

# Emotional Intelligence and Work-Life Balance in Employees

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## Abstract

The purpose of this study was to investigate the impact of Emotional Intelligence and work-life balance on the quality of life of workers. The study used a quantitative methodology to meet the objectives of the study. While on the other hand, primary data was collected from responses to questionnaires widely distributed on the Google Forms platform. The sample of the study consisted of workers from different public and private sectors in the city of Tirana. In general, the participants in this study were a young age group, newly familiar with work and as such may still be trying to balance not only work-family conflicts but also to manage emotional intelligence in the workplace. The results of the study showed that there is no significant relationship between Emotional Intelligence and Work-Family conflict among the study participants. However, there was a significant relationship between Emotional Intelligence and Family-Work conflicts. The study also found that a high emotional intelligence also translated into a better quality of life among the study respondents, and these results varied depending on age, gender, education, length of time in the current job, and overall work experience. This synthesis of research on work-family conflict and emotional intelligence offers a multifaceted contribution to theory, practice, and policy. By integrating findings from diverse theoretical frameworks, it enhances our understanding of the complex interplay between emotional intelligence and the experience of work-family conflict. Practically, it highlights the significance of emotional intelligence in managing work-family conflict, suggesting interventions such as training programs and supportive organizational cultures. From a policy perspective, it suggests incorporating emotional intelligence measures into recruitment and advocating for work-life balance policies. These insights pave the way for more effective strategies to promote well-being and productivity in the workplace.

**Keywords:** Emotional intelligence, conflict, balance, work, quality of life

## Introduction

We already live in a world where competition is always present in every direction and confrontations are often part of the everyday, as such there is a need for employers and employees to find flexible and innovative solutions that maximize productivity without harming their well-being respectively, the relationship between each other, their family relationships and other aspects of life. In this century that we live in today, rapid and above all frequent changes in the work environment, cross-cultural diversity, demographic changes of the work, etc., have made it difficult for a person to maintain a healthy balance. between these dimensions. Further, this type of balance can be taken as an important element in both the private and public sector as it is integrated with the social, economic and psychological aspect of an individual. These factors are very important as they are taken as pre-determining factors of an individual's good performance at work. Therefore, managing the balance between home/family and work is becoming more and more challenging as well as problematic.

Emotional intelligence (EI) on the other hand is as much a factor as it is a part of an individual's genetic makeup. It plays an important role in the work of an employee and the relationships he creates within this organization, whether these are hierarchical or social. Emotional Intelligence is a set of qualities and competencies that actually includes a wide range of individual skills and abilities, usually referred to as soft skills or interpersonal and intrapersonal skills, that are outside the traditional domains of specific knowledge, general intelligence and technical or professional skills. Emotions are an intrinsic part of our biological makeup, and influence our daily behavior (Goleman, 1995).

Many studies and many researchers in the field nowadays have shown similar approaches and interest in studying in more detail the effects of emotional intelligence on employees, as well as in the wider context of businesses/companies, and analyzing different aspects of emotional intelligence. In fact, in this context, it has been found that emotional intelligence improves individual and organizational performance. It plays an important role in the type of work an employee produces and the relationship he or she enjoys within the business/company or organization in which he or she works. (Gupta, 2014). Emotional intelligence also helps employees increase their emotional awareness, emotional expression, creativity, increase tolerance, increase trust and integrity, improve relationships within and across the organization and thereby increase the performance of each employee and the organization. as a whole (Gupta, 2014). It includes the skills to correctly perceive emotions, to access and generate emotions to aid thought, to understand these emotions, to access and generate emotions to aid thought to understand emotions and emotional knowledge and to reflectively regulate them as well as reflectively regulate emotions in order to foster emotional and intellectual growth.

The purpose of this study is to investigate the impact of emotional intelligence and the balance between work and life on the quality of life of workers.

## Literature Review

The definition of emotional intelligence (EI) has often become synonymous with mental health and happiness. In fact, by definition this term includes *"the ability to accurately perceive, evaluate, and express emotions; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotions and emotional knowledge; and the ability to regulate emotions to fostered emotional and intellectual growth"* (Mayer & Salovey, 1997: 10). Because of its extraordinary capabilities, this term is now increasingly being used and researched by human resource managers, in every workplace and field of work, and is equally prevalent in academic research and empirical research. They developed a model that breaks EI into four branches: perceiving emotions, using emotions to facilitate thought, understanding emotions, and managing emotions. This model breaks EI into four branches: perceiving, using, understanding, and managing emotions, and advocates for objective performance-based assessments. Applying this model in culturally diverse settings like Albania could provide insights into how socio-economic factors influence EI in the workplace.

