Impact of Emotional Intelligence on Work Life Balance – A Global Perspective

*Janet Bina Money
**Dr. A. John Peter

*St. Joseph's College, (Autonomous), Tiruchirappalli- 3
**St. Joseph's Institute of Management, Tiruchirappalli-3

Abstract

The increasing work pressures, globalization and technological advancement have made work-life balance an issue with both sexes. Life includes various pursuits like wealth, career, family, social obligation, spirituality, health etc. A perfect balance life for an employee needs a careful synchronization and juggling of the mentioned quests, and this juggling leaves the employee stressed. Most people in organizations today undergo emotions of crumbling trust, jarring uncertainty, stifled creativity, distance between managers and co-workers, and vanishing loyalty and commitment. Thus emotions play a vital role in our life. These emotions need to be well known and managed by reason. Emotional Intelligence is the conscious management of our own emotions. Its Knowledge and practice can provide personal and interpersonal benefits. Emotional Intelligence calls upon the employees to increase their emotional self-awareness, emotional expression, creativity, increase tolerance, increase trust and integrity, improve relations within and across the organization and thereby increase the performance of each employee and the organization as a whole. "Emotional intelligence is one of the few key characteristics that give rise to strategic leaders in organizations". It determines the potential for learning the practical skills that are based on its five elements: self-awareness, motivation, self-regulation, empathy, and adeptness in relationships. Emotional intelligence helps improve individual and organizational performance. It plays a significant role in the kind of work an employee produces, and the relationship a person enjoys within the organization and outside. This paper is an attempt to review the various researches in the field of Work Life balance and how Emotional Intelligence plays a significant role in balancing work and family related outcomes.

Introduction

Globalisation, new technologies and business restructuring, challenges long established patterns of paid work imposing new burdens on families, individuals and households. Consequently, men and women are questioning the impact of factors such as long working hours, high stress levels, low energy, extended travel, etc., in a society filled with conflicting responsibilities and commitments; work/life balance has become a predominant issue in the workplace. Traditionally, men have performed career and economics jobs. Women have engaged with household duties to help the family (Barnett and Hyde, 2001). However, this trend has changed with the dual – career households. When they are occupying multiple roles, they are more likely to experience inter-role conflicts (Boyar, Maertz Jr., & Pearson, 2005). According to Cole (2004), this conflict can be happened when the employees put more efforts to fulfill their work demands instead of fulfilling their family demand or vice versa. This conflict may occur as work to family conflict or family to work conflict. Adebola (2005) stated that excessive work demands are the main cause for work family conflict and it affects for negative family outcomes. On the other hand, family demand

1

primarily affects for family work conflict and it predicts negative work outcomes. Ultimately, these conflicts negatively affect for the work attitudes, work outcomes and family life. According to Grant-Vallone & Donaldson (2002) "increased levels of stress, depression, physical ailments, somatic complaints, lower life satisfaction, lower quality of family life, lower energy levels, poor job performance, psychological distress, lower job satisfaction, lower organizational commitment, lower life satisfaction, withdrawal behavior, (Balmforth & Gardner, 2006; Britt & Dawson, 2005) , burnout (Brough et al., 2005), poor health and wellbeing (Mesmer-Magnus & Viswesvaran, 2005; Noor, 2004) are the effects of work family conflict.

Kahn, Wolfe, Quinn, Snoek, and Rosenthal (1964) have given first definition for the work family conflict and conceptualized as "the interrole conflict people experienced between their work roles and other life roles."

(Greenhaus & Beutell, 1985) Later suggested that "work-family conflict occurs when demands from one role affects one's ability to meet the demands associated with another role in another domain".

Other researchers considered work family conflict as two different but related forms of interrole conflict. It focuses the interference of the work to family and family to work (Netemeyer, Boles & McMurrian, 1996). Netmeyer et al., (1996) have provided two separate definitions for work family conflict and family work conflict. They defined **work family conflict** as "a form of interrole conflict occurring as a result of general demands and strain created by the job interfering with one's ability to perform family related responsibilities". And he defined **family-work conflict** "as role conflict resulting from general demands and strain created by the family interfering with an employee's ability to perform responsibilities related to work" (Netemeyer et al., 1996). Frone et al., (1992) found that two separate construct are part of main work family construct because there was a strong relationship between work-family conflict and family-work conflict. Other researchers have supported this idea (Casper, Martin, Buffardi & Edwinds, 2002; Grzywacz & Marks, 2000; Kirchmeyer, 1993; O"Driscoll, Ilgen, & Hildreth, 1992).Based on these findings, it can be concluded that work family conflict is a bi directional construct (Frone 2003; Grzywacz & Marks, 2000).

