

ROLE OF EMOTIONAL INTELLIGENCE AND WORK-LIFE BALANCE IN JOB STRESS AMONG FACULTY MEMBERS OF AUTONOMOUS COLLEGES

**Gugulothu Sravanthi¹, Dr. K. Sreekanth², Dr. Shravani Balmore³, Dr. Vasudha Kurikala⁴,
Dr. Jostna Kumar Gantepogu⁵**

¹Assistant Professor, Department of MBA, St. Peter's Engineering College, Hyderabad – 500100.

²Assistant Professor, Department of MBA, GITAM Deemed to be University, Hyderabad – 502329.

³Associate Professor & Head, Dept. Of MBA, Geethanjali College of Engineering & Technology, Hyderabad - 501301.

⁴Assistant Professor, Dept. of MBA, Malla Reddy University, Hyderabad – 500100

⁵Assistant Professor, Dept. of MBA, MLR Institute of Technology, Dundigal, Hyderabad – 500043

Abstract

The higher education sector has undergone substantial transformation in recent years, resulting in increasing academic, administrative and professional responsibilities for faculty members. Faculty members in autonomous colleges are expected to perform multiple roles, including teaching, student mentoring, research, curriculum development, examination responsibilities, institutional administration, accreditation-related activities and participation in extension programmes. These expanding responsibilities may contribute to job stress and may also interfere with the personal and family domains of faculty members. In this context, emotional intelligence and work-life balance have emerged as important personal and organizational resources that may influence the experience of job stress.

The present study examines the role of emotional intelligence and work-life balance in job stress among faculty members of autonomous colleges. The study adopts a quantitative research design based on primary data collected through a structured questionnaire. For demonstrating the proposed statistical analysis, an illustrative dataset of 180 faculty members is used. Emotional intelligence, work-life balance and job stress were measured using five-item Likert-type scales. Descriptive statistics, Cronbach's alpha, Pearson correlation and multiple regression analysis were employed to examine the relationships among the variables.

The illustrative findings indicate that emotional intelligence has a significant negative relationship with job stress, while work-life balance also has a significant negative relationship with job stress. Emotional intelligence is positively associated with work-life balance. Multiple regression results indicate that both emotional intelligence and work-life balance significantly predict job stress, with work-life balance showing a relatively stronger predictive contribution. The model explains approximately 25.5% of the variance in job stress. The findings suggest that strengthening emotional awareness, emotional regulation, interpersonal skills and institutional work-life balance practices can contribute to reducing job stress among faculty members.

The study recommends that autonomous colleges introduce faculty development programmes

focusing on emotional intelligence, workload management, counselling, time management, flexible work practices, supportive leadership and institutional mechanisms for maintaining work-life balance.

Keywords: Emotional Intelligence, Work-Life Balance, Job Stress, Faculty Members, Autonomous Colleges, Higher Education, Occupational Stress

1. INTRODUCTION

Higher education institutions are important centres for knowledge creation, professional development and social transformation. Faculty members occupy a central position in this system because the quality of teaching, student development, research and institutional performance is closely connected with their professional effectiveness and psychological well-being.

The role of a faculty member has changed considerably over the past few decades. Traditionally, the principal responsibility of faculty members was classroom teaching. However, contemporary higher education institutions expect faculty members to undertake a wide range of additional responsibilities. These include curriculum development, research publications, consultancy, student mentoring, examination work, accreditation documentation, institutional committees, extension activities, online teaching, technology adoption and administrative responsibilities.

Autonomous colleges experience many of these pressures particularly strongly because academic autonomy provides institutions with greater responsibility for curriculum design, examinations, quality assurance and academic administration. Consequently, faculty members may experience pressure associated with maintaining academic standards while simultaneously fulfilling teaching, research and administrative expectations.

Job stress occurs when employees perceive that the demands associated with their work exceed their available resources or ability to cope. Moderate levels of pressure may motivate employees, but prolonged and excessive stress may adversely affect job satisfaction, productivity, interpersonal relationships and psychological well-being.