It is often said that emotional intelligence can be the most powerful weapon a worker can have and as it can help them improve unfavorable situations (Nanda & Randhawa, 2020). EI is also considered the most important predictor of job performance and 90% of top performers in workplaces are said to possess high EI (Talentsmart, n.d.).

Current academic literature on these new workforce trends has focused on researching the impact of changing work structure and the impact it has on families (Kinnunen et al., 2002). Both women and men are working, whatever the job profile, more hours per week, and even with over 9% of the population now working more than 50 hours per week, double that of 15 years ago. However, the largest increase in working hours, particularly for women, has been within the 25 to 35 age group (ABS, 2003); "Generation X" as already defined. With changes in relationships and family composition over the same time period it would appear that this age range provides the greatest potential for earning and career advancement (Hays, 1999). Above all, this demographic is increasingly less likely to be burdened by family responsibilities. As a result, men and women are questioning the impact of factors such as long working hours, high stress levels, low energy, long commutes, etc., in a society filled with conflicting responsibilities and commitments; Work/life balance has become a prevalent and much-discussed issue in the workplace. Workforce is one of the most desired and essential ingredients that help companies achieve their objectives and goals. But 21st century workplaces have become highly competitive and employees are under constant stress to survive in a highly competitive market. Undoubtedly, achieving optimal workforce productivity is one of the most vexing challenges for any company/business/organization. As a result, the focus of human resource managers

has been moving towards concepts such as employee well-being, balance between work, life, family, etc., as they lead to increased efficiency and productivity of employees at work. Among these, employee well-being which is broadly defined by) as *"the overall quality of an employee's experience and functioning at work"* (Grant et al., 2007:52) has three essential dimensions, psychological, physical and social well-being. Work-life balance is *"the individual's perception of whether work and non-work activities are compatible and growth-promoting in accordance with an individual's current life priorities"* (Kalliath & Brough, 2008: 326).

### **Emotional Intelligence (EI)**

The origin of the concept of EI can be traced back over 2000 years ago when Plato wrote that *"all learning has an emotional basis"* (Wharam, 2009: 7) but it was the psychologist Thorndike (1920) who gave the concept a deeper basis. stable and solid. He was the first to coin the term social intelligence, which he defined as *"the ability to understand and manage men and women, boys and girls... to act wisely in human relationships"* (p. 228). Human relationships include people's daily interactions and relationships with each other at work as well as at home, making 'social' intelligence a very important aspect of everyone's life. Basically, social intelligence is the ability to perceive the internal states, motives, and behaviors of oneself and others and to act optimally toward them based on this information. At the end of the 20th century, the term social intelligence began to take on new and deeper meanings not only social but also educational, as more influential than general social intelligence. To understand this more comprehensively, the theory of social intelligence was further advanced and many researchers and psychologists began to contribute to this field. The idea described the concept of multiple intelligences in which personal intelligence is explored and relies on interpersonal intelligence (an ability to relate to others) and intrapersonal intelligence (an ability to understand, motivate and manage oneself). Salovey and Mayer (1990) then coined the term 'Emotional Intelligence' and described it as *"a form of social intelligence that includes the ability to monitor one's own and others' feelings and emotions, discriminate between them, and use this information to guide one's way of thinking and acting"* (p. 189). The concept of IE gained attention through Goleman's (1995) book entitled *"Emotional Intelligence: Why It May Matter More Than IQ?"* in which he explained why so many people with high Intelligence Quotients (IQs) are seen working for people with average IQs and proving that individuals' intelligence may be unrelated to their IQ scores. Goleman emphasizes EI as essential for leadership, surpassing technical skills and IQ. Research in Albania could validate this model's applicability and effectiveness in a non-Western business environment, examining the specific EI traits that correlate with leadership success.