There is no single framework or perspectives universally accepted which describes the work family intersection research (Pitt-Catsouphes et al., 2006).

The knowledge regarding work-life balance relies on various theoretical frameworks which include spillover, compensation, resource drain, enrichment, congruence, work-family conflict, segmentation, facilitation, integration, and ecology theories (Clark, 2000; Edwards & Rothbard, 2000; Frone, 2003; Frone, Russell, & Cooper, 1992; Greenhaus & Powell, 2006; Zedeck & Mosier, 1990).

(Googins, 1991) believed that an approach to work and family that includes all parties and shared responsibility will yield greater results in both domains than solutions created in isolation.

Balancing work family role is the best strategy that can be used to minimize the work family conflict.

Studies show that emotional competence accounts for as much at 75% of success in work and social life. Many of the factors evaluated in the assessment centers past and present include social and emotional competencies including communication, sensitivity, initiative, and interpersonal skills (Thornton & Byham, 1982)

The changes in society and work organization which have taken place over recent years, and which are continuing, mean that there are new requirements of today's and tomorrow's organization leaders and members, and they all demand emotional intelligence. Figure 1.1 sets out the societal changes and the new organizational requirements to which they are giving rise.

- Globalization + Competition   Need for Higher productivity
(From fewer staff working better together)
- Competition + Rate of change   Need for Creativity and flexibility
- Team working Need for Relationship management
- Collaborative working   Need for Relationship management
- Movement from things to people   Need to Move from management to leadership.
- Labor mobility + People as assets   Need to Motivate
- People as assets   Need to Develop
- Specialization (e.g. customer service)   Need to Engage whole of fullyrounded person.
- Delayering + Stress   Need for Self-management
- Removal of bureaucracy and hierarchy Need for Self and relationshipManagement.
Fig. 1.1.Societal Changes and New Organizational Requirements

Research on emotional intelligence can be traced back to the Gardner's research on multiple intelligences (1983), although the term was originally submitted in an unpublished dissertation (Payne, 1986). Mayer and Salovey went on to define emotional intelligence (EI) in cognitive-emotional terms and designed a model that focused on individual abilities. In 1995, Daniel Goleman opened the eyes of the world about the concept of Emotional Intelligence. He defined Emotional Intelligence under the trait perspectives or mixed model as "one's ability to motivate oneself and persist in the face of frustration; to control impulses and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; to empathize and to hope. In 1997, Goleman redefined Emotional Intelligence as "the capacity for recognizing our own feelings and those of others for motivating ourselves and for successfully managing emotions in ourselves and in our relationship with others".

The most widely accepted scientific definition of EI is "the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions" (Salovey & Mayer,1990, p. 189).

Emotional intelligence is the basis for personal qualities such as self- confidence, personal integrity, knowledge of personal strengths and weaknesses, resilience in times of change or adversity, self- motivation, perseverance and the knack of getting along well with others. In work environments that constantly change, high levels of EI are required for

3

successful interfacing among professionals and improving productivity. Most of the authors on the topic note that in order to be a well society (or family member, spouse, employee, etc.), one must possess both traditional intelligence (IQ) and emotional intelligence.

	Self (Personal Competence)	**Other** (Social Competence)
Recognition	**Self-Awareness** - Emotional self-awareness - Accurate self-assessment - Self-confidence	**Social Awareness** - Empathy - Organizational awareness - Service
Regulation	**Self-Management** - Emotional self-control - Transparency - Adaptability - Achievement - Initiative - Optimism	**Relationship Management** - Inspirational leadership - Influence - Developing others - Change Catalyst - Conflict management - Building bonds - Teamwork and collaboration

Fig 1.2 .Daniel Goleman – EQ Model.

Goleman (1998) concludes that the major qualities differentiating successful from unsuccessful executives are the competencies underlying (or presumably nested within) EI. Failing executives, apparently, have poorer emotional control, despite strengths in cognitive abilities and technical expertise.

