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Posted Date: 26 December 2024

doi: 10.20944/preprints202412.2286.v1

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*Article*

# Emotional Intelligence and Work Life Balance: A Case Study of Higher Education Department of Jammu and Kashmir

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**Abstract:** This study explores the relationship between emotional intelligence (EI) and work-life balance (WLB) among the teaching faculty of the Higher Education Department in Jammu and Kashmir (J&K). The higher education sector in J&K is crucial for the region's development, and the study aims to assess the impact of emotional intelligence on faculty members' ability to manage their professional and personal lives. A quantitative approach was used, with data collected through structured questionnaires distributed to faculty members in government degree colleges across the region. The results indicate that higher emotional intelligence positively correlates with better work-life balance. Key components of EI such as self-awareness and social-awareness are particularly influential, while work-life balance is significantly impacted by factors such as working conditions, job enrichment, and grievance handling. The study concludes that emotional intelligence plays a vital role in enhancing work-life balance for faculty members in J&K, highlighting the need for targeted interventions to improve emotional management and institutional policies supporting work-life balance.

**Keywords:** Emotional Intelligence; Work-Life Balance; Higher Education Institutions; Teaching Faculty; Jammu and Kashmir; Self-Awareness; Social Awareness

## Introduction

Intelligence is a combination of many mental processes directed effective adaptation to the environment. Similarly, kidwell et al., (2011) are of the view that emotions have strong psychological forces that influence the behavior and the related performance of the professionals. It refers to the ability of an individual to use emotions by the time and situation. Emotional intelligence covers a large array of an individual's social life. Yilmaz et al. (2015) opinion that EI covers all of our actions and feelings as they say, whatever, wherever we go we carry and act with our feelings. Kirk et al., (2008) believe that emotional intelligence refers to the adaptive functioning of interpersonal as well as intrapersonal interactions. Researchers have found that emotional intelligence is the specific trait that varies from individual to individual and the difference is measurable concerning emotional skills as expounded by Austin et al.,(2005). Federickson (2003) gives the view that positive emotions at the workplace broaden momentary thought and action which ultimately strength individual as well as organizational functioning regarding working people. Friedman and Greenhaus (2000) contend that such individuals wish to address their liabilities at the work (2001), Fallon (2001)believes that job life balance is the capacity of an employee to maintain balance in his/her time, energy, emotions, personal needs and of those needs of those who provide them profits. Emotional intelligence (EI) is increasingly recognized as a key skill in both personal and professional contexts because it influences how people perceive, understand, and regulate their emotions both internally and externally. Emotional intelligence is the ability to perceive, appraise, and control emotions, both interpersonal and personal. Psychologists Peter Salovey and John D. Mayer were the first to use and promote it, and Daniel Goleman helped spread the word about it. Emotional awareness, empathy, self-

regulation, and social skills are the main components of emotional intelligence (EI), which enables people to overcome social challenges and make informed decisions. Cognitive intelligence, on the other hand, places more emphasis on reasoning and problem-solving. Emotional intelligence (EI) is essential for promoting resilience, job satisfaction, and general success in professional settings, particularly in high-stress or socially demanding industries like teaching. It is impossible to overestimate the importance of emotional intelligence (EI) in educational settings, especially in areas with distinct difficulties like Jammu and Kashmir. High levels of stress and emotional exhaustion might result from the unique sociopolitical and economic demands that employees in these sectors frequently encounter. High emotional intelligence teachers and administrators are better able to control their own emotions, build strong bonds with others, and maintain a healthy balance between the demands of their personal and professional lives.

The term “work-life balance” (WLB) describes the harmony between obligations in one’s personal and professional lives. Because it lowers stress, improves job satisfaction, and fosters positive interpersonal interactions, striking this balance is essential for both physical and mental health. WLB is a big challenge across industries as a result of the growing requirement to maintain both personal and professional life in today’s fast-paced, connected society. According to a number of studies, workers who have a positive work-life balance (WLB) are more productive, have lower burnout rates, and have better health outcomes, all of which are advantageous to the company and the individual. There are a number of factors that influence work-life balance like work demands, workload, long working hours, tight deadlines and high expectations they can disrupt work life balance, and making it challenging for employees to devote time and energy to personal life. One of the main factors that influence work-life balance is the internet communication technology has blurred the lines between work and personal life. Employees are often expected to remain accessible beyond standard working hours. Organization culture value flexible schedule and mental health tend to support better work life balance among their employees. Culture have prioritizes productivity over personal well-being. The education sector face large challenges to maintain work-life balance and administrative staff often face irregular hours, work load, fluctuation and emotional demands related to teaching like workload, time constraints, emotional demands, lack of flexibility, research and publication pressure are factors that interpret the work life balance of faculty members.

