their wives with everyday home tasks. In contrast, 24% of respondents said they sometimes provided assistance for their spouses. This only indicates that the conventional viewpoint is still held by the vast majority of people. According to a research done in the information technology sector by Ali (2006), social support from the family and the relevant organization is crucial in helping women get jobs. According to Raj and Mahalakshmi (2016), women perform a variety of tasks in the home and workplace, including those of spouse, caregiver, parent, worker, colleague, and giver of services, despite the demands and stress of the workplace.

The study (Memon, et al., 2020) confirmed what previous studies had already acknowledged: there is a favorable and significant relationship between work-life balance and job satisfaction at work. Additionally, WL and its satisfaction are shown to be impacted by EI intervention. Regarding EI and WL, different instructors have different perspectives. It demonstrates how their perspectives change based on gender. In three of the situations, there was no significant difference in the level of professional satisfaction between married and single respondents. However, for both genders, it is the same.

There is much praise for the synergy that exists between work and home life in the present rapidly changing atmosphere. It also serves as a significant test of administration and leadership, causing disillusionment, conflicts, inefficiency, and fatigue. As a result, the research acknowledges the relationship between EI, socioeconomic circumstances, and how they affect WL. Accordingly, the socioeconomic determinants influence the level of EI and subsequently drive WLB even more. Specifically, it suggests that interventions focus on enhancing people's work-life balance and raise the level of emotional intelligence in relation to various socioeconomic variables (Madan & Raja, 2019).

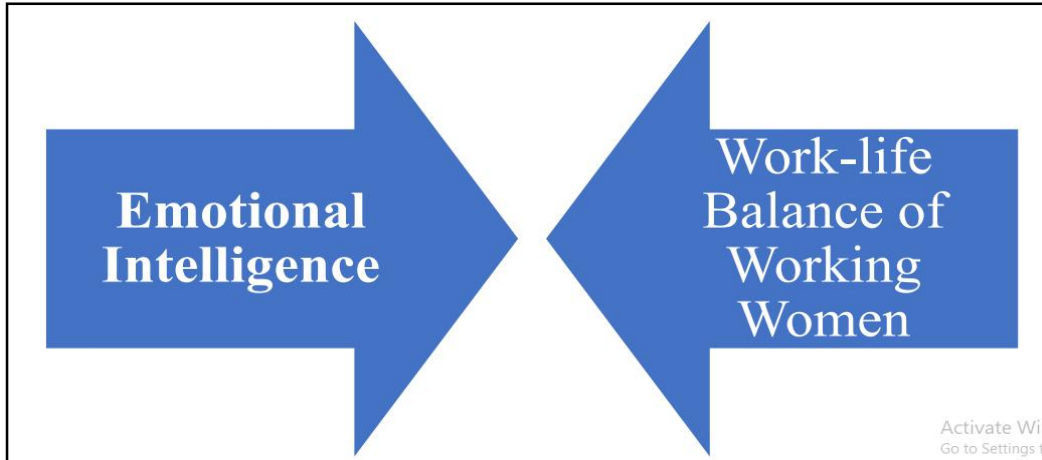


Figure 1: Conceptual Framework of EI and WLB of Working Women

Source: Authors conceptualization

Hypotheses

- The work-life balance and emotional intelligence of working women at KP's public universities are lacking.

Demographic Variables		F	%
Age	25-30	66	20.6
	30-40	93	29.1
	40-50	103	32.2
	50 or above	58	18.1
Designation	Assistant Professors	180	56.2
	Lecturers	140	43.8
Qualification	Masters	29	9.1
	M.Phil.	100	31.2
	Ph.D.	191	59.7
Experience	1-10	93	29.1
	10-20	110	34.4
	20-30	92	28.8
	30-40	25	7.8
Marital status	Married	135	42.2
	Single	106	33.1
	Separated/Divorced	79	24.7

- There is no connection between working women at KP's public universities' work-life balance and their emotional intelligence.

III. METHODOLOGY

Research design, Population, and sample

The research had a quantitative and correlational design, with data collecting conducted via the use of survey techniques. Six public universities and five hundred and forty-seven (547) working women instructors made up the study's population. 330 responders were selected as a sample using a random sampling approach. A questionnaire survey was used as the data collection method for this research since it is an effective method for analyzing how people perceive human behavior (Francis et al., 2000; Francis et al., 2004).

Table 1: Respondents' Demographic Information

The data pertaining to the participant's demographic factors are shown in Table 1. Gender, age, title, marital status, education, and prior teaching experience were the demographic factors.

