

## **Administrative Structures and Educator Welfare: A Comparative Study of Emotional Intelligence and Work-Life Balance in Government and Private Colleges of Haryana**

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### **Abstract**

This study examines the emotional intelligence and work-life balance of faculty members in government and private colleges in Haryana. Using a structured questionnaire, data were collected from 300 participants (150 from each sector) through a quantitative, cross-sectional research design. The findings reveal that faculty members in private institutions demonstrate higher levels of emotional intelligence and better work-life balance compared to their counterparts in government colleges. Factors influencing emotional intelligence include personal values, representational systems, perceptual positions, effective communication, anchoring techniques, and cognitive frameworks. These results underscore the importance of fostering emotional intelligence and work-life balance among educators for their personal well-being and professional effectiveness. Future research could explore targeted strategies to enhance these attributes, ultimately contributing to greater job satisfaction and academic success.

**Keywords:** Emotional Intelligence, Work-Life Balance, Faculty Members, Private Universities, Government Universities, Haryana.

### **1. Introduction**

The vibrant state of Haryana, India, is home to numerous educational institutions, including both private and government colleges that serve a diverse student population.

#### **1.1 Captivating Exploration of Two Crucial Factors Impacting Faculty Well-Being**

**Emotional Intelligence (EI):** This multifaceted concept encompasses self-awareness, self-regulation, motivation, empathy, and social skills. A high level of emotional intelligence empowers educators to navigate the complexities of classroom dynamics, manage stress effectively, and build positive relationships with students and colleagues.



(a)



(b)

**Figure 1: Two Crucial Factors Impacting Faculty Well-Being**

**Work-Life Balance:** Work-life balance refers to the ability to effectively divide time and energy between professional responsibilities and personal pursuits. Maintaining a healthy balance is crucial for overall well-being, reducing burnout, and enhancing job satisfaction.

### **1.2. Unveiling the Differences: Public vs. Private Colleges**

This study will specifically explore potential differences in emotional intelligence and work-life balance among faculty members in the following categories:

- **Government Colleges:** Government colleges, known for their job security and structured work environments, often provide a more predictable schedule, which can positively influence work-life balance. However, the bureaucratic framework may limit decision-making autonomy, potentially impacting the development and application of emotional intelligence.
- **Private Colleges:** Often characterized by a fast-paced and competitive environment, private colleges may demand greater adaptability and emotional intelligence from faculty members. However, work-life balance can be challenged by factors such as heavier workloads and performance-driven expectations.

By conducting a comparative analysis of these two sectors, this study aims to highlight the distinct challenges and opportunities faced by school faculty in Haryana. The insights gained can help develop targeted strategies to enhance emotional intelligence and promote a healthier work-life balance among teachers in both government and private institutions. Ultimately, this will foster a more enriching learning environment for students and contribute to a more fulfilling professional experience for educators.

### **1.3. Objectives of the study**

- To examine the emotional intelligence and work-life balance practices adopted by faculty members in private and government colleges of Haryana.
- To identify the key factors influencing the adoption of emotional intelligence and work-life balance strategies among faculty members in private and government institutions, such as rapport building, effective communication, perceptual positions, anchoring techniques, representational systems, meta-programs, and core values.

## **2. Literature Review**

**Allen, Herst, Bruck, and Sutton (2000)** this comprehensive evaluation explores the outcomes associated with work-to-family conflict, providing valuable insights into its effects on individual well-being and organizational dynamics. Through an in-depth review and proposed future research agenda, the authors illuminate the complex nature of this conflict and its implications for both employees and institutions. By synthesizing existing literature, they emphasize the critical importance of addressing work-family conflict as a core concern in occupational health psychology. Their work deepens the understanding of the interplay between professional and personal life and offers a roadmap for future research aimed at reducing its negative impact and enhancing employee well-being.

**Almer and Single (2007)** this study explores the implications of the AICPA's work/life and women's initiative research within the context of education, specifically in accounting. The authors examine the relevance of these findings for both educators and students, aiming to

highlight their impact on teaching practices and learning experiences. By analyzing the research outcomes, the study provides insights into how they can inform curriculum development, instructional strategies, and support systems in accounting education—particularly in relation to work-life balance and gender-related challenges. This comprehensive review contributes to a deeper understanding of the evolving dynamics within the accounting profession and offers valuable perspectives for both faculty and students.