The Three Layered Cake: Emotional Intelligence is like a three layer cake

The Top Layer represents the overall part of us. What we do? Specific, learnable, Behavior patterns. It can be easily changed by attending training course, adept new patterns of behavior etc. The Bottom layer represents the fixed parts of us. It includes behavior that are inborn or the result of very early learning. It can be changed but involves many years of psychotherapy or personal development.

The Middle Layer is where the essence of Emotional Intelligence resides. It includes one's beliefs, values, attitudes etc. It is changeable.

A Model of Health Happiness and Success

Emotional Intelligence is the key and that health, happiness and success are generated by the two related factors Self Esteem and Self Confidence.
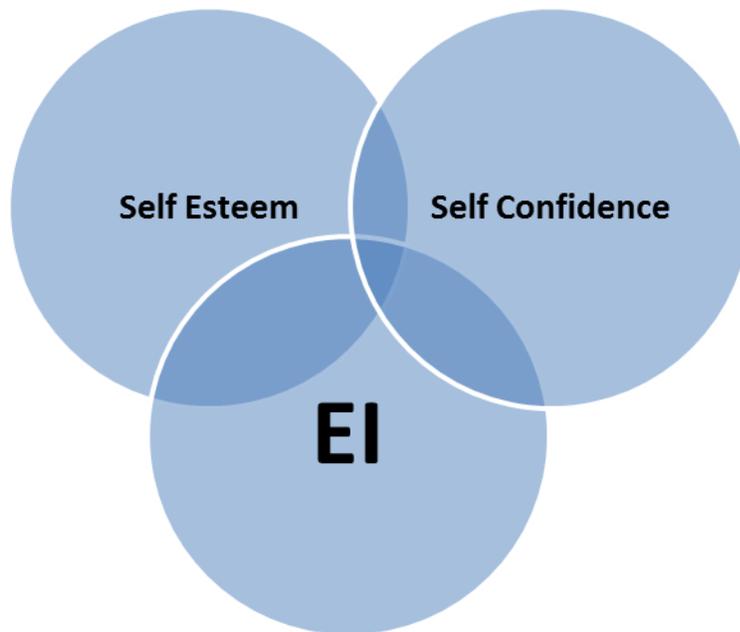
Fig.1.3. Model for Health, Happiness and Success.

Emotional Intelligence leads to Overall Performance.

Emotional Intelligence integrates Feelings, Thinking and Doing. It is the habitual practice of thinking about feeling and feeling about thinking when choosing what to do.
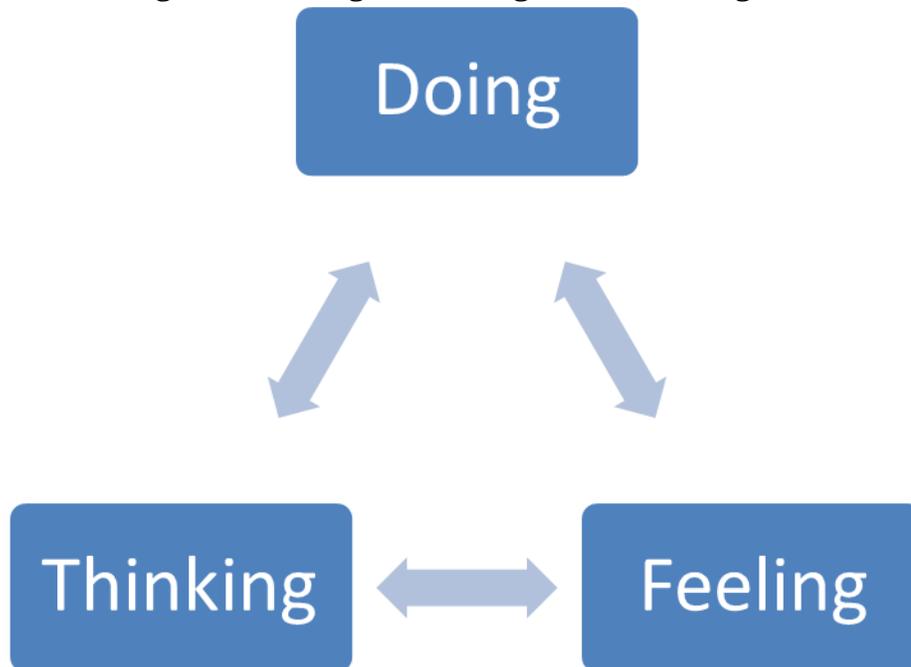

Fig.1.4.