Research on emotional intelligence can be traced back to Gardner's research on multiple intelligences (1983). Mayer and Salovey went on to define emotional intelligence (EI) in cognitive-emotional terms and developed a model that focused on

individual abilities. In 1995, Daniel Goleman opened the world's eyes to the concept of Emotional Intelligence. He defined Emotional Intelligence under the trait or mixed model perspectives as one's ability to motivate oneself and carry on in the face of disappointment; to control impulses and delay gratification; to regulate one's moods and keep restlessness from swamping one's ability to think; sensitive and hopeful. In 1997, Goleman redefined Emotional Intelligence as the ability to recognize our own feelings and those of others in order to motivate ourselves and successfully manage emotions in ourselves and in our relationships with others. The most widely accepted scientific definition of EI is the ability to monitor one's own and others' emotions, discriminate between them, and use the information to guide one's thinking and actions. Studies suggest a strong link between EI and effective management of work-life balance. Exploring this relationship in the context of Albania's evolving work and family dynamics could provide practical implications for HR policies aimed at improving employee well-being and productivity.

### **Balance between work and life/family**

The concept of work-life balance (WLB) emerged in the late 1970s to describe the equilibrium between an individual's work and personal life. With significant shifts in the working world—from traditional 9-to-5 schedules to 24/7 operations—the term quickly gained global recognition. Research has highlighted various aspects of WLB, including its impact on work-related outcomes (e.g., job performance, satisfaction), non-work-related outcomes (e.g., life and family satisfaction), and stress-related outcomes (e.g., emotional exhaustion, anxiety) (Faguy, 2012). Emotional intelligence (EI) plays a crucial role in achieving successful outcomes regarding work-life balance for employees. Studies have shown that EI is linked to effective emotional assessment, expression, and regulation, which are essential for navigating work and personal life. Additionally, enhancing emotional intelligence alongside technical skills has been found to increase productivity and motivation in the workplace (Ravichandran et al., 2011).

Furthermore, achieving work-life balance involves deliberate organizational changes aimed at reducing work-life conflict and enabling employees to be more effective in various roles. The transition from viewing work-life balance practices solely as a means to accommodate individual employees to recognizing their contribution to organizational performance is an ongoing paradigm shift. The importance of work-life balance has intensified in recent years due to demographic changes and workplace transformations, such as increased female participation in the workforce, changes in family structures, and advancements in technology. Organizations are under pressure to implement various practices to facilitate employees' efforts in fulfilling both their professional and personal commitments. Efforts to enhance work-life balance are crucial in human resource management and have garnered considerable attention from employers, employees, government bodies, academic researchers, and the media (Saraswat & Choudhary, 2017).

Research indicates EI enhances team performance, primarily studied in Western, individualistic settings. Investigating this in Albania could determine if higher EI similarly benefits teams in more collectivist cultures, offering valuable insights for enhancing team dynamics.

### **The relationship between emotional intelligence and work-life balance in employees**

Conflicts between work and family obligations are common in today's fast-paced world. Cole (2004) discusses how employees often struggle to balance the demands of their jobs with those of their families, leading to two types of conflict: work-family conflict and family-work conflict. The former occurs when work demands interfere with family responsibilities, while the latter happens when family obligations disrupt work tasks. Adebola (2005) highlights that excessive work demands are a primary cause of family-work conflict, which can result in negative outcomes for family life. Conversely, family demands primarily influence work-family conflict and can predict negative work outcomes. These conflicts have far-reaching consequences, affecting not only work attitudes and outcomes but also family well-being. Grant-Vallone & Donaldson (2002) outline a myriad of effects stemming from family-work conflict, including stress, depression, physical illnesses, lower life satisfaction, and poor work performance. These repercussions underscore the importance of addressing work-family conflict to promote overall well-being.

Kahn et al. (1964) provide the foundational definition of work-family conflict, describing it as the tension individuals experience between their work roles and other life roles. This conflict arises when demands from one domain encroach upon the ability to fulfill responsibilities in another domain. Netmeyer et al. (1996) expand on this by distinguishing between family-work conflict and work-family conflict, emphasizing the bidirectional nature of these conflicts. Several studies support the positive relationship between emotional intelligence and work-life balance. For example, Sharma (2014) found that emotional intelligence is a key determinant of employee stability and organizational development. Similarly, Bina and John (2014) suggest that managers with higher emotional intelligence handle family-work conflict more effectively.

