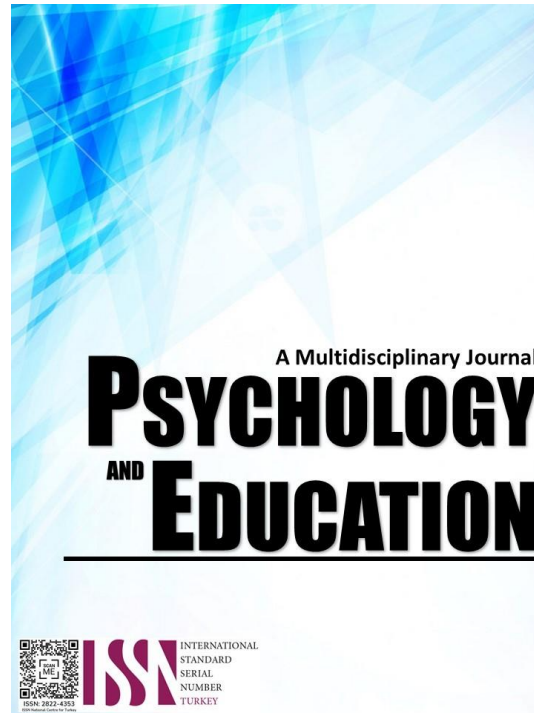


# **EMOTIONAL INTELLIGENCE AND WORK-LIFE BALANCE OF EMPLOYEES IN A STATE COLLEGE**



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## Emotional Intelligence and Work-Life Balance of Employees in a State College

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### Abstract

The study was carried out to investigate the relationship between emotional intelligence and employees' work-life balance in a state college situated in Davao de Oro, Philippines. It employed a descriptive-correlational design. Data were collected from 214 randomly selected employees through a survey using standardized questionnaires. The data were analyzed and interpreted using descriptive and inferential statistical tools. The result indicated that the level of emotional intelligence and work-life balance among study respondents was high. Furthermore, a significant relationship was observed between the two variables and revealed that emotional intelligence statistically influences work-life balance. When regressed individually, it was discovered that among the indicators of emotional intelligence, motivation best predicts work-life balance. Implications of the study provided.

**Keywords:** *management, emotional intelligence, work-life balance, regression, Philippines*

### Introduction

Today's era of globalization and modern technologies provide more significant challenges to organizations, thereby imposing new challenges on individuals, families, and households. Advances in technology have resulted in more opportunities for a working individual to engage in work anytime, anywhere. Subsequently, they began questioning the impact of the factors brought about by this trend on their individual lives, especially when work-life lines begin colliding and often come out in the experience of work-life conflict. With this, work-life balance (WLB) has become a predominant issue in the workplace (Peter, 2014). Consequently, the level of competition experienced by individuals has increased steadily in the last decades. It has provided a detrimental effect on themselves and their families, organizations, and society at large (Mihelic & Tekavcic, 2014).

On the other hand, the borders between work and personal lives became more blurry due to the challenges brought by the COVID-19 pandemic, including in academic institutions. We spend eight hours a day working and sometimes bringing work at home in the evenings or on weekends. Juggling numerous responsibilities at home and work is not necessarily a new thing, but with the pandemic, maintaining such balance is extra challenging, especially in online teaching and work from home arrangements. In this competitive world, WLB attempts to ensure that employees can put a boundary between their private and work life in a relatively harmonious routine (Prabhashani & Rathnayaka, 2017). The organizations should recognize that the provision and implementation of guidelines and framework on work-

life balance are necessary for the current organizational setting to ensure employees' productivity, effectiveness, better work culture, and talent retention. Organizations that do not consider or allow employees to experience work-life balance are tantamount to accumulated numbers of unhappy and unproductive employees, resulting in higher attrition rates (Shylaja & Prasad, 2017).

Meanwhile, numerous studies ruled out the effects of emotional intelligence (EI) on work-life balance (Gupta, 2016). Emotions play a significant part in our life, and with emotional intelligence, we can have that conscious management of our feelings and that of others. As mentioned by Peter (2014), the ability of an individual to perceive, understand, and manage their own emotions would help in balancing work and family life. A study by Humphrey (2013) among entrepreneurs revealed that those high on emotional intelligence have high spirits when facing life's challenges, are more successful at managing intense emotions, and are more likely to be effective in working with and dealing with employees and customers. Further, research among managers in a supermarket setting revealed that those high in EI were less likely to experience stress and burnout and have better health, satisfactory job performance, and high work-life balance (Chapman, 2014).

Significant research has been conducted on emotional intelligence and work-life balance; hence, this study will add to this growing body of knowledge, particularly to establish the relationship between emotional intelligence and work-life balance among the employees of a state college in Davao de Oro. Karthik, as cited in Rubel and Kee (2014) mentioned

that the ultimate success of an organization relies upon the overall performance of its employees, which depends on several factors associated with work, family, or both. Moreover, the results of this study will aid in the formulation of programs, policies, and organizational support to ensure ultimate performance and balanced work-life among working individuals.