Faculty members are particularly vulnerable to work-related stress because teaching is an emotionally demanding profession. They must interact continuously with students, colleagues, parents and administrators. In addition to intellectual labour, teaching involves emotional labour, particularly when faculty members deal with students experiencing academic, personal or behavioural difficulties.

One factor that may help faculty members manage such pressures is Emotional Intelligence (EI). Emotional intelligence refers broadly to the capacity to recognize, understand, regulate and appropriately use emotions. Individuals with higher emotional intelligence may be better equipped to understand their own emotional responses, manage frustration, communicate effectively and deal constructively with interpersonal conflicts.

Another important factor is Work-Life Balance (WLB). Work-life balance refers to the extent to which individuals are able to manage the demands of professional and personal life without excessive conflict between the two domains.

Previous research involving faculty members in Tamil Nadu has examined the relationship between emotional intelligence and work-life balance and reported that emotional intelligence can

contribute to better management of work and family responsibilities. More recent research has also examined emotional intelligence as a factor associated with occupational stress among teaching professionals.

Recent research among higher education faculty in India has further emphasized the importance of institutional practices for reducing faculty stress and promoting psychological well-being.

Therefore, the present study attempts to examine the combined role of emotional intelligence and work-life balance in explaining job stress among faculty members of autonomous colleges.

2. STATEMENT OF THE PROBLEM

Faculty members in autonomous colleges operate in an increasingly demanding academic environment. They are expected to maintain teaching quality, complete academic and administrative responsibilities, participate in institutional development, publish research and contribute to student development.

At the same time, technological changes have increased the expectation of continuous availability. Emails, online meetings, digital learning platforms and institutional communication systems can extend work beyond normal working hours.

The boundary between professional and personal life may therefore become increasingly blurred. Faculty members may carry academic responsibilities home, spend additional time preparing teaching materials, evaluate student work outside institutional hours and participate in meetings or institutional activities beyond the regular working schedule.

When professional responsibilities continuously interfere with family and personal responsibilities, work-life imbalance may occur. Such imbalance can contribute to frustration, fatigue and job stress.

However, not every faculty member responds to the same work demands in the same manner. Individual emotional capabilities may influence how employees interpret and respond to stressful situations. Faculty members with greater emotional awareness and emotional regulation may be better able to manage pressure, interpersonal conflict and unexpected academic demands.

The central problem addressed by the study is therefore:

To what extent do emotional intelligence and work-life balance influence job stress among faculty members working in autonomous colleges?

3. NEED FOR THE STUDY

The study is significant for several reasons.

First, faculty well-being is directly connected with the quality of the educational environment. A faculty member experiencing excessive job stress may have difficulty maintaining enthusiasm, patience and effective interpersonal relationships.

Second, autonomous colleges have increasing academic and administrative responsibilities. Understanding the factors associated with faculty stress can assist management in designing appropriate interventions.

Third, emotional intelligence represents an individual-level resource that may be developed through training and professional development.

Fourth, work-life balance is not entirely an individual responsibility. Organizational policies,

leadership behaviour, workload distribution, scheduling practices and institutional culture can influence employees' ability to maintain balance.

Finally, existing literature has examined emotional intelligence, work-life balance and occupational stress separately or in pairs. There is value in examining their combined relationship within the specific context of autonomous colleges.

4. OBJECTIVES OF THE STUDY

The study has the following objectives:

1. To measure the level of emotional intelligence among faculty members of autonomous colleges.
2. To assess the level of work-life balance among faculty members.
3. To determine the level of job stress experienced by faculty members.
4. To examine the relationship between emotional intelligence and work-life balance.
5. To examine the relationship between emotional intelligence and job stress.
6. To examine the relationship between work-life balance and job stress.
7. To determine the combined influence of emotional intelligence and work-life balance on job stress.
8. To suggest suitable measures for reducing job stress among faculty members of autonomous colleges.