### **Methodology**

Research methodology involves describing, explaining, and justifying the various methods used in a study. It encompasses the methods through which knowledge is acquired, addressing the cognitive processes involved in research. It determines the procedures researchers employ to describe, explain, and predict different phenomena. Methodology encompasses selecting qualitative or quantitative research strategies to enrich the scientific inquiry process and enable a deeper understanding of the topic. Primary data, gathered through online questionnaires, were analyzed descriptively and statistically. Three hypotheses were developed and tested.



Regarding data collection, both primary and secondary data were utilized. Primary data, collected through online questionnaires, provided firsthand, unprocessed information to test hypotheses and understand factors related to emotional intelligence, work-life balance, and life quality. Secondary data, gathered from various foreign sources, enriched the literature review.

The study employs a descriptive research design to understand and explain phenomena occurring at a specific time and place. A voluntary sampling method was used, allowing anyone interested to participate. Only the differentiation between public and private sector employees was made. Limitations of the study will be addressed in the final chapter. Quantitative methodology aims to provide numerical answers to phenomena through data collection, processing, and statistical analysis. It uses investigative strategies like surveys or experiments. This study employs a survey to gather quantitative data and statistically process them to answer research questions, test hypotheses, and understand the relationship between Emotional Intelligence, Work-Family Conflict, and Life Quality. The study population consists of employees in Tirana city, utilizing voluntary online survey participation. A sample size of 140 participants was determined, considering a 5% margin of error. The survey consisted of four main sections covering demographic information and Likert scale questions related to Emotional Intelligence, Work-Family Conflict, and Life Quality. Data were collected through an online survey over a two-week period. Descriptive and statistical analyses were conducted using SPSS version 25, presenting results in tabular form.

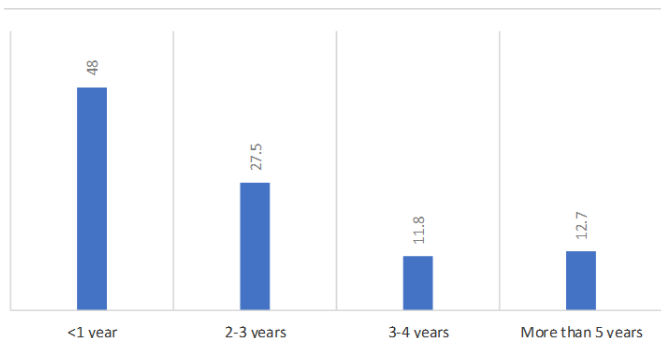
The technique for our study on emotional intelligence, work-life balance, and life quality among Tirana employees consisted of a combination of volunteer sample and online surveys, which were analyzed using SPSS. This technique was chosen because of its capacity to collect data swiftly and effectively from a varied working population in Tirana's urban context, assuring broad representation and accessibility. Voluntary sampling was well-suited to our ethical research paradigm, which prioritized informed consent and participant autonomy. The use of online questionnaires enabled a systematic form of data collecting, resulting in consistent replies that are critical to the validity of our research. Furthermore, online approaches cater to participants' convenience, boosting the chance of better response rates and more honest answers. Using SPSS for the study allowed for rigorous statistical testing and validation of the assumptions, resulting in a strong framework for both descriptive and inferential analyses. This approach was not only consistent with the research aims, but it also satisfied high ethical standards, assuring the findings' dependability and relevance to the larger population of Tirana's workforce. Overall, the study adopts a mixed-method approach, employing both qualitative and quantitative methodologies to achieve its objectives.

## Findings

### Demographic analysis

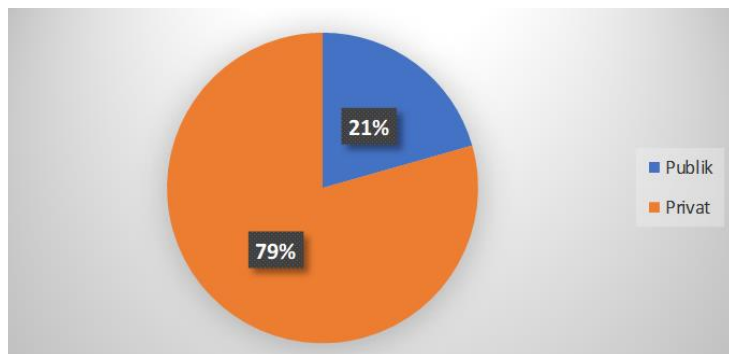
The majority of respondents in this study were female (74.5%), and only 25.5% of the study group was represented by males. The age of respondents in the study was mostly between 18-25 years old (40.2%), followed by 26-30 years old (35.3%). Fewer of the respondents belonged to the age group of 31-35 years (24.5%). The professional master's degree was the most frequent level of education among the respondents of this study with 44.1%, followed by higher education at the scientific master's level 43.1%. Only a few of the respondents had completed only the Bachelor's level of studies with 12.7% of the group.