### Research Objectives

The study intended to determine which domain of emotional intelligence best influences employees' work-life balance in a state college. Specifically, this paper pursued to achieve the following objectives:

1. To assess the extent of emotional intelligence of employees in terms of:
  - 1.1 Self-awareness;
  - 1.2 Self-management;
  - 1.3 Motivation;
  - 1.4 Empathy; and
  - 1.5 Relationship management
2. To measure the level of work-life balance of employees in terms of:
  - 2.1 Perception of work-life balance;
  - 2.2 Work interfering with family life;
  - 2.3 Family interfering with work-life;
  - 2.4 Organizational commitment; and
  - 2.5 Quality of work-life
3. To establish the significance of the relationship between emotional intelligence and the employees' work-life balance.
4. To identify which domain of emotional intelligence best influences work-life balance in the context of employees in a state college.

### Literature Review

This section provides a summary of readings and a review of related literature and studies that will help support and justify the cause of this inquiry. A collection of research studies that provide empirical and theoretical evidence and the relation of the two variables were presented to enable the readers to understand how emotional intelligence impacted the employees' work-life balance. The flow of the presentation followed the sequence of study objectives. The context on emotional intelligence was based on Gill and Sankulkar (2017) study, while the indicators for work-life balance were adopted from the works of Krishnan (2016).

### Emotional Intelligence

In his bestselling book *Emotional Intelligence*, Daniel Goleman defines Emotional Intelligence (EI) as the ability to understand our very own emotions and that of others, to motivate ourselves, and efficiently cope with our feelings as we relate to others (Punia et al. 2015). Meanwhile, Gulliford (2003) stressed that emotional intelligence was referred to as "people smarts." Although it was not generally incorporated in the type of intelligence evaluation, EI is a critical personal attribute since it involves the ability to perceive, respond and be sensitive to other people's feelings, moods, and intentions. According to Goleman in 1995, as cited by Yarrish and Law (2009), emotional intelligence consists of five factors: Knowing one's emotions, managing emotions, motivating one, recognizing others' feelings, and handling relationships. Alternatively, as with any intelligence, emotional intelligence (EI) could be developed, especially since it has a crucial role in modern work life. An individual's EI allows them to perceive, assess and manage their own emotions and that of others. Organizations also use the level of EI in the evaluation and understanding of their employees' attitude, behavior, and interpersonal skills. As mentioned, emotional intelligence helps understand one's conduct, including personal relations, which makes it more significant to employees. Psychological studies discovered that understanding and controlling one's emotions suggested a vital role in gratifying one's life and work environment (Shylaja & Prasad 2017).

On the other hand, EI is becoming relevant to significant work-related outcomes like job performance, organizational productivity, and talent development. It further paves a new way to recognize and assess a person's behavior, management styles, work attitude, interpersonal skills, and potential, among others. It is a considerable aspect used by organizations in talent searching and placement, job profiling, learning and development, client relations, and customer accommodation (Sharma & Mahajan, 2017). In addition, Shylaja and Prasad (2017) emphasized that employees with higher EI can impact the emotions of others by creating a mood of a satisfying personal and professional life. The first indicator of emotional intelligence is self-awareness which is the ability to distinguish and understand individual moods and emotions and their effect on others. Managing emotions involves knowing their triggers. Thus, self-awareness is paramount to understanding people and personal actions and reactions (Punia et al., 2015). However, self-awareness does not only refer to merely accumulating knowledge about oneself but also recognizing your inner state

with an open mind and heart. A person's mind is considered enormously skillful at storing information in the way a person reacts to a particular event which forms part of their emotional life.

On the other hand, self-aware people are inclined to act consciously rather than passively and see that they have good psychological health and a well-maintained positive outlook in life (Davis, 2019). Self-awareness is a significant factor of self-control that helps individuals become self-conscious as objective evaluators of themselves. If a person is self-aware, they will know how others feel and thus can effectively process personal responses. In a leadership position, having self-awareness means having a clear picture of individual strengths and weaknesses which reflect humility and openness to growth (Batool, 2013). The second indicator of emotional intelligence is self-management or self-regulation. It refers to how individuals control and manage themselves and their feelings, inner resources, impulses, and the ability to control both emotions and actions. Becoming self-aware of their feelings helps them stay flexible and positively direct their behavior, especially in managing emotional responses to situations and people. Self-management teaches a person to be productive regardless of the circumstances and provides a sense of discipline and accountability to every action (Bradberry & Greaves, 2009). As presented in Von Bergen et al. (2002) study, the seven critical elements of managing oneself are implementing self-assessment and reality check; setting goals and action planning; providing a written contract; having constructive thought patterns; designing rewards; self-monitoring; and self-reinforcement.