5. HYPOTHESES OF THE STUDY

The following null hypotheses were formulated:

H01

There is no significant relationship between emotional intelligence and work-life balance among faculty members.

H02

There is no significant relationship between emotional intelligence and job stress among faculty members.

H03

There is no significant relationship between work-life balance and job stress among faculty members.

H04

Emotional intelligence and work-life balance do not significantly predict job stress among faculty members.

6. CONCEPTUAL FRAMEWORK

The study proposes that emotional intelligence and work-life balance are important factors associated with job stress.

The conceptual relationship can be represented as:

Emotional Intelligence → Work-Life Balance → Job Stress

and

Emotional Intelligence → Job Stress

Work-Life Balance → Job Stress

Thus, emotional intelligence may have both a direct relationship with job stress and an indirect relationship through work-life balance.

Major Variables

Independent Variables

- Emotional Intelligence
- Work-Life Balance

Dependent Variable

- Job Stress

7. REVIEW OF LITERATURE

7.1 Emotional Intelligence

Emotional intelligence has become an important concept in organizational behaviour because employees do not perform their jobs purely through technical knowledge. Workplace performance also involves interpersonal relationships, emotional regulation, communication and adaptation.

In the academic environment, faculty members regularly encounter emotionally demanding situations. They may need to respond to student complaints, manage classroom conflicts, work with colleagues with different viewpoints and respond to administrative pressure.

Emotional intelligence may help faculty members recognize emotional triggers and regulate their responses.

The five broad dimensions considered in this study are:

1. Self-awareness
2. Self-regulation
3. Motivation
4. Empathy
5. Social skills

Faculty members who possess these abilities may be more capable of maintaining constructive relationships and managing stressful situations.

7.2 Work-Life Balance

Work-life balance refers to an individual's ability to manage professional and personal responsibilities effectively.

In higher education, work-life balance may be affected by:

- Long working hours
- Examination responsibilities
- Research requirements
- Administrative work
- Student mentoring
- Meetings
- Digital communication
- Weekend institutional activities

- Work taken home
- Family responsibilities

Research involving faculty in Tamil Nadu has reported a significant association between emotional intelligence and work-life balance and emphasized the role of emotional capabilities in managing professional and personal responsibilities.

7.3 Job Stress

Job stress refers to the psychological and physical strain experienced when employees perceive that workplace demands exceed their available resources.

For faculty members, potential stressors include:

- Excessive workload
- Time pressure
- Administrative responsibilities
- Student-related problems
- Research and publication requirements
- Performance expectations
- Lack of adequate support
- Role conflict
- Work-family interference
- Inadequate recovery time

Persistent job stress may contribute to fatigue, reduced job satisfaction, absenteeism, burnout and deterioration of interpersonal relationships.

7.4 Emotional Intelligence and Job Stress

Emotional intelligence may reduce stress because emotionally intelligent employees can recognize stress reactions and regulate them before they become overwhelming.

Recent research specifically examining higher education faculty reported a significant negative relationship between emotional intelligence and job stress, suggesting that greater emotional awareness and emotional regulation can assist faculty members in handling professional pressure. Research among the teaching fraternity has also examined emotional intelligence and occupational stress and concluded that emotional intelligence can predict occupational stress.

7.5 Emotional Intelligence and Work-Life Balance

Emotional intelligence can contribute to work-life balance by improving emotional regulation, interpersonal communication and decision-making.

Faculty members who understand their emotional responses may be more capable of setting boundaries, prioritizing responsibilities and avoiding unnecessary interpersonal conflict.

Earlier empirical research involving faculty members in Tamil Nadu found that emotional intelligence was associated with work-life balance and suggested that emotionally intelligent faculty members may be better able to plan their work and avoid unnecessary extension of working hours.

7.6 Work-Life Balance and Job Stress

Work-life imbalance can increase psychological pressure. When employees are unable to meet family responsibilities because of work demands, they may experience guilt, frustration and emotional exhaustion.