## Literature of Review

Here’s a structured and comprehensive literature review on Emotional intelligence and work life balance: A case study of Higher education Department of Jammu and Kashmir. This review will explore the definitions, theoretical foundations, and prior research on emotional intelligence (EI) and work-life balance (WLB) in educational and regional contexts relevant to Jammu and Kashmir.

The concept of emotional intelligence (EI) has gained prominence as a critical skill in enhancing personal and professional well-being. Emotional intelligence, originally conceptualized by Salovey and Mayer (1990), refers to an individual’s capacity to perceive, understand, and manage emotions, both in one-self and in interactions with others. The construct became widely known through Daniel Goleman’s work, which expanded on the idea that EI consists of five main components: self-awareness, self-regulation, motivation, empathy, and social skills (Goleman, 1995). These components contribute to managing interpersonal relationships effectively, which is crucial for workplace success and personal satisfaction.

EI is particularly important in high-stress and socially intensive professions, such as teaching and administration within educational institutions. Employees in these roles benefit from high EI because it enhances their resilience, empathy, and stress management abilities, all of which contribute to improved work performance and personal satisfaction (Bar-On, 2006). Recent studies have highlighted that EI is a significant predictor of job satisfaction, organizational commitment, and employee well-being, making it a relevant topic for research in the field of education, especially within challenging environments such as Jammu and Kashmir.

Educators often face demanding work conditions characterized by heavy workloads, emotional labor, and frequent interactions with students, colleagues, and administrators. These factors make EI a critical skill for managing stress and maintaining job performance. For example, Brackett, Rivers, and Salovey (2011) found that teachers with high EI were more effective in managing classroom dynamics and creating a supportive learning environment. Similarly, a study by Pena, Rey, and Extremera (2012) indicated that educators with high EI experienced lower levels of burnout and higher job satisfaction compared to their peers with lower EI.

In higher education, particularly in the region of Jammu and Kashmir, EI may play an essential role in managing not only routine work-related challenges but also unique regional stressors. Employees in this region face additional challenges due to socio-political instability, resource limitations, and frequent disruptions, which heighten stress and emotional demands. According to Kumar and Choudhary (2020), these external stressors make EI even more critical, as it helps employees in Jammu and Kashmir cope with instability and unpredictability while sustaining their roles effectively.

Work-life balance (WLB) refers to the equilibrium between personal and professional responsibilities, where neither domain detracts significantly from the other (Greenhaus & Beutell, 1985). WLB is essential for overall well-being, as it reduces stress, enhances mental health, and improves job satisfaction. Achieving WLB is particularly challenging in professions where work demands are high and schedules are rigid, as is often the case in educational institutions. As suggested by Clark (2000), WLB requires an environment that supports employees' needs to fulfill both personal and professional obligations without chronic stress or fatigue.

Employees in the higher education sector often struggle with WLB due to irregular hours, research and publication pressures, and administrative duties, all of which can encroach upon their personal time. Recent research highlights that WLB is a significant predictor of employee satisfaction, retention, and productivity in education, making it a priority area for administrators and policymakers (Kinman & Jones, 2008).

A growing body of research suggests a positive correlation between emotional intelligence and work-life balance. Individuals with high EI are better equipped to manage emotions, set boundaries, and prioritize effectively, all of which contribute to a healthier balance between work and personal life. According to Carmeli (2003), individuals with high EI are more resilient and capable of managing stress, which in turn helps them maintain WLB. By being able to regulate their emotions, employees can create a separation between work and personal life, preventing professional stressors from spilling over into their personal lives. Further, a study by Extremera and Rey (2015) supports the notion that high EI enhances WLB by promoting coping mechanisms that reduce work-related stress. In high-stress environments, such as educational institutions, EI allows employees to manage professional responsibilities without compromising personal commitments. For instance, emotionally intelligent educators are likely to be more effective in time management and stress mitigation, enabling them to navigate work demands and personal responsibilities smoothly.