Moreover, the study results by Breevart et al. (2014) revealed that employees' self-management was positively correlated to the resourcefulness of the daily work engagement and workplace setting. Such finding was considered contributory to understanding employees' role in governing their daily work routine. The third indicator of emotional intelligence is motivation, a common attribute that most successful employees possess (Asiegbu 2016). Motivation means taking the initiative, having a positive outlook, being creative, inspiring others, and being committed to doing things a person believes in. It triggers a person to achieve goals, have that sense of fulfillment, and improve the overall quality of life (Sterrett 2000). In a workplace context, motivation is one of the factors underlying employee performance, interpersonal relations, and work satisfaction (Reeve 2014). It embodies the impression of enthusiasm, initiative, and persistence and is considered an

optimistic attitude in the societal realm. In social dynamics, motivation is present when a person feels external pressure to do or achieve something. This is crucial, though, as this kind of pressure, when not properly handled, could lead to social isolation and frustration and could deplete one's creativity and energy. The motivation was rooted on a very profound level in what a person eagerly wants. It is an internal force that is manifested in the outside world. People who lack enthusiasm have been consumed by external factors that have lost touch with what's inside. When individuals understand their purpose and meaning, they become even more motivated and committed beyond external pressure (Sterrett, 2000).

The findings of Gorjiet al. (2017) among faculty members of a university indicated the relationship between emotional intelligence and motivation which plays a vital role in a work environment. The more tremendous the enthusiasm of faculty members, the more effective and productive they are in their performance. Thus, fostering emotional intelligence in employees and integrating the skills linked with this intelligence can benefit both the organization and faculty members. Eventually, improved EI skills promote employees' motivation, professional advancement, and progress, including productivity and profits for the organization. Empathy is the fourth indicator of emotional intelligence, which is the ability to perceive others' feelings, what provokes these feelings, and to be able to relate to the emotional experience of others without indulging oneself as part of it (Ionnidou & Konstantikaki, 2008). In a broader understanding, Davis (2006) offered a model of empathy which refers to an array of concepts that associate individuals' reactions to other's experiences. These related concepts contain antecedents, processes, intrapersonal outcomes, and interpersonal outcomes - with one critical feature involving both the cognitive and affective outcomes as part of empathy. Moreover, it has been said that empathy comes with the motivation to care for others' well-being. Given their innate ability, people tend to quickly perceive, be sensitive and respond to the emotional needs of others. Various researches document that people's empathetic reactions are already prevailing early on and are not generally spontaneous. Instead, they are intensely impacted and pulled about by interpersonal and contextual factors, which affect behavior and cognition. Yet, the fundamental processes supporting empathy are flexible and amenable to introducing behavioral interferences that foster concern and kindness beyond family, relatives, and friends (Decety 2015). Empathetic persons are more considerate of others' sentiments and more competent in

understanding and supporting them in any given circumstance (Petrovici & Dobrescu, 2014).

Empathy does not necessarily demand complex cognitive potentials such as the theory of mind (ToM) or conscious mindfulness of one's feelings and others. Still, it does involve an essential ability to differentiate self-generated from externally-caused factors. Meanwhile, theoretical and practical investigations illustrate that even the most progressive forms of empathy in humans are rooted in more rudimentary neurobehavioral processes chosen to promote sympathetic communication, social attachment, and parental care (Decety et al., 2016). The last indicator of emotional intelligence is relationship management. In the works of Goleman et al. (2002), as cited by Brown (2014), relationship management refers to the ability to utilize and manage the perception of other people's emotions as well as one's emotions to be able to establish positive interactions and exchanges effectively. Relationship management continues to confront the social and professional interactions given the intrapersonal dynamics of individuals, notwithstanding their interest, goals, and emotions. Relationship management also deals with how persons handle or manage their feelings with and for others and thus requires social competence and social skills (Pinos et al., 2013).

A relational manager can maintain a good relationship with others, builds a network, provides inspiration, draws influence, and can help in managing conflict and disputes (Punia et al., 2015). Similarly, Pinos et al. (2013) accentuated that the success of one organization over the others largely relies on how employees manage their relationships with others. Healthy work relationships boost individuals' technical skills and core competencies which are relatively vital in sustaining the organization's competitive advantage. In the study of Nehrt (2011), they further described relationship management as building mutual esteem, solidarity, and good social relations with whom we work. Individuals who have developed their emotional intelligence are more likely to do well with relationship management which is considered one of the critical tasks of administrators and leaders in today's increasingly complex world. Similarly, good emotional intelligence will motivate employees to do something positive and put their goals in the organization to the top. Thus, having the ability to handle relationships and social skills display an effort to improve emotions and eventually catalyzes success in every endeavor, both personally and professionally (Mustafa et al., 2020).

## Work-Life Balance

Work-life balance (WLB) reflects an individual's orientation across different life roles (Simard 2012). Work-life balance refers to the degree of involvement or 'fit' between the numerous parts of a person's life. Managing the border between family and work is increasingly more challenging. Organizations need to formulate work-life balance policies that are beneficial to both the employees and the organization and critical in meeting the needs of both subjects. One significant aspect parallel to formulating of a work-life policy framework is nurturing an organizational culture that supports the implementation of such available policies (Gupta, 2016). Moreover, work-life balance involves interacting all aspects of a person's life, be it paid work or unpaid work with families and the community, including leisure and personal advancement. It is about establishing a productive work culture where the possibility of tensions between work and personal life is discounted (Matheswaran & Hemalatha, 2015). Lewis, as mentioned by Manfredi and Holiday (2004), stated that the concept of work-life balance was viewed as having harmonious components of a whole life, particularly between paid work and individual life – not as competing priorities. A practical two-way process approach was adopted by the employees to achieve WLB without discounting the needs of both the employees and employers. To ensure the employers' welfare is considered in the implementation of work-life balance policies, it is also better for them to understand the benefits, including the scope for mitigating possible adverse effects on the business side. In today's present-day way of life, 24 hours per day is insufficient for handling work and personal tasks. Work-life balance has become a predominant concern in the workplace, especially with conflicting responsibilities and commitments. Work-life balance policies help employees minimize the impact of work on family life, thereby reducing stress levels. These WLB policies help to increase their focus and motivation at work and inspire them to do better, knowing that family and work commitments are being satisfied (Aguenza & Som, 2012). Handling work-life balance successfully helps in the attainment of personal goals and also instigates a unique relationship or balance among work, family, friends, community, and hobbies. If an organization integrates work-life balance in their employment policies, it will be a great tool in talent retention and increase their quality of life (Matheswaran & Hemalatha, 2015).