### Graph 1. Duration of current job



Respondents were also asked how many years they had in their current job (48%). Most of them had been in their current job for 1 year or less. Followed by a period of 2-3 years in the current work with 27.5% of sampling. Only 24.5% of the sample had 3 years or more in their current job at the time of conducting the study.

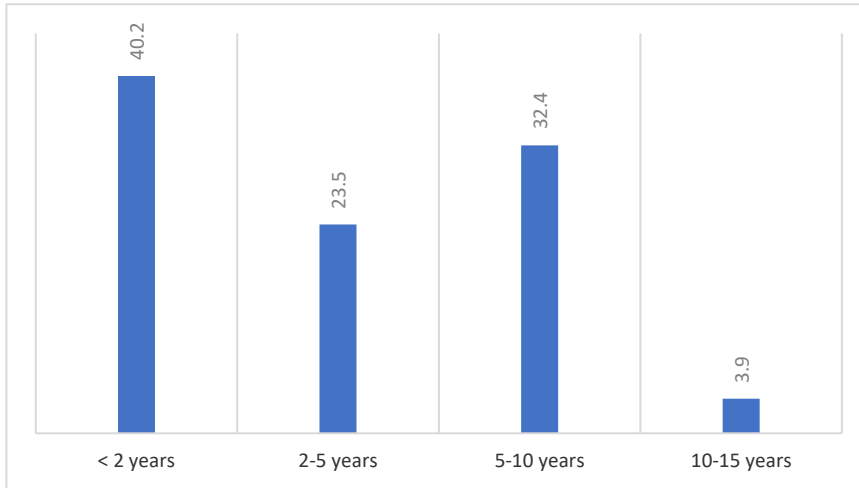
### Graph 2. Sector





Most of the respondents worked in the private sector with 79.4% of the sample and only 21% of the sample consisted of workers who worked in the public sector.

### Graph 3. Overall work experience



The last question addressed to the respondents in this study was related to the overall work experience of the respondents. The results, as we can see from the table, most of them had 2 years or less of general work experience. Of course, this is also explained by the fact that most of the respondents in this study belonged to a young age group, 15-25 years old, which affects the general work experience of the respondents. 32.4% of the respondents, on the other hand, had 5-10 years of work experience and only 3.9% of the group had a higher work experience of 10-15 years. The demographic data of the respondents shows that the study consists of a sampling with a young age group, newly familiar with work and as such may still be trying to balance not only work-family conflicts but also to manage emotional intelligence at the workplace.

### The level of emotional intelligence among respondents

In order to determine the final degree of the emotional intelligence level of the respondent in the study, below is presented the result of the collection of points for each of the respondents, presenting it in average descriptive values. The measuring instrument administered to the respondents presented, as we can see from the table below, a questionnaire with 33 questions, in which the questions ranged on a Likert scale from 1 point - Completely disagree, to 5 points - Completely agree, which results from a minimum of 33 points of the instrument's total points to a maximum of 165 points. Minimum scores are attributed to a low Emotional Intelligence of the respondents, while maximum scores to a high Emotional Intelligence. Meanwhile, the following table presents the results of the respondents and the self-perceived levels

of the respondents regarding their Emotional Intelligence. From the results of our respondents, we see that their scores vary from 61 points as a minimum, to 140 points as a maximum. With an overall average of 118.5 points. So, we see that our respondents express an emotional intelligence above average, generally the respondents have high emotional intelligence.