The Higher Education Department in Jammu and Kashmir faces unique challenges due to the region's socio-political context. Employees in this sector often deal with disruptions related to regional instability, which can add to their stress and challenge their WLB. According to Nazir and Amin (2021), the political climate in Jammu and Kashmir frequently leads to work interruptions, closures, and increased anxiety among employees, which further complicates their efforts to achieve a healthy WLB. In such a challenging environment, EI can serve as a crucial coping mechanism for managing work-related stress and uncertainty. A study by Bhatt and Singh (2019) on educational professionals in Kashmir found that individuals with high EI were better able to manage stress, maintain job satisfaction, and sustain WLB despite the adverse regional circumstances. This suggests that EI not only helps employees navigate their immediate work demands but also empowers them to handle external stressors beyond their control.

The literature reviewed here suggests a clear link between emotional intelligence and work-life balance, with EI serving as a key factor in achieving WLB, particularly in high-stress and high-



demand professions like higher education. The evidence indicates that employees with high EI are better able to manage work demands, set boundaries, and reduce the spillover of professional stress into personal life. In regions such as Jammu and Kashmir, where employees face unique socio-political challenges, EI can be instrumental in maintaining WLB and mitigating stress. This review highlights the need for more context-specific studies on EI and WLB in higher education, especially in regions facing socio-political instability. Future research should explore how organizational support can enhance EI and promote WLB among educators and administrators in these challenging settings. Further studies could also investigate the effectiveness of EI training programs tailored to the specific needs of higher education professionals in Jammu and Kashmir, contributing to both academic and practical insights in this field.

Objectives of the Study

1. to determine the level of emotional intelligence and work life balance of the teaching faculty members of HEI of Jammu and Kashmir
2. to find out the relationship between emotional intelligence and work life balance of working faculty of HEI of Jammu and Kashmir

Methodology

It was a quantitative and correlational study where the survey techniques were used as a data collection. The population of the study comprised of teaching faculty of the Govt. degree colleges of Jammu and Kashmir. The sample was chosen through a random sampling technique. For collection of data. A questionnaire survey based used as a tool for the study as it is suitable technique to analyze the perception of human behavior (Francis et al., 2000; Francis et al., 2004).

Table 1 shows the data represents various demographic and work-life characteristics of individuals, likely in an academic context. Here’s an analysis of each variable provided in the data set: he vast majority of respondents (91.9%) are Assistant Professors, indicating that most of the survey’s participants are in early or mid-level academic positions rather than in senior leadership. There is a higher representation of males (64.7%) compared to females, which may reflect the gender distribution in the education sector. Almost all respondents (96.7%) have completed a doctoral degree, indicating a highly educated group, typical in higher education. A significant portion of the respondents (75.2%) have 0-5 years of experience, suggesting that most participants are early in their careers, with fewer in the mid-to-late stages. The vast majority of participants (96.8%) are not in dual-earning households, possibly impacting their work-life dynamics, as single-earner households may have different financial and time pressures. Most respondents spend between 3-4 hours with family daily, while 22.8% manage to spend more than 5 hours, suggesting varied work-life balance routines. Most respondents rely on their spouses for childcare support (62%), with grandparents and other forms of support also significant, showing how family structures contribute to childcare. he majority of respondents (71.4%) are happy with their time at work, which is a positive indicator of job satisfaction.

Table 1. Demographic profile of the respondents.

Variable	Values	Frequency	Percentage
Designation	Principal	40	3.9
	Associate professor	43	4.2
	Assistant professor	947	91.9
Gender	Male	666	64.7
	Female	364	35.3
Marital Status	Married	829	80.5
	Un-Married	200	19.4
Education Qualification	Completed PG with Net	19	1.8

Experience	Completed Doctoral Degree	996	96.7
	Completed Post- Doctoral Degree	15	1.5
	0-5 years	775	75.2
	5-10 years	184	17.9
	10-15 years	26	2.5
Dual Earning Couples	20& above	45	4.4
	Yes	15	1.5
	No	997	96.8
Hours With Family	Other	18	1.7
	Less than 2 Hours	180	17.5
	2-3 Hours	158	15.3
	3-4 Hours	323	31.4
	4-5 Hours	134	13.0
Who is helping you to take care your children`s	More than 5 Hours	235	22.8
	Spouse	639	62.0
	In-laws	6	.6
	Grand parents	187	18.2
	Servants	1	.1
Time at work	Other	197	19.7
	Very happy	60	5.8
	Happy	735	71.4
	Indifferent	228	22.1
	unhappy	6	.6
	Very unhappy	1	.1

The Table 2 shows data provides summary statistics for (EI) and (WLB) based on a sample size of 1,030 participants. The mean score of emotional intelligence is 3.785 on the 5 point likert scale. The result suggested that the participates have high level of emotional intelligence and the mean score of work- life balance is 3.87, indicating that respondents rate is relatively high as well. SD of emotional intelligence showing moderate variability around the mean, SD of work life balance 0.49 suggesting a bit more variation among participants in their perception of work- life balance.