Meanwhile, WLB practices are deliberate responses to address work-life conflict and allow workers to effectively execute their responsibilities at work and



perform their other roles. Employees should be able to balance family life and work-life roles so that the concerns of their personal lives do not affect their performance (Chimote & Srivastava, 2013). They further suggested that flexi-time, telecommuting, compressed workweek, part-time work, and job sharing are some of the policies and practices that could help achieve such work-life balance. In this study, the first indicator of work-life balance is the perception of work-life balance. The importance of high work-life balance and a sense of well-being among employees is vital for any organization since this guarantees an enhanced performance efficiency, particularly in today's modern era of the vastly competitive business environment (Poulose & Sudarsan, 2018). The research findings conducted by Yadav and Dabhade (2014) among working women suggest that WLB was attained by having a supportive workgroup, a good working environment, equitable rewards and compensation, and employee-oriented policies. Moreover, the support gained by employees from work and non-work sources is essential in achieving balance in the spheres of work and life. In the same way, work-life balance helps augment employees' positive energy (Russo et al., 2016). Meanwhile, the study by Henry (2020) mentioned that employees perceived a better work-life balance when their work did not infringe on their private life. It is being able to put separation of work from your personal life and have enough hours in the day to get your job done but still leave enough hours remaining to unwind, do whatever hobbies you might have, and spend time with family and friends. The findings further revealed that WLB is more important than salary or financial reward as long as you can live off your earnings. Money is essential to living a comfortable life, but after reaching that stage, work-life balance takes precedence. Work interfering with family life is the second indicator of work-life balance. Kim (2014) revealed that the absence of work-life balance in work domains causes poor performance and more absenteeism. Still, balanced work and family life were linked to enhanced job satisfaction and organizational commitment.

For instance, organizations implementing family-friendly policies such as flexi-time and on-site child care can help satisfy the individual and domestic needs of their employees. The implementation of these policies aids in minimizing the ensuing rise of conflict experienced by employees between their different roles (Mazerolle & Goodman, 2013). Another notable factor of maintaining WLB is autonomy and flexibility at work (Vodanovich et al., 2006), when, if not provided, result in increased pressure at the workplace

and negatively affect the employees' work-life balance, job satisfaction, and organizational commitment (Azeem & Akhtar, 2014). In the study of Kazandjian (2021) among employees of hotel industries, findings indicated that having shifts beyond the regular working hours resulted in collapsing of the employees' personal lives. When the family is having their holidays and spending time together, the employee, on the other hand, is in a busy schedule working long hours, thus missing family and friends' moments. Long night shifts resulted in an imbalanced WLB since various responsibilities or expectations from family and friends were quickly abandoned. It is then crucial for organizations to implement policies and strategies vital to maintaining a healthier work-life balance for employees. The third indicator of work-life balance in this study is family interfering with work-life. In family domains, the central areas of individuals' personal lives will be jeopardized when work-life balance is absent; however, when WLB is present, this enhances employees' well-being and family satisfaction (Kim, 2014). For every human being, work and family are essential, but the sad thing is that maintaining the balance between work and family is often struggling. This conflict was usually due to long working hours that reduced time spent with family, missing social gatherings, or during significant situations that require their presence (Azeem & Akhtar, 2014). Also reflected in the study of Applewhite (2017) was that balancing work and family tasks in foster care works has been very critical. Individuals exposed to this type of job are often easily entangled with the need for emotional attention from children and families experiencing a crisis, trauma, and other life predicaments. Additionally, individuals who lack enough time to solve their problems at home can result in absenteeism, might not feel motivated to go to work, or not being hundred percent attentive to work responsibilities (Kazandjian, 2021). Employee absences are both costly and disruptive for organizations or businesses. Still, this trend has been increasing steadily over the years, most specifically on unplanned absences such as personal illness and family issues. Factors such as stress, illness, family responsibilities, and emotional matters primarily affect the employee's self-esteem, wants, and productivity in the workplace (Kocakulah et al., 2016).

Meanwhile, organizational commitment is the fourth indicator of work-life balance, which refers how employees nurture a sense of attachment and loyalty to their employers by accepting their corporate culture and values. They are dedicated to helping the organization achieve its goals and are willing to retain their membership in it. However, Mowday et al.