Similarly, family responsibilities that interfere with professional responsibilities may generate work-family conflict.

Therefore, better work-life balance is expected to be associated with lower job stress.

8. RESEARCH METHODOLOGY

8.1 Research Design

The study adopts a descriptive and analytical research design.

The descriptive component measures the levels of emotional intelligence, work-life balance and job stress.

The analytical component examines relationships and predictive effects among the variables.

8.2 Sources of Data

The study is designed primarily around primary data.

Primary data may be collected directly from faculty members through a structured questionnaire.

Secondary information is used only to establish the conceptual and empirical background of the study.

8.3 Population of the Study

The population consists of teaching faculty members working in selected autonomous colleges.

The study may include:

- Assistant Professors
- Associate Professors
- Professors

8.4 Sample Size

For demonstrating the proposed analysis, an illustrative sample of 180 faculty members is considered.

Important: The N = 180 dataset in this article is a model dataset for demonstrating analysis. It should be replaced with the actual number of valid questionnaires received before publication or submission as an empirical paper.

8.5 Sampling Technique

A combination of purposive and convenience sampling may be used depending on access to autonomous colleges.

Where institutional permission is available, proportionate sampling across departments can improve representativeness.

8.6 Research Instrument

A structured questionnaire consisting of four sections may be used.

Section A – Demographic Profile

Section B – Emotional Intelligence

Section C – Work-Life Balance

Section D – Job Stress

9. DATA ANALYSIS AND INTERPRETATION

9.1 Descriptive Statistics

The illustrative dataset consisted of 180 faculty responses.

Variable	Mean	Standard Deviation	Interpretation
Emotional Intelligence	3.02	0.57	Moderate
Work-Life Balance	3.01	0.58	Moderate
Job Stress	3.00	0.57	Moderate

Interpretation

The mean emotional intelligence score of approximately 3.02 indicates a moderate level of emotional intelligence among the respondents.

The mean work-life balance score of approximately 3.01 indicates that respondents experience a moderate level of balance between professional and personal responsibilities.

The job stress mean of approximately 3.00 indicates a moderate level of perceived job stress.

The findings suggest that faculty members are neither completely free from workplace stress nor experiencing uniformly severe stress. Instead, moderate stress appears to be a relevant concern requiring institutional attention.

10. RELIABILITY ANALYSIS

Cronbach's alpha was used to assess the internal consistency of the measurement scales.

Construct	Number of Items	Cronbach's Alpha	Reliability
Emotional Intelligence	5	0.861	Good
Work-Life Balance	5	0.861	Good
Job Stress	5	0.857	Good

Interpretation

The Cronbach's alpha coefficients range from 0.857 to 0.861.

All values exceed the commonly used threshold of 0.70, indicating satisfactory internal consistency of the measurement items.

Therefore, the scales demonstrate acceptable reliability for further statistical analysis.

11. CORRELATION ANALYSIS

Pearson's correlation coefficient was used to determine the relationships among emotional intelligence, work-life balance and job stress.

Variables	Emotional Intelligence	Work-Life Balance	Job Stress
Emotional Intelligence	1.000	0.332**	-0.376**
Work-Life Balance	0.332**	1.000	-0.443**
Job Stress	-0.376**	-0.443**	1.000

Note: $p < 0.01$

Interpretation

The correlation between emotional intelligence and work-life balance is positive ($r = 0.332$) and statistically significant.

This indicates that faculty members with higher emotional intelligence tend to report better work-life balance.

The correlation between emotional intelligence and job stress is negative ($r = -0.376$) and statistically significant.

This indicates that higher emotional intelligence is associated with lower job stress.

The correlation between work-life balance and job stress is also negative ($r = -0.443$) and statistically significant.

Among the three relationships, work-life balance has the stronger negative correlation with job stress.

These results provide preliminary support for the argument that both emotional intelligence and work-life balance are important factors associated with job stress.

12. MULTIPLE REGRESSION ANALYSIS

Multiple regression analysis was conducted to determine whether emotional intelligence and work-life balance significantly predict job stress.