**Table 1. Summary descriptive analysis of Emotional Intelligence among respondents**

	N	Min	Max	Mes.	Standard Deviation
Emotional intelligence	102	61.00	140.00	118.5392	20.06508
N	102				

The study found that respondents demonstrated high emotional intelligence, likely influenced by their culture, strong sense of belonging, socio-cultural context, socioeconomic status, and high academic education. Participants, all having completed higher studies, indicated above-average emotional intelligence, suggesting that these factors serve as stimuli rather than limitations to emotional intelligence development.

**Level of Family - Work conflict (FWC) among respondents**

On the other hand, this table summarizes the Family - Work conflict (FWC) of the entire sample selected for this study. At the questionnaire level, this dimension, with a total of 16 statements, is presented with a minimum score of 16, which would translate into an absolutely minimal impact of family issues and problems in the working life of workers, up to a maximum of 80 points, which translates into an extremely high impact of home conflicts, which are transmitted to a large extent in everyday working life.

**Table 2. Summary descriptive analysis of the first Dimension of Family-Work conflict (FWC) among respondents**

	N	Min	Max	Mes.	Standard Deviation
FWC conflict	102	16.00	57.00	38.9020	11.92178
N	102				

Meanwhile, we see from the table above that the respondents of this study present a score with a minimum of 16 points, a maximum of 38 points and an overall average of 38 points. Respondents expressed in total an average impact of Family-Work conflict (FWC).

### The level of Work - Family conflict (WFC) among respondents

Further, the next section in the questionnaire sought to analyze the Work-Family Conflict (WFC) among the study respondents. This section consisted of a total of 14 statements. At the questionnaire level, this second dimension, with a total of 14 statements, is presented with a minimum score of 14, which would translate into a minimal impact of work problems on the workers' family life, up to a maximum of 70 points, which translates into an extremely high impact of work conflicts, which are conveyed to a large extent in the daily family life of the respondents. On the other hand, as regards the generalized results within the entire sampling of this study, we see from the table below that the respondents have a minimum score of 19 points and a maximum of 55 points. The average is presented with 39 points. We see, therefore, that the respondents' express levels above the average regarding the Work-Family conflict (WFC) dimension.

**Table 3. Summary descriptive analysis of the first Work-Family Conflict (WFC) Dimension among respondents**

	N	Min	Max	Mes.	Standard Deviation
WFC conflict	102	19.00	55.00	39.9706	12.11533
N	102				

### Level of satisfaction and quality of life among respondents

The last section of the questionnaire addressed to the respondents in this study consisted of questions that sought to investigate the satisfaction and quality of life of the respondents taken in the study. This section consisted of 15 questions in total, a shortened version of the original questionnaire (QOL), which had a scoring rate ranging from a minimum of 15 points, where respondents would have a very low quality and satisfaction with life and a maximum of 75 points, which would translate into a high overall satisfaction with life, and a more pleasant quality of life.

If we look at the summary table with descriptive data of the Quality of Life among the respondents of this study, we see that the scoring values range from 30 minimum points to 74 maximum points which is close to the maximum scoring of this questionnaire. Also, the overall score goes to 56.3.

**Table 4. Summary descriptive analysis of the level of Quality of Life among respondents**

	N	Min	Max	Mes.	Standart Deviation
Quality of Life	102	30.00	74.00	56.3137	9.82519
N	102				

The results show us that, in general, the respondents express themselves very satisfied and with levels above the average, too high in the self-perceived satisfaction and quality of their lives.

## **Discussion**

In the discussion section of our study on emotional intelligence, work-life balance, and life quality among employees in Tirana, it is essential to consider how these factors intertwine with the broader socio-economic, social, and cultural contexts of Albania.

Albania's economic climate, which includes competitive employment markets and a transitional economy, has an undeniable impact on employee emotional intelligence and work-life balance. Employees in a competitive job market may face greater stress, which can reduce emotional intelligence and undermine work-life balance. Improving emotional intelligence may be a deliberate solution to these difficulties, thereby increasing staff resilience and productivity. Policies that promote mental health resources and emotional intelligence training in the workplace might be extremely beneficial in this area.

Traditional Albanian values, which emphasize family duties, can have a substantial influence on individuals' emotional intelligence and work-life balance. This cultural context may increase work-life problems, especially in situations where familial commitments are crucial. The government and community groups might address these issues by launching initiatives that promote work-life integration, such as community centers that offer after-school activities, which would assist to ease the load on working parents.