(1982) reported that the more involvement individuals put into their job, the greater tendency for work-family conflict to occur. This, in the long run, results in increased burnout, low job satisfaction, and reduced commitment (Adams et al., 1996). Work-oriented individuals tend to work on things that meet their need for challenges and allow themselves for career advancement. In contrast, family-oriented people tend to acknowledge factors that ensure family requirements are satisfactorily met (Cinamon & Rich, 2005). Additionally, a current study revealed that a link had been observed between organizational commitment and employees' salaries and the number of their dependents. The better satisfaction individuals experience at work, the higher their tendency to remain in their jobs. In another lens, emotions and practicality were also associated with one's commitment to the position (Vodanovich et al., 2006). The balance between work and personal life exists when there is proper functioning at work and home with a tolerable conflict of roles. When there is conflict, organizational commitment is affected, including job and life satisfaction. This conflict manifests in a high level of work stress, poor work performance, absenteeism, and a high turnover rate (Njeri, 2014). The fifth and final work-life balance indicator presented in this study is Quality of Work-Life (QWL). As mentioned by Narehan et al. (2014), individuals experience a quality of work-life when they have meaningful and satisfying work. This suggests that they can utilize their skills and capacities and permit them to have self-directed decisions and initiatives in dealing with various life challenges and circumstances. In the 21st century, globalization paved the way for organizations to focus on services and information technologies, making the human workforce their most valuable assets. However, Walton (1973) stressed that the quality of work-life should not be ignored amidst the technological advancement this modern world has offered. He furthered that QWL must be given attention as an integral approach to saving moral and environmental values, which were gradually discounted with the global economic development and productivity. Past studies noted that QWL was the most important priority that organizations should consider; hence, this concern is not necessarily new for organizations to address (Narehan et al., 2014). In their work, Kanten and Sadullah (2012) highlighted that QWL contributes to the management of employees' personal life, at the same time, enhances organizational performance and commitment. Good quality of work-life equates with good impersonal relations, which means that employees are more motivated to gain personal and organizational development. Undeniably, monetary

benefits and external motivators still occupy a primordial place in employee work satisfaction. Yet, various factors are steadily claiming their significance for attention, such as career development and promotional opportunities, which are components of a better quality of work-life. Providing a good climate of quality of work-life enables employees to put more effort into pursuing individual and group development, leading to overall organizational progress (Srivastava & Kanpur, 2014). Quality of work-life allows employees to perceive a safe, satisfied, secured and better chances for growth and development as individuals and members of an organization. Studies revealed that QWL is drawing more attention since modern employees nowadays spend more time at their workplace. Undoubtedly, the magnitude of QWL in organizational settings is unparalleled and unquestionable (Ahmad, 2013).

### Correlation Between Measures

The development of emotional intelligence (EI) results from life experiences that subsequently moderate the individual's work-life balance. Hence, emotions were extensively considered of primary importance in the development of EI, which the latter also influences the individual to behave and interact in the work environment. Conversely, individuals' work experiences are also significantly influenced by emotional intelligence. Emotional Intelligence is fundamentally associated with achieving WLB, and individual life outcomes suggest that work was viewed as an integral element of overall life satisfaction (Koubova & Buchko, 2013). It appears in the study of Sharma (2014) that a high level of a work-life balance was directly correlated to having high emotional intelligence. The findings mean that highly EI-bearing employees are more disposed to having a total work-life balance. She furthered that those self-motivated leaders, which is one characteristic of an emotionally intelligent person, consistently work toward achieving their goals and have incredibly high standards for the quality of their work. The findings of his study also exposed the association between emotional intelligence and work-life balance among teaching and non-teaching staff of an academic institution. Based on the results, 60 percent of the faculty members were more capable of managing both their administrative and academic responsibilities, including student counselling, among others. The study further revealed that the teachers are equally competent in balancing their familial and social obligations even during working hours.

This result is reinforced by Farahbakhsh (2012), that in

maintaining work-life balance, employees should cultivate the elements of their emotional intelligence, including self-awareness, self-management, social awareness, and interpersonal control. Moreover, individuals with high emotional intelligence display cooperation, creativity, and commitment which are significant for organizational effectiveness and productivity. Hence, emotional intelligence influences the manner with which employees interact with co-workers and their overall job performance (Applewhite 2017). The findings of Carmeli in 2003, as cited by Peter (2014), found that knowledgeable senior managers handle work-life conflict more carefully than those managers with low emotional intelligence. Succinctly, emotional intelligence is positively associated with having a better work-life balance. While it was widely believed that employees having high emotional intelligence tend to have an increased work-life balance (Shylaja & Prasad, 2017), a lot of employees still have not realized that having an imbalanced work-life will adversely impact the quality of their daily life routine (Ibrahim, 2011), be it at home and work. This truth continues to challenge every working individual to manage the boundary between home and work and for every organization to implement policies and programs that promote and support the work-life balance of employees.