**Amato, Johnson, Booth, and Rogers (2003)** this study examined the dynamics of marital quality over a span of two decades, from 1980 to 2000. Published in the *Journal of Marriage and Family*, the research explored the range of changes that occurred in marital relationships during this period. Through a comprehensive analysis, the authors identified key factors influencing marital quality, highlighting both continuities and shifts over time. Their findings offer valuable insights into the evolving nature of marriage, providing a nuanced understanding of the complexities involved in sustaining and enhancing marital satisfaction amid societal changes and individual life trajectories.

**Anari (2012)** the author explores the relationship between emotional intelligence, job satisfaction, and organizational commitment among teachers. Anari examines how emotional intelligence influences educators' perceptions of their job satisfaction and their sense of commitment to their institutions. By analyzing these constructs, the study sheds light on the complex interplay between emotional intelligence and workplace attitudes within the educational context. The findings contribute to a deeper understanding of the factors shaping teachers' professional experiences and levels of engagement, offering valuable insights for educators and administrators aiming to create supportive work environments and enhance teacher effectiveness

### **3. Research Methodology**

#### **3.1. Research Design**

To evaluate the emotional intelligence and work-life balance practices of faculty members in private and government institutions in Haryana, this study employed a quantitative approach using a cross-sectional design. The research aimed to capture a snapshot of these variables by collecting data at a specific point in time, providing a clear representation of the current status among the participants.

#### **3.2. Sample Population**

In this particular study, the sample group consisted of individuals employed as faculty members in both private and public educational institutions across Haryana. The sample population was selected based on the following criteria:

- Faculty members currently serving in a teaching role at a private or government school in Haryana.
- Faculty members who have held their current position for a minimum period of six months.
- Faculty members who voluntarily agreed to participate in the research study.

### 3.3. Sample Size

The total number of participants in this study was 300, comprising 150 faculty members from private institutions and 150 from government colleges in Haryana. To ensure balanced representation from both sectors, stratified random sampling was employed.

### 3.4. Sampling Technique

Participant selection for this study was carried out using the method of stratified random sampling, involving individuals from both private and government colleges in Haryana. To ensure appropriate representation of each segment of the population, stratification was based on the type of institution (private or government).

### 3.5. Data Collection Method

#### A. Primary Data Collection:

- **Questionnaire questions:** A structured questionnaire was designed to assess emotional intelligence and work-life balance practices. The questionnaire was based on established scales developed by previous researchers. To gather measurable data, it included both closed-ended questions and Likert scale items.
- **Survey:** The questionnaire was distributed to faculty members employed at both private and public institutions in Haryana as part of the study. Participants were requested to complete the survey by providing information about their emotional intelligence and the strategies they use to maintain a healthy work-life balance.

#### B. Secondary Data Collection:

- **Literature assessment:** To collect data on emotional intelligence, work-life balance, and other related aspects among faculty members, a comprehensive review of the existing literature was conducted. This helped in effectively framing the research questions and identifying the key variables relevant to the study.
- **Document Analysis:** To gain a better understanding of the context and background of the study, relevant documents such as policies and regulations related to employee well-being and work-life balance in colleges were reviewed.

### 3.6. Tools used for data analysis

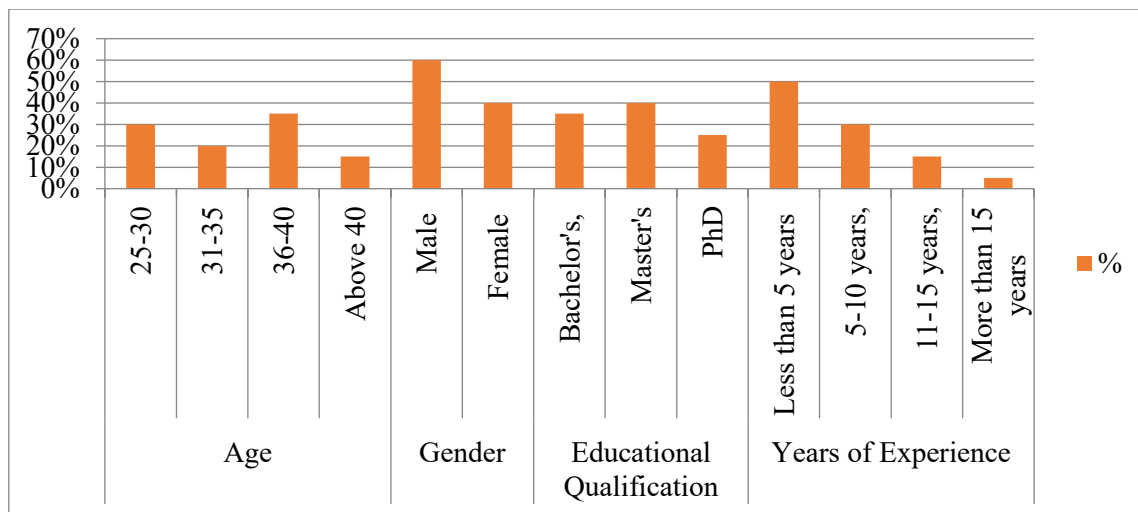
For quantitative data analysis, statistical software such as SPSS (Statistical Package for the Social Sciences) was utilized. Descriptive statistics, correlation analysis, and regression analysis were performed using SPSS to analyze the quantitative data collected through the questionnaire.