Given that the majority of our study's respondents are women, it is critical to address how social expectations regarding gender roles may influence their work-life balance and emotional intelligence. Albanian women, who are frequently required to balance professional obligations with traditional household roles, may encounter specific challenges that impact their job satisfaction and general well-being. Policies that promote gender equality in the workplace, such as fair maternity and paternity leave and flexible working arrangements, may help to alleviate these gaps.

Local firms should incorporate these insights into their operational and human resource strategy. Implementing techniques to routinely assess and develop employee emotional intelligence may result in greater work-life conflict resolution and job satisfaction. Such techniques might be especially useful in Albania, where economic and social changes are disrupting established employment patterns.

## **Conclusions and Recommendation**

In today's world, employees face numerous challenges in the workplace. Globalization, new technologies, and business restructuring in the current century challenge established work and workplace models, imposing new burdens on

individuals and their families. Workplaces are becoming increasingly dynamic, with frequent changes impacting the mental and emotional health of employees. As such, they require a type of intelligence beyond technical and intellectual abilities like IQ—a better management of human emotions. This type of intelligence is called Emotional Intelligence (EI). The definition of emotional intelligence has evolved, causing uncertainty in its fundamental determination. The theory identified to support this research was the theory of multiple intelligences, as well as the augmentation theory. Both theories provide a basis for exploring how emotional intelligence is likely to play a role in employees' work. Emotional intelligence, particularly its connection to quality of life at work and beyond, is a growing subject of interest in organizational and scientific research.

Work-life balance practices involve intentional organizational changes in programs or organizational culture aimed at reducing work-life conflict and enabling employees to be more effective in their roles. Shifting from viewing work-life balance practices solely as a means to accommodate individual employees to recognizing their contribution to organizational performance and employee engagement is a significant paradigm shift still in progress. Increased competition and demands between work and home responsibilities have gained added importance for employees in recent years due to significant demographic and workplace changes.

Emotional Intelligence (EI), conflicts, and the balance between work and life, as well as Quality of Life, are interconnected variables that significantly influence each other and organizational success. Human resource teams and management should take the initiative to enhance and improve employees' emotional intelligence skills. Improved emotional intelligence skills will help individuals better understand and manage not only their own emotions but also those of others, leading to the delivery of high-quality services/products. Therefore, it is essential for managers to bridge emotional intelligence and work-life balance to enhance employees' quality of life at work. Sound work-life balance policies have the potential to improve employee morale, job satisfaction, performance levels, and reduce absenteeism.

Emotional intelligence is an effective way to integrate, enhance, and ensure a better life both at work and in family life. Recognizing the potential and talent that employees bring and appreciating the change they bring to the workplace is essential for organizational success. Managers and owners should focus on developing, formulating, and implementing the best work-life balance policies to build a sustainable and enriching organization. Educating emotional intelligence and making employees feel valued should be embraced by all organizations.

Regarding the recommendations, there are three main dimensions in which we can address them. First and outermost, for human resources managers, it is advisable to establish a semi-annual training program focusing on emotional intelligence. This program should be facilitated by experts in the field and supplemented by follow-up sessions to ensure the retention and application of acquired skills and concepts.

Furthermore, introducing motivational incentives such as "Flex Fridays," where employees may opt to work remotely or leave early, could prove beneficial. The effects of such incentives on productivity and employee satisfaction should be meticulously monitored to assess their effectiveness and make necessary adjustments. On the other hand, policymakers should consider the formulation of regulations that mandate a minimum quota of remote working days per month for businesses, thereby standardizing this practice across various sectors. This policy would not only support employee flexibility but also promote a better work-life balance. Additionally, the allocation of funds to incorporate emotional intelligence into educational curriculums would be prudent. Such funding should support the training of teachers and the development of necessary educational resources, thereby embedding emotional intelligence early in educational pathways. And finally, employees, should constantly be encouraged to engage in self-improvement and professional development by utilizing online educational platforms such as Coursera or Udemy. Through these platforms, employees can access courses specifically designed to enhance emotional intelligence, which could then be applied within their work environments. Moreover, initiating mechanisms for direct communication with management, such as discussion forums or suggestion boxes, can provide employees a voice to express their needs concerning work-life balance and other workplace issues.

These recommendations are designed design an environment where emotional intelligence is enhanced, work-life balance is achieved, and both employee satisfaction and productivity are increased.

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