The connection between good life outcomes and emotional intelligence:

5

- Emotional intelligence is composed of intrapersonal intelligence and interpersonal intelligence.
- Intrapersonal intelligence is what you need for effective self-management.
- Interpersonal intelligence is what you need for effective relationship management.
- Effective self-management plus effective relationship management leads to effective overall performance.

Therefore, emotional intelligence leads to effective performance.

Carmeli (2003) found that highly emotional intelligent senior managers handle work family conflict more carefully than the low emotional intelligent managers. Sjoberg (2008) found that emotional intelligence has significant negative relationship with work to family conflict and family to work conflict. As a result of that emotionally intelligence has positively associated with better life and work balance. Similarly, Biggart, Corr, O"Brien and Cooper (2010) pointed out that "fathers who are able to regulate their emotions experience less work–family conflict."

According to Lenaghan, Buda, and Eisner (2007) the ability of the individuals to perceive, understand and manage their emotions would help to balance the work family life. Akintayo (2010) found that emotional intelligence workers can manage their work family role conflicts effectively in work organizations in Nigeria. Mikolajczak, Menil, & Luminet, (2007) suggest that "high trait emotional intelligent individuals employ better emotional responses in dealing with and managing stressful effects of emotional dissonance experienced at work" because in general, emotional intelligent employees are highly motivated with their work and family activities. They can meet their role demands without experiencing much stress. These individuals can understand others" emotions". They can make better bonds with people around them and also they are empathetic towards others. Therefore, they can balance their work – family activities.

References

1. Adebola, H.E. (2005). Emotional expression at workplace: Implications for work-family role ambiguities. *Journal of Applied Sociology & Psychology*, 32:21, 102-115.
2. Akintayo, D. I. (2010). Work-family conflict and organization commitment among industrial workers in Nigeria. *Journal of Psychology and counseling*, *2*(1), 1-8.
3. Balmforth, K., & Gardner, D. (2006). Conflict and Facilitation between Work and Family: Realizing the Outcomes for Organizations. *New Zealand Journal of Psychology*, 35:2, 69-76.
4. Barnett, C.R. & Hyde, J.S. (2001). Women, men, work, and family: An expansionist theory. *American Psychologist, 56*:10 781-796.
5. Biggart, L, Corr, P, O'Brien, M, Cooper, N. (2010) *Trait emotional intelligence and work–family conflict in fathers, Personality and Individual Differences,* 48, 911–916
6. Britt, T.W., & Dawson, C.R. (2005). Predicting Work-Family Conflict from Workload, Job Attitudes, Group Attributes, and Health: A Longitudinal Study. *Military Psychology, 17*:3, 203-227.

7.   Boyar, S. L., Maertz Jr., C. P., & Pearson, A. W. (2005). The effects of work-family conflict and family-work conflict on nonattendance behaviors. *Journal of Business Research*, 58:7, 919-925.

8.   Brough, P., O‟Driscoll, M.P., & Kalliath, T.J. (2005). The ability of „family friendly‟ organizational resources to predict work-family conflict and job and family satisfaction. *Stress and Health, 21*, 223-234.

9.   Carmeli, A. (2003). The relationship between emotional intelligence and work attitudes, behavior and outcomes. *Journal of managerial psychology*, 18,788-813

10. Casper, W.J., Martin, J. A., Buffardi, L.C., & Erdwins, C. J. (2002). Work-family conflict, perceived organizational support, and organizational commitment among employed mothers. *Journal of Occupational Health Psychology, 7,* 99-108.

11. Clark, S.C. (2000). Work/family border theory: a new theory of work/life balance. *Human relations*, Vol.53 No. 6, pp 747-770.

12. Cole, D..W (2004). Social reflection on women playing dual roles: An assessment of women in leadership positions, *Journal of Gender. Studies*, 7 :2, 126.132.

13. Edwards, J.R., and Rothbard, N.P. (2000).Mechanisms Linking Work and Family: Clarifying the Relationship between Work and Family Constructs. *Academy of Management Journal*, Vol 25 No.1, pp 178- 199.