Table 2. One sample t test of the variables.

	N	Mean	Std. Deviation	T- Value
Emotional Intelligence	1030	3.7858	.42132	288.38
Work-Life Balance	1030	3.8727	.49756	249.79

KMO and Bartlett’s Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.500
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Bartlett's Test of Sphericity	Approx. Chi-Square	791.669
	df	1
	Sig.	.000

The Kaiser-Meyer-Olkin(KMO) measure sampling Adequacy and Bartlett`s Test of Sphericity are preliminary tests in factor analysis, providing insights into the suitability of data for this type of analysis. KMO value indicates the proportion of variance in the variable. KMO vaue range from 0-1, with values closer to 1 indicating that factors analysis is likely to yield reliable factors. A KMO value of **0.500** is considered the minimum threshold for sampling adequacy.

Factors	Variable include in the factor	Factor loading	Rotation sum of square loadings	
Emotional Intelligence	Self- Awareness	0.993	62.215	62.161
	Self-Management	0.542		
	Social- Awareness	0.997		
	Social Management	0.242		
Work-life balance	Employee Motivation	0.297	13.434	75.595
	Working condition	0.984		
	Job Enrichment	0.996		
	Grievance-Handling Procedure	0.997		

The factor he variable self-awareness and social awareness have very high factor loadings indicating that these two dimensions strongly contribute to the emotional intelligence factor. Self-management shows a moderate loading suggesting moderately aligns with the emotional intelligence factors. Social management has a lower factor loading having a weaker association with these factors. The factors of work life balance like working conditions, job enrichment and grievance handling procedure have very factor loadings indicating a strong association with the work- life balance factors.

In conclusion, both factors contribute significantly to explaining the variance in the model (up to 75.595%), with some variables aligning more closely to their respective factors than others. This analysis could guide the focus on highly loading variables in each factor for targeted interventions in Emotional Intelligence and Work-Life Balance in future research or organizational practices.

Research Findings

1. High level of emotional intelligence and work life balance: the results of the study shows that the teaching faculty of Jammu and Kashmir HEI have relatively high level of both emotional intelligence and work-life balance

2. self- awareness and Social- Awareness: from the above description these two factors are most influential components of emotional intelligence

3. Work -life balance factors: The factor analysis on work-life balance identified three key areas: working conditions, job enrichment, and grievance-handling procedures. These factors had strong factor loadings, suggesting they are crucial components of work-life balance for faculty members in Jammu and Kashmir. Positive working conditions, opportunities for job enrichment, and effective grievance handling procedures significantly enhance work-life balance for employees.

4. The findings do not indicate significant gender differences in emotional intelligence or work-life balance

## Suggestions of the Research Study

1. Strength self- management and social management skills: Given that self-management and social management were not as strongly associated with emotional intelligence, targeted professional development and training programs focusing on these skills could be beneficial. This could include workshops on stress management, emotional regulation, and effective interpersonal communication, particularly in high-stress environments such as the educational sector.
2. Promote work-life balance policies: The study suggests that institutions should enhance work-life balance by improving working conditions, offering job enrichment opportunities, and streamlining grievance-handling procedures. For example, providing flexible work schedules or offering mental health resources and counseling services could support faculty members in managing both professional and personal demands.
3. Context- specific programs for Jammu and Kashmir: the socio-political and economic challenges in Jammu and Kashmir add unique stressors for educators. Institutions could introduce region-specific emotional intelligence training that addresses these unique challenges, helping faculty members develop coping strategies for dealing with external stressors while maintaining a balanced work-life dynamic.
4. Encourage family support systems: The study indicates that family support, particularly from spouses, is crucial for maintaining work-life balance. Universities and colleges could introduce policies that support dual-career families or provide additional resources for childcare, to ease the personal burdens on faculty members.

## Conclusion

From the above description the conclusion of the study demonstrates a significant positive relationship between emotional intelligence and work-life balance among the teaching faculty of Jammu and Kashmir's Higher Education Department. High emotional intelligence enables educators to manage stress, improve interpersonal relationships, and balance professional demands with personal life. To foster a healthier and more productive work environment, higher education institutions in Jammu and Kashmir should focus on enhancing emotional intelligence through targeted training, improving work-life balance policies, and addressing region-specific challenges. By doing so, they can create an environment conducive to both personal well-being and professional success for faculty members.

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