Dependent Variable

Job Stress

Independent Variables

- Emotional Intelligence
- Work-Life Balance

Regression Model

The estimated regression equation is:

$$\text{Job Stress} = 4.859 - 0.257(\text{EI}) - 0.361(\text{WLB})$$

Predictor	Beta/Coefficient	t-value	p-value
Constant	4.859	19.870	<0.001
Emotional Intelligence	-0.257	-3.740	<0.001
Work-Life Balance	-0.361	-5.199	<0.001

$$R^2 = 0.255$$

$$\text{Adjusted } R^2 = 0.247$$

$$F = 30.31$$

$$p < 0.001$$

Interpretation

The regression model is statistically significant.

The R^2 value of 0.255 indicates that emotional intelligence and work-life balance together explain approximately 25.5% of the variance in job stress.

Emotional intelligence has a statistically significant negative coefficient ($\beta = -0.257$, $p < 0.001$).

This indicates that higher emotional intelligence is associated with lower job stress.

Work-life balance also has a statistically significant negative coefficient ($\beta = -0.361$, $p < 0.001$).

The magnitude of the coefficient suggests that work-life balance has a relatively stronger predictive contribution to job stress than emotional intelligence in the model.

The results therefore suggest that both personal emotional resources and organizational/work-family conditions are important in understanding faculty job stress.

13. HYPOTHESIS TESTING

Hypothesis	Statistical Result	Decision
H01: No significant relationship between EI and WLB	$r = 0.332, p < 0.01$	Rejected
H02: No significant relationship between EI and Job Stress	$r = -0.376, p < 0.01$	Rejected
H03: No significant relationship between WLB and Job Stress	$r = -0.443, p < 0.01$	Rejected
H04: EI and WLB do not significantly predict Job Stress	$F = 30.31, p < 0.001$	Rejected

Overall Interpretation

All four null hypotheses are rejected based on the illustrative analysis.

The results indicate significant associations between the three major variables.

14. DISCUSSION OF FINDINGS

The findings indicate that emotional intelligence is positively related to work-life balance.

- One possible explanation is that emotionally intelligent faculty members are better able to identify priorities, regulate emotional reactions and communicate their needs effectively. These skills can help reduce unnecessary interpersonal conflict and improve the management of professional and family responsibilities.
- The negative association between emotional intelligence and job stress is consistent with the argument that emotional capabilities act as psychological resources.
- Faculty members frequently encounter situations that require emotional regulation. For example, a faculty member may have to deal with an academically weak student, a difficult parent, disagreement with colleagues or pressure from administrators. Emotional intelligence may help the faculty member respond constructively rather than react impulsively.
- The findings also indicate a significant negative relationship between work-life balance and job stress.
- This is important because academic work often extends beyond formal institutional working hours. Faculty members may prepare lessons, evaluate assignments, conduct research and complete administrative tasks outside their normal schedules.

- When such demands consistently interfere with family and personal responsibilities, stress may increase.
- The regression analysis provides additional evidence that work-life balance has a relatively stronger predictive relationship with job stress than emotional intelligence in the illustrative model.
- This suggests that stress reduction cannot be addressed solely through individual training. Institutional policies and working conditions are equally important.
- The findings broadly align with previous research in which emotional intelligence has been associated with work-life balance among faculty members in Tamil Nadu. They are also consistent with recent higher-education research emphasizing emotional intelligence as a factor associated with lower occupational stress.
- Recent evidence also suggests that organizational and human-resource practices can contribute to healthier academic workplaces, reinforcing the need for institutions to address both individual and structural sources of faculty stress.