## 4. Findings And Analysis of Data

**Table 1:** Demographic Profile of Participants

		<b>F</b>	<b>%</b>
<b>Age</b>	<b>25-30</b>	90	30%
	<b>31-35</b>	60	20%
	<b>36-40</b>	105	35%
	<b>Above 40</b>	45	15%
<b>Gender</b>	<b>Male</b>	180	60%
	<b>Female</b>	120	40%

<b>Educational Qualification</b>	<b>Bachelor's,</b>	105	35%
	<b>Master's</b>	120	40%
	<b>PhD</b>	75	25%
<b>Years of Experience</b>	<b>Less than 5 years</b>	150	50%
	<b>5-10 years,</b>	90	30%
	<b>11-15 years,</b>	45	15%
	<b>More than 15 years</b>	15	5%



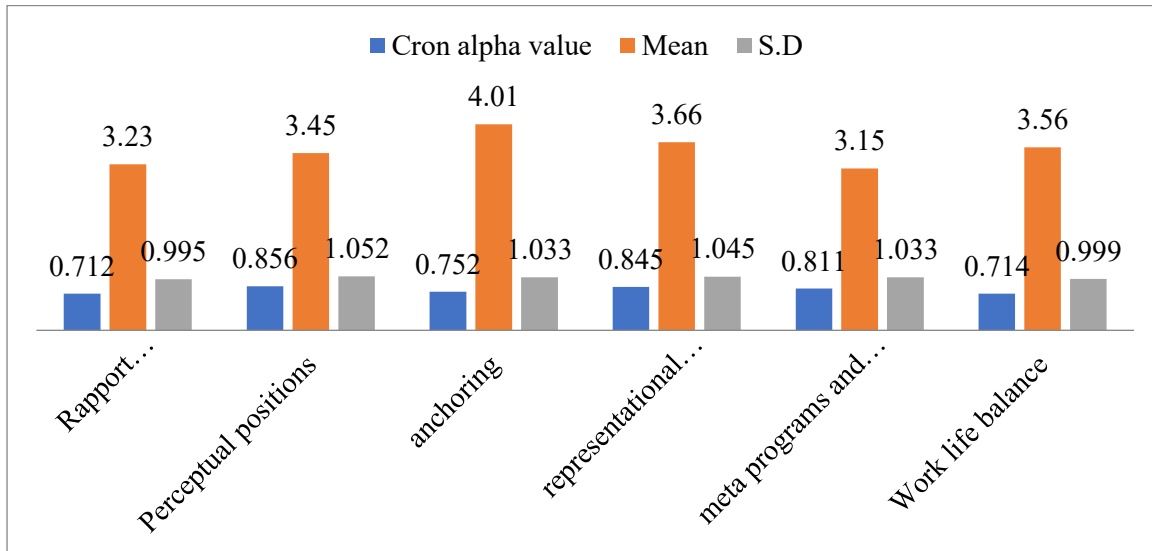
**Figure 2:** Demographic Profile of Participants

According to the demographic data, the majority of participants were aged between 25 and 40 years, with 30% in the 25-30 age group, 20% in the 31-35 group, and 35% in the 36-40 group. Only 15% of participants were above 40 years of age. Male participants constituted 60% of the sample, while females made up 40%. Regarding educational qualifications, 35% held a bachelor's degree, 40% had a master's degree, and 25% possessed a doctorate. In terms of work experience, 50% of participants had less than five years of experience, 30% had between six to ten years, 15% had eleven to fifteen years, and 5% had more than fifteen years.