## Methodology

### Research Design

This study employed a quantitative, non-experimental research design utilizing a correlational technique. This method enabled the researcher to interpret the theoretical meaning of the findings and test the hypothesis formulated (Punch, 2013). Creswell and Creswell (2017) pointed out that the quantitative approach was used in identifying factors that influence or best predict an outcome out of the variables under observation. Moreover, this methodology's statistical or numerical data allowed the researcher to make inferences between the two variables. On the one hand, non-experimental research refers to the researcher's lack of manipulation of the independent variable considerably due to ethical reasons or their abstract nature, simply because their manifestations had already existed. This process involved random assignment of participants to environments or orders of conditions, or both, which are characteristics relevant to the inquiry of which the researcher has no direct control (Khaldi, 2017; Edmonds & Kennedy, 2017).

The study also utilized the correlational technique to determine the significance of the relationship between and among variables (Curtis et al., 2016). The researcher measured the degree of relationship or association between two variables in correlation. This means that whether the variables show a positive relationship, negative relationship, or no relation, that is how one variable turns to influence the other. The use of the correlational technique also helped to reduce uncertainties and allow the prediction of future events from present knowledge (Asamoah, 2014). In this paper, the researcher aimed to establish the statistical significance of the relationship between emotional intelligence and employees' work-life balance in a state college.

### Population and Sample

The study respondents were 214 teaching and non-teaching employees in all the branches of a state college. The total number of samples was derived from 242 populations who have met the inclusion criteria, utilizing the Raosoft sampling calculator at 99 percent confidence level, three percent margin of error, and 50 percent response distribution rate. With a higher confidence level and a registered lower margin of error, the number of samples is relatively sufficient for a correlational study (Raosoft, Inc. 2004). Meanwhile, the samples are selected through stratified sampling. Stratified sampling is a method of sampling that involves the division of a population into groups called strata based on specific characteristics or categorization. This technique is commonly applied when there is a great deal of variation within a population to ensure that every stratum is adequately, appropriately, and efficiently represented (Taherdoost, 2016).

To guarantee the appropriateness of respondents to participate in the study, inclusion and exclusion criteria were observed. The respondents were those who have served for at least three years since its operation in 2014. They were regular employees, having contracts of service or job orders, and those with relevant experience or insight on work-life balance. Employees who have not met the three-year service criteria and those unwilling to participate were excluded from becoming part of the study. Research participants were made aware that they have the right to withdraw from the process at any point, and if they choose to do so, they should not be pressured to prevent them from ceasing to participate.

### Research Instrument



The data collection tools used in data gathering were adapted survey questionnaires lifted and downloaded from the internet. The instrument for emotional intelligence was adapted from Gill and Sankulkar (2017) works, while the tool for work-life balance was from the study of Krishnan (2016). The tools were contextualized and underwent construct revisions to fit into the study objectives. There were five deleted items from the source, particularly on work-life balance, because of redundancy and inappropriateness in the context of the study participants. As to form, the instruments are divided into two parts. The first part consists of getting the responses on emotional intelligence in terms of self-awareness, self-management, motivation, empathy, and relationship management. Further, the instrument is subjected to Cronbach's Alpha test for reliability which obtained a score of .891, described as good.

### Data Collection

The data collection officially commenced after seeking permission from the Head of the Professional Schools and an approved letter of intent to conduct the study in a State College. The approved letter was forwarded to the Branch Directors to allow the researcher to administer the instruments in their respective branches. The questionnaires were administered and distributed to qualified respondents after satisfying the inclusion and exclusion criteria. Study participants were oriented about the purpose of the survey and their rights and responsibilities concerning their participation in the study. The researcher did the retrieval and collection of data one week after distribution. The filled-out instruments were carefully checked to ensure that all items were answered entirely. The data gathered were then sorted, tabulated, and processed statistically. The data gathering commenced in August 2021.

## Results

### Level of Emotional Intelligence of Employees

Presented in Table 1 are the mean scores for evaluating the level of emotional intelligence among the employees of a state college. Overall, it has a mean of 4.15 with a descriptive rating of high. This means that the respondents often manifest the items indicated for emotional intelligence. It also shows that respondents can manage their emotions and relations effectively to their advantage. When observed independently, the indicator motivation got the highest mean of 4.32, described as very high. Meanwhile, the indicator relationship management obtained the lowest

mean of 3.97, described as high.

Table 1. *Level of Emotional Intelligence of Employees*

<i>Indicator</i>	<i>SD</i>	<i>Mean</i>
Self-awareness	0.49	4.27
Self-management	0.57	4.16
Motivation	0.54	4.32
Empathy	0.57	4.02
Relationship Management	0.63	3.97
Overall	0.47	4.15

### Level of Work-Life Balance of Employees

Shown in Table 2 is the level of work-life balance among respondents. It can be gleaned from the results that the overall mean for work-life balance is 4.05, which is classified as high. This indicates that the respondents often manifest work-life balance measures as specified in the survey instrument. It further depicts that they can dispose of their roles at work and home. When taken separately, it showed that both the indicators work interfering with family life and family interfering with work-life has a mean of 3.91, the lowest among the indicators, yet still at a high level. The indicator perception of work-life balance obtained the highest mean of 4.28.