Development of measuring tool

A questionnaire on work-life balance and emotional intelligence was created, taking into account the pertinent demographics of the participants. Each of the five components that made up the EI had five statements that were pertinent to the subject. The questionnaire included twenty-five statements as a result. Ten components made up the working women's second variable, work-life balance. This questionnaire's assertions were also graded using a 5-point Likert scale. Research instrument validation was ensured by presenting them to subject matter experts for feedback. They looked over the questionnaire and provided input. Following a pilot test in which a few small differences were once again eliminated, these instruments were found to be reliable with an EI of.84 and a WLB of.87, respectively, according to Cronbach Alpha. As a result, both devices were trustworthy for gathering data.

Data collection and analysis

To prevent inconsistencies in the data, the researchers gathered it while they were present. It was required of the responders to complete the surveys. 97% of the respondents returned the surveys, indicating a response rate. The researchers gathered, arranged, documented, and examined the necessary data in this way. To examine the data, both descriptive and inferential statistics were used. The Pearson's r, also referred to as the "Pearson product-moment correlation coefficient," was used to calculate the link between the two variables. According to Skidmore and Thompson (2011), it was the best method for determining the associations between the variables. This method provides a clear image of the phenomena of linear correlations between and among variables, which is one of its numerous academic merits. As a result, it provides an accurate image of the strong or weak correlations between the variables.

IV. RESULTS

Table 2: Level about EI of Respondents

Levels	F	%
Low	50	15.6
Medium	80	25.0
High	190	59.4
Total	320	100.0

Table 2 shows that 59.4% of the participants had a high level of emotional intelligence.

Table 3: Levels of WLB of the Respondents

Medium	84	26.2
High	189	59.1
Total	320	100

Table 3 is indicative of the situation where mostly women teachers develop a balance between work and home activities easily.

Table 4: Relationship between WLB and EI of University Women Teachers

Factors	R	P
Work-life balance and Emotional intelligence	0.951**	0.01

The aforementioned table shows that the respondents' working lifetime and emotional intelligence have a very significant link. A significant association is shown by the positive correlation coefficient. The respondents' working-life balance increased with increasing Emotional Intelligence scores.

Table 5: Relationship between Dimensions of WLB with EI

Dimensions of WLB	N	R	p
Official Provision	320	0.840	0.01
Work-Life Balance Policies	320	0.848	0.01
Work Place Support	320	0.826	0.01
Workload Management	320	0.722	0.01
Work Expectations	320	0.698	0.01
Workplace Satisfaction	320	0.867	0.01

Societal Support	320	0.855	0.01
Child Care	320	0.862	0.01
Self-management	320	0.906	0.01
Personal Life Expectations	320	0.855	0.01

Table 5 shows the correlation between the respondents' emotional intelligence and the work-life balance factor. The statistical data indicate that the sub-factors of emotional intelligence and work-life balance have a strong, significant association.

Table 6: Correlation between Dimensions of EI with WLB

Sub factors of EI	Work-Life Balance		
	N	r	P
Emotional Self-awareness	320	0.755	0.01
Self-Management	320	0.855	0.01
Social Awareness	320	0.869	0.01
Relationship Management	320	0.895	0.01
Self-confidence	320	0.904	0.01

Table 6 shows the relationship between the respondents' work-life stability and the emotional power dimensions on the one hand. There is a considerable association between Work-Life Balance and each of these sub-factors.

V. CONCLUSION AND RECOMMENDATIONS

Researchers have a fascinating argument about juggling work and life. Employees have found it quite difficult to balance this element between their personal and work lives. In order to improve employee loyalty, productivity, and efficiency, firms must implement WLB rules inside their walls. The research found that there is a significant correlation between WLB and EI. WLB and all of the EI subfactors have a substantial correlation. People with high emotional intelligence are better at managing and comprehending both their own and other people's emotions, which improves performance. It is a more effective method of achieving a better work-life balance. As a result, it is advised that staff members take courses on the theory and application of emotional intelligence (EI) in order to be able to apply it to the handling of contradictory circumstances. Training is a viable method for increasing emotional intelligence.

The researchers advise that, since female workers in every firm perform a variety of roles outside of their job, particular attention should be paid to the issues that specifically affect them. Activities that are considered working and those that are not working might be clearly separated. Senior management and relevant authorities may actively work to develop policies for WLB-related measures at every organizational level in order to create sustainable institutions in all spheres of life. A productive, emotionally balanced workplace culture for women should be developed so that both their personal and professional lives may be enjoyable. Efficacy and production may be prioritized by the authorities above working hours. For increased productivity, communication technology and clever time-management techniques may be the main emphasis.

Moreover, social support can be used as a tool to lower stress, particularly for women, empowering them to manage WLB in addition to family responsibilities. Other household members can provide working women with moral support by assisting them in completing their daily tasks. The working women could get both financial and emotional help. When it comes to married working women, the husband's involvement is crucial since he may do all in his power to help his wife reach and sustain a higher level of WLB. Thus, it may be possible to prevent role conflicts and other issues by ensuring that the husband and wife feel like co-partners.

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