14. Frone, M. R., Russell, M. & Cooper, L. M. (1992).Antecedents and outcomes of work-family conflict: testing a model of the work-family interference, *Journal of Applied Psychology,* 77, 65-78.

15. Frone, M.R (2003). Work-family balance. In J.C.Quick and L.E Tetrick (Eds.) *Handbook of occupational Health Psychology*.pp-143- 162.Washington, DC: American Psychological Association

16. Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.

17. Goleman, D. (1995). *Emotional intelligence,* New York: Bantam Books.

18. Goleman, D. (1998). What makes a leader? *Harvard Business Review*, 76, 93-115.

19. Googins, B. K. (1991). *Work/Family Conflicts: Private Lives-Public Responses.* New York: Auburn

20. House.

21. Grant-Vallone, E.J., & Donaldson, S.I.(2002).Understanding self-report bias in organizational behavior research, *Journal of Business and Psychology,17:2,245-260.*

22. Greenhaus, J. H., & Beutell, N. J. (1985). Sources of conflict between work and family roles, *Academy of Management Review,* 10, 76-88.

23. Greenhaus, J. H., and Powell, G. N. (2006). When work and family are allies: A theory of work–family enrichment. *Academy of ManagementReview,* Vol.3*, .pp.* 72-92.

24. Grzywacz, J.G., & Marks, N. F. (2000). Reconceptualizing the work-family interface: An ecological perspective on the correlates of positive and negative spillover between work and family. *Journal of Occupational Health Psychology, 5,* 111-126

25. Kahn, R. L., Wolf, D. M., Quinn, R. P., & Rosenthal, J. D. (1964). *Organizational stress: Studies in role conflict and ambiguity.* Wiley, New York.

26. Kirchmeyer, C. (1993). Nonwork-to- work spillover : a more balanced view of the experiences and coping of professional women and men. Sex Roles: *A Journal of Research*, 28, 531- 553.

27. Lenaghan, Janet A. Buda, Richard, & Eisner, Alan B. 2007. *An Examination of Emotional Intelligence in the Balance between Work and Family*. Journal of Managerial Issues, Volume 19, No. 1, pages 76-94.

28. Mesmer-Magnus, J., & Viswesvaran, C. (2005). Convergence between measures of work-to family and family-to-work conflict: A meta-analytic examination. *Journal of Vocational Behavior,* 67, 215-232.

29. Mayer, JP and Salovey, P. (1997). What is emotional intelligence? Emotional development and emotional Intelligence: Educational implications, NY: Basic Books.

30. Mikolajczak, M., Menil, C., & Luminet, O. (2007). Explaining the protective effect of trait emotional intelligence regarding occupational stress: exploration of emotional labour processes. *Journal of Research in Personality*, *41*, 1107-1117

31. Netemeyer, R. G., Boles, J.S., & McMurrian, R. (1996). Development and validation of work family conflict and work-family conflict scales. *Journal of Applied Psychology, 81,* 400-410.

32. Noor, N.M. (2004). Work-Family Conflict, Work- and Family-Role Salience, and Women‟s Well-Being. *The Journal of Social Psychology, 144*:4, 389-405.

33. O‟Driscoll, M. P., Ilgen, D. R. & Hildreth, K. (1992).Time devoted to job and off-job activities, interrole conflict and affective experiences, *Journal of Applied Psychology*, 77, 272-279.

34. Payne, WL. (1986). *A study of emotion: Developing emotional intelligence; Self-integration, Relating to Fear, Pain and Desire.* Dissertation Abstracts International, 47, p. 203A

35. Pert, C.B. (1997) *Molecules of Emotion*, Prentice-Hall

36. Pitt-Catsouphes, M., Kossek, E. E., and Sweet, S. (2006). *The work and family handbook: Multi-disciplinary perspectives and approaches*.Mahwah, NJ: Lawrence Erlbaum. Associates, Publishers, pp.1.

37. Salovey, P., & Mayer, J.D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, *9*, 185–211.

38. Sjöberg, L., Svensson, E. and Persson, L.-O. (1979), *The measurement of mood. Scandinavian Journal of Psychology*, 20: 1–18.

39. Thornton, G.C. &Byham, W.C. (1982).Assessment Centres and Managerial Performance, NewYork: Academy Press.

40. Zedeck, S. and Mosier, K. (1990). Work in the family and employing organization. *American Psychologist, Vol.4* .pp 240-251