15. MAJOR FINDINGS OF THE STUDY

The major findings of the study are:

1. Faculty members demonstrate a moderate level of emotional intelligence.
2. Faculty members report a moderate level of work-life balance.
3. Faculty members also experience moderate job stress.
4. Emotional intelligence is positively associated with work-life balance.
5. Emotional intelligence is negatively associated with job stress.
6. Work-life balance is negatively associated with job stress.
7. Both emotional intelligence and work-life balance significantly predict job stress.
8. Work-life balance demonstrates a comparatively stronger predictive effect on job stress than emotional intelligence in the illustrative regression model.
9. Emotional intelligence may function as an individual psychological resource for managing workplace pressure.
10. Institutional support for work-life balance is important in reducing faculty job stress.

16. IMPLICATIONS OF THE STUDY

16.1 Implications for Faculty Members

Faculty members can benefit from developing emotional awareness and emotional regulation skills.

They may be encouraged to:

- Identify personal stress triggers.
- Develop effective time-management practices.
- Establish reasonable boundaries between work and personal life.
- Develop constructive communication skills.
- Practice emotional regulation.
- Seek professional support when stress becomes excessive.

16.2 Implications for College Management

College management can implement:

- Reasonable workload distribution.
- Transparent allocation of academic responsibilities.
- Faculty counselling programmes.
- Emotional intelligence development programmes.
- Stress-management workshops.
- Flexible scheduling where feasible.
- Better administrative support.
- Recognition and appreciation mechanisms.
- Faculty wellness initiatives.

16.3 Implications for Human Resource Management

Human resource policies should recognize that faculty stress is influenced by both individual and organizational factors.

Performance-management systems should therefore avoid excessive emphasis on numerical targets without considering workload and available resources.

17. RECOMMENDATIONS

Based on the findings, the following recommendations are proposed.

17.1 Emotional Intelligence Training

Autonomous colleges should organize periodic faculty development programmes covering:

- Self-awareness
- Emotional regulation
- Empathy
- Conflict management
- Interpersonal communication
- Resilience
- Leadership skills

17.2 Workload Management

Management should regularly review faculty workload.

Teaching, examination, administrative and committee responsibilities should be distributed fairly.

17.3 Flexible Work Arrangements

Where academic requirements permit, institutions may provide flexibility in working arrangements, particularly for responsibilities that can be completed digitally.

17.4 Counselling and Wellness Services

Institutions should establish confidential faculty counselling and employee assistance mechanisms.

17.5 Reduction of Unnecessary Administrative Burden

Digitalization should be used to reduce repetitive documentation rather than create additional reporting requirements.

17.6 Effective Leave Policies

Faculty members should be encouraged to utilize eligible leave without fear that taking leave will negatively influence perceptions of commitment.

17.7 Supportive Leadership

Heads of departments and institutional administrators should adopt supportive leadership practices.

Open communication can help identify stressors before they become severe.

17.8 Family-Friendly Institutional Culture

Institutions should recognize that faculty members have legitimate responsibilities outside the workplace.

Meetings and institutional activities should, as far as possible, be scheduled within reasonable working hours.

18. CONCLUSION

The present study examined the role of emotional intelligence and work-life balance in job stress among faculty members of autonomous colleges.

The analysis indicates that emotional intelligence and work-life balance are important variables associated with job stress. Faculty members with greater emotional intelligence tend to report better work-life balance and lower levels of job stress. Similarly, better work-life balance is associated with lower job stress.

The regression analysis further indicates that emotional intelligence and work-life balance jointly explain a meaningful proportion of the variation in job stress.

An important implication is that reducing faculty stress requires a dual approach.

The first component is individual development. Faculty members can benefit from emotional intelligence training, resilience-building programmes, communication skills and stress-management techniques.

The second component is organizational intervention. Colleges need to examine workload, administrative expectations, scheduling practices, leadership style and institutional support systems.

Therefore, faculty well-being should not be treated merely as an individual responsibility. Autonomous colleges have an important role in creating an academic environment in which faculty members can perform effectively without sacrificing their personal and family well-being.

A healthy faculty workforce can contribute to improved teaching quality, stronger student relationships, better institutional performance and sustainable academic development.

19. LIMITATIONS OF THE STUDY

The study has several limitations.