Table 2. *Level of Work-life Balance of Employees*

<i>Indicator</i>	<i>SD</i>	<i>Mean</i>
Perception of work-life balance	0.49	4.28
Work interfering with family life	0.57	3.91
Family interfering with work life	0.52	3.91
Organizational commitment	0.68	4.08
Quality of work-life	0.54	4.08
Overall	0.45	4.05

### Significance of the Relationship between Emotional Intelligence and Work-Life Balance

Presented in Table 3 is the statistical significance of the test of the relationship between emotional intelligence and work-life balance. Overall, results revealed that with a positive correlation value of .697 and a p-value that is less than the 0.05 significance threshold, emotional intelligence was found to be

significantly correlated with work-life balance; thus, the null hypothesis is rejected. Findings indicate that for every unit increase in emotional intelligence, a corresponding increase is effected to work-life balance.

When analyzed independently, all indicators of emotional intelligence were seen to have a positive correlation with work-life balance since the p-values were all less than 0.05. The correlation values for each indicator were: .538 on self-awareness, .507 on self-management, .653 on motivation, .600 on empathy and .624 on relationship management. Meanwhile, all work-life balance indicators were also positively correlated with emotional intelligence since the p-values were all less than 0.05. The correlation values for each indicator were: .593 on perception of work-life balance, .556 on work interfering with family life, .603 on family interfering with work-life, .513 on organizational commitment, and .571 on quality of work-life.

Table 3. *Significance on the Correlation between Emotional Intelligence and Work-life Balance*

Emotional Intelligence	Work-life Balance					
	PWB	WIL	FIL	ORC	QWL	Overall
Self-awareness	.547**	.427**	.479**	.361**	.394**	.538**
Self-management	.447**	.419**	.452**	.359**	.388**	.507**
Motivation	.490**	.522**	.558**	.513**	.560**	.653**
Empathy	.525**	.440**	.509**	.444**	.530**	.600**
Relationship Management	.492**	.520**	.535**	.469**	.517**	.624**
Overall	.593**	.556**	.603**	.513**	.571**	.697**

### Domain of Emotional Intelligence that Influences Work-Life Balance

Given the significance of the relationship between the two variables, regression was employed to examine whether emotional intelligence can influence work-life balance. The regression analysis, as illustrated in Table 4, showed an  $R^2$  of .536, which is significant at 0.05. This means that all indicators of emotional intelligence, when taken all together, can significantly influence the employees' work-life balance. The  $R^2$  of .536 indicates that 53.6 percent of the variance in work-life balance can be explained by emotional intelligence, while the other 46.4 percent of the variation was attributed to other variables not covered in this study.

When regressed individually, only the indicators

motivation and relationship management significantly influenced work-life balance. Among the two, it was the motivation that found to be the best predictor ( $\beta=.408$ ,  $t=6.291$ ,  $p\text{-value}=.000$ ).

Table 4. *Significance of the Influence of Emotional Intelligence on Work-life Balance*

Emotional Intelligence	B	$\beta$	t	Sig.
Constant	1.249		6.151	.000
Self-awareness	.059	.064	.865	.388
Self-management	-.047	-.059	-.829	.408
Motivation	.341	.408	6.291	.000
Empathy	.093	.116	1.383	.168
Relationship Management	.226	.313	4.007	.000

## Discussion

### Emotional Intelligence of Employees

The respondents' high level of emotional intelligence can be seen in all of its indicators which were generally rated as high. The findings imply that employees have high regard for being positive and demonstrate the ability to understand and manage their emotions and that of others; thus, significantly impacting their self-motivation and in handling relationships. Moreover, the respondents were conscious in assessing their emotional state and were motivated and committed to being positive amidst the adversities in life, especially during this pandemic. The respondents managed to translate this positivity into inspiring and empathizing with others while sustaining being disciplined and maintaining good relations with their fellow workers.

The study findings are parallel to the idea of Shylaja and Prasad (2017) that understanding and controlling emotions are noteworthy in gratifying a person's life and work environment. Thus, having high emotional intelligence allows the respondents to appreciate better and manage their feelings. The result is also congruent to the proposition of Humphrey (2013), who mentioned that those individuals who demonstrate high emotional intelligence are predisposed to being resilient in facing obstacles, more successful at handling intense emotions during confrontations and disagreements, and can work more effectively with employees, customers, and other stakeholders.

The high level of emotional intelligence among the respondents suggests a similar account mentioned by Davis (2019) that self-aware people are inclined to act

consciously rather than passively and see that they have good psychological health while maintaining a positive outlook on life. Hence, the value of compassion is present not only within themselves but also in other people. Being aware of their emotions helps them stay flexible and positively direct their behavior in managing emotional reactions to situations and people. Ultimately, self-management results in being productive regardless of the circumstances and provides every action with a sense of discipline and accountability (Bradberry & Greaves 2009).

### Work-Life Balance of Employees

The high level of work-life balance exhibited by the respondents is due to the high-level ratings given on the indicators of work interfering with family life, family interfering with work-life, organizational commitment, and quality of work-life, while a very high level given to the perception of work-life balance. This result suggests that employees can manage and balance their roles at home and work, notwithstanding the increased pressure at the workplace and the demands from family responsibilities and personal issues. Also, they can know their priorities and limits in such a way that they can avoid conflict in their professional and personal life. Meanwhile, the respondents' very high level of the perception of work-life balance indicated that they are fully aware that their work should not infringe on their private life or vice versa. They were able to efficiently balance their time with the demands of work and the pressures at home while providing a satisfactory performance and a sense of attachment from both environments.