**Table 2:** Cronbach's Alpha, Mean, and Standard Deviation

	<b>Items</b>	<b>Cron alpha value</b>	<b>Mean</b>	<b>S.D</b>
<b>Major drives for the adoption of emotional intelligence</b>				
Rapport communication	5	0.712	3.23	0.995
Perceptual positions	5	0.856	3.45	1.052
anchoring	5	0.752	4.01	1.033
representational system	5	0.845	3.66	1.045

meta programs and values	5	0.811	3.15	1.033
<b>Work life balance</b>	5	0.714	3.56	0.999



**Figure 3:** Cronbach's Alpha, Mean, and Standard Deviation

The table presents the mean scores, standard deviations, and Cronbach's alpha values for the primary factors influencing employees' adoption of work-life balance practices and emotional intelligence. The key drivers for adopting emotional intelligence demonstrated strong internal consistency, with Cronbach's alpha values ranging from 0.712 to 0.856. The standard deviations for the mean scores varied between 0.995 and 1.052, while the mean scores ranged from 3.15 to 4.01. Among these factors, 'Anchoring' recorded the highest mean score of 4.01, indicating that participants considered it a crucial element in adopting emotional intelligence. The Cronbach's alpha for work-life balance was 0.714, suggesting an acceptable level of internal consistency. With a mean score of 3.56 and a standard deviation of 0.999, employees showed moderate agreement on the importance of maintaining a balance between work and personal life.

**Table 3:** Correlation Matrix

	<b>Emotional intelligence</b>	<b>Work life balance</b>
<b>Emotional intelligence</b>	0.775	
<b>Work life balance</b>		0.656

The table displays the correlation coefficients between employees' emotional intelligence and their work-life balance. Given that emotional intelligence measures are related constructs, it is unsurprising that the correlation coefficient between these two measures is 0.775, indicating a strong positive relationship. Additionally, the correlation coefficient between work-life balance and emotional intelligence is 0.656, reflecting a moderately strong positive association. This

suggests that employees with higher emotional intelligence are more likely to maintain a better work-life balance, and vice versa.

**Table 4:** Comparison of Emotional Intelligence and Work-Life Balance between Private and Government Universities

	Group	N	Mean	S.D	t-value	P-value
<b>Emotional Intelligence</b>	<b>Private Universities</b>	150	35.23	1.56	45.69	0.002
	<b>Govt. Universities</b>	150	31.23	1.96		
<b>Work life balance</b>	<b>Private Universities</b>	150	42.36	0.95	65.36	0.003
	<b>Govt. Universities</b>	150	41.33	1.025		

The table compares the mean scores of emotional intelligence and work-life balance among employees at private and government schools. The average emotional intelligence score for employees at government institutions was 31.23, while those at private schools scored higher, with a mean of 35.23. The difference was statistically significant, with a t-value of 45.69 and a p-value of 0.002, indicating that employees in private schools demonstrated greater emotional intelligence than their counterparts in government institutions. Regarding work-life balance, government school employees scored 41.33 on average, whereas private school employees scored 42.36. This difference was also statistically significant, with a t-value of 65.36 and a p-value of 0.003, suggesting that private school employees maintain a better balance between work and personal life compared to those in government schools. Overall, these findings indicate that, compared to their government counterparts, employees in private schools tend to exhibit higher emotional intelligence and more effective work-life balance.

## CONCLUSION

The study aimed to evaluate the work-life balance and emotional intelligence of teachers in government and private colleges in Haryana. The findings revealed that faculty members in private colleges exhibited higher emotional intelligence and a better work-life balance compared to their counterparts in government institutions. This suggests that private organizations may foster a more supportive organizational culture and work environment that promotes the development of emotional intelligence and sustains a positive balance between professional and personal life. Additionally, several key factors—including rapport building, effective communication, perceptual positions, anchoring, representational systems, meta-programs, and values—were identified as significant drivers influencing the adoption of emotional intelligence. These elements greatly impact how employees develop their emotional intelligence, which in turn affects their overall job performance. The results emphasize the importance of supporting employees' work-life balance and emotional intelligence, as these are crucial for both personal and professional growth. Future research could focus on work-life

balance and interventions designed to enhance emotional intelligence, ultimately improving performance and job satisfaction within educational settings.

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