- ❖ First, the proposed study uses a cross-sectional research design. Therefore, causal relationships cannot be established conclusively.
- ❖ Second, the study relies primarily on self-reported responses, which may be affected by social desirability or individual perceptions.

- ❖ Third, the sample may be limited to selected autonomous colleges and therefore the findings may not automatically generalize to all higher education institutions.
- ❖ Fourth, job stress may also be influenced by variables such as organizational climate, leadership, salary satisfaction, job security, workload, personality and institutional policies that are not fully incorporated into the present model.
- ❖ Fifth, the statistical results presented in this draft are based on an **illustrative dataset** and must be replaced with actual survey results before the article is submitted as original empirical research.

20. SCOPE FOR FUTURE RESEARCH

Future studies may extend the present research by incorporating:

1. Larger samples from different regions of Tamil Nadu.
2. Government, aided, private and autonomous colleges.
3. Comparison between teaching and non-teaching employees.
4. Gender-based analysis.
5. Analysis based on designation and teaching experience.
6. Organizational support as a moderating variable.
7. Leadership style as an independent variable.
8. Job satisfaction as a mediating variable.
9. Burnout as an additional dependent variable.
10. Structural Equation Modelling (SEM).
11. Longitudinal studies of faculty stress.
12. Comparative studies before and after emotional intelligence training.

A particularly useful future model would examine whether work-life balance mediates the relationship between emotional intelligence and job stress.

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APPENDIX I – QUESTIONNAIRE

Title

Role of Emotional Intelligence and Work-Life Balance in Job Stress among Faculty Members of Autonomous Colleges

Instructions

Please indicate the extent to which you agree with each statement.

1 – Strongly Disagree

2 – Disagree

3 – Neutral

4 – Agree

5 – Strongly Agree

A. Emotional Intelligence

No.	Statement
1	I am aware of my emotional reactions at work.
2	I remain calm when faced with difficult situations.
3	I can control my emotions during workplace conflicts.
4	I understand the emotions of my students and colleagues.
5	I maintain positive relationships even under pressure.
6	I can motivate myself when facing professional difficulties.
7	I adapt effectively to changes in academic responsibilities.
8	I communicate my feelings appropriately.
9	I understand how my emotions influence my work.
10	I can manage negative emotions effectively.

B. Work-Life Balance

No.	Statement
1	I am able to complete my work within reasonable working hours.
2	My work allows sufficient time for my family.
3	I have sufficient time for personal activities.
4	I can disconnect from work after working hours.
5	My work rarely interferes with my family responsibilities.
6	I can effectively manage professional and personal responsibilities.
7	My institution supports work-life balance.
8	I have flexibility to manage unexpected personal responsibilities.
9	I get adequate time for rest and recreation.
10	I am satisfied with my current work-life balance.

C. Job Stress

No.	Statement
1	I feel mentally exhausted because of my job.
2	I experience pressure because of my workload.
3	I often have insufficient time to complete my responsibilities.
4	Administrative responsibilities cause me stress.
5	I find it difficult to relax after work.
6	Academic performance expectations cause me stress.
7	I experience emotional exhaustion because of workplace demands.
8	My job responsibilities interfere with my personal life.

No.	Statement
9	I feel tense because of workplace deadlines.
10	I frequently feel overwhelmed by my professional responsibilities.

APPENDIX II – PROPOSED STATISTICAL FRAMEWORK

The final research paper can include the following statistical techniques after actual data collection:

Objective	Statistical Technique
Profile of respondents	Percentage analysis
Level of EI	Mean and SD
Level of WLB	Mean and SD
Level of Job Stress	Mean and SD
Reliability	Cronbach's Alpha
EI–WLB relationship	Pearson Correlation
EI–Stress relationship	Pearson Correlation
WLB–Stress relationship	Pearson Correlation
Predictors of stress	Multiple Regression
Gender differences	Independent-samples t-test
Age/experience differences	ANOVA
Mediation	PROCESS/SEM
Overall model	Multiple Regression/SEM