The results were consistent with the statement of Matheswaran and Hemalatha (2015) that a successful work-life balance means having quality time with co-workers, family, and friends and in the community by doing personal hobbies and sports. Maintaining quality time and outstanding performance at the workplace contribute to the employees' satisfaction with their personal and professional goals. The respondents also recognized the role of organizations in achieving work-life balance. This has been confirmed in the study of Yadav and Dabhade (2014) that the attainment of work-life balance is attributable to the same factors that are accountable for job satisfaction, including supportive colleagues, better working conditions, equitable rewards, and employee-oriented policies.

Further, the high level of work-life balance observed among employees conveys that maintaining such balance between family and work-life ensures that

personal life concerns do not affect their productivity at work. This is consistent with the findings of Kim (2014) that the absence of work-life balance in work domains causes poor performance and more absenteeism, but balanced work and family life leads to increased job satisfaction and commitment. Also, the study's findings support the viewpoints of Sharma (2014) that organizations need to understand that the provision and implementation of policies under work-life balance are necessary for the present organizational setting. These policies can increase employees' productivity and effectiveness, and instigate better work culture and talent retention.

### Significance of the Relationship between Emotional Intelligence and Work-Life Balance

The test of association between emotional intelligence and work-life balance revealed that there is a positive significant relationship that exists between the two variables. This finding signifies that by having a high emotional intelligence, the respondents are more likely to experience work-life balance since they can control and manage their emotions and responses which are useful in maintaining good relations and time management at work and in personal life.

The result concurs with the findings of Sharma (2014) and Chapman (2014) that the high level of work-life balance is directly proportionate to the high emotional intelligence of employees, which means that highly emotionally intelligent employees are most likely to have work-life balance. The findings of Chapman (2014) in her study among managers in a supermarket locale exposed that those with high emotional intelligence were less likely to experience stress, enjoyed better health, and performed better, which are all reported features of a better work-life balance.

Similarly, the result parallels the conclusion drawn by Peter (2014) and Sharma (2014) in their respective studies that highly emotionally intelligent senior managers handle work-life conflict more carefully than the low emotionally intelligent managers. Also, managers are more capable of balancing their needs and responsibilities regarding corporate responsibilities, the learning process, and engagement in research work, among others. Furthermore, Shylaja and Prasad (2017) and Applewhite (2017) confirmed that employees with higher emotional intelligence will have higher work-life balance and can effectively perform and influence good relations with fellows.

### Domain of Emotional Intelligence that Influences Work-Life Balance

When taken as a whole, the regression analysis revealed that emotional intelligence has a statistical influence on the employees' work-life balance. Independently though, only the motivation and relationship management indicators of emotional intelligence showed a significant impact on work-life balance. Between the two variables, motivation was determined to be the best predictor. All the other indicators were found to have an insignificant effect.

This result is congruent to the idea of Peter (2014) that emotional intelligence is the foundation of personal qualities such as integrity, self-confidence, awareness of one's strengths and weaknesses, resiliency, perseverance, self-motivation, and the ability to get along with others which are the qualities needed to have a work-life balance. These qualities would enable individuals to manage and control their emotions and efficiently discharge their roles as employees and members of the family and community. Also, an individual with a higher level of emotional intelligence can easily adjust and adapt to dynamic and challenging work environments.

The result further reinforces the position of Farahbakhsh (2012) that to overcome the challenges in maintaining work-life balance; individuals, should strengthen the components of their emotional intelligence encompassing self-awareness, self-management, social awareness, and relation control. This is also parallel to the results of Gorji et al. (2017) and Mustafa et al. (2020) that having the ability to handle relationships and social skills improves emotions, thus enhanced emotional intelligence stimulates job motivation, professional development and growth, and unparalleled productivity and profits for the organization and the success of the employee's every endeavor, both personally and professionally.

## Conclusion

Given the preceding findings and analyses of data in the study, the following conclusions are drawn: (1) The level of emotional intelligence and work-life balance among employees in a state college was high. (2) The study also established that emotional intelligence is positively correlated with work-life balance both in aggregate and individual capacities; hence the null hypothesis was rejected. (3) The test of influence also showed that emotional intelligence was found to have a statistical influence on work-life balance when regressed aggregately. When taken independently, only the indicators motivation and relationship management showed the significant

impact. Of the two indicators of emotional intelligence, motivation best influences work-life balance. (4) This result indicated that the employees are motivated and consistently working toward achieving their personal goals and have incredibly high standards for ensuring the quality of their work. Both findings of the present study confirm the theoretical proposition of Koubova and Buchko (2013) that the level of emotional intelligence is vital in achieving work-life balance and that the primary effect of one's work-life satisfaction is a happy and productive personal and professional life. (5) The results further concluded that the respondents are emotionally intelligent, making it easier for them to be adaptive and responsive to different situations or circumstances and enables them to attain their work-life balance.

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