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## Emotional intelligence on work life balance among professionals

**J Vidhya**

### Abstract

The changing nature of the global economy of organizations expects the employees to operate on a 24×7 schedule. In the last few decades, there has been a dramatic increase in the amount of research devoted to understanding the linkages between work and family and / or personal life. There is increasing need to balance work and life for optimizing a perfect balance. The term ‘work-life balance’ was first coined in 1986. Work life balance refer to a person’s life outside work and is just as important as their working life and that the time a person spends working should be balanced with their domestic life. Teaching is a noble profession and teachers play an important role to shape the destiny of the nation and strive to achieve the best. At the same time their domestic role and personal life too is important. Hence, the need for the study to find the impact of work life balances on health. (Rao Bhujanga P. 2005).

**Keywords:** work life balance, profession, impact of health

### 1. Introduction

Globalization, overload of Information and communication and Technology have given rise to a very serious problems in the life of a working professional that is Work Life Imbalance. Emotional Intelligence and Work Life balance are two concepts of high interest in the modern work environment. Especially in the present environment they serve as a competitive edge in Individual and Organizational Life. Also in this century rapid changes in working environment, multi cultural diversity, changes in demography have made it difficult for the average person to adopt and sustain in the global scenario (Singh, S. 2013) [28].

### 2. Emotional intelligence

Emotional intelligence is a part of the genetic makeup of an individual but as with any intelligence this too can be developed. E I improves individual and organizational performance. It plays a significant role in the work of an employee, and the relationship he or she enjoys in the organization. Emotional Intelligence (EI) describes the ability, capacity, skill or, a self-perceived ability to identify, assess, manage and control the emotions of one’s self, of others, and of groups. Emotional intelligence is considered to play a crucial role in the modern work life. Its principles help in evaluating employee behaviour, management styles, attitudes, interpersonal skills and potential. It is also considered to have great relevance in areas like job profiling, planning, recruitment and selection. Another major advantage of emotional intelligence is that it allows people to better understand and manage emotions. It also helps in understanding one’s own conduct as well as relationship with others. Psychological studies have shown that understanding and controlling emotions play significant role in gratifying one’s life and work environment. (Murthy, M.N, & Shastri, S. 2015) [19].

### 3. Work life balance

“Work-life balance is the term used to describe those practices at the workplace that acknowledge and aim to support the needs of employees in achieving a balance between the demands of their family (Life) and work lives”. Work Life Balance is a challenging issue for managers in all sectors and at all levels of one’s career and therefore has also attracted the attention of researchers. Work life balance, in its broadest sense, is defined as a satisfactory level of involvement or fit between the multiple roles in a person’s life.

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In this competitive climate, managing the boundary between home and work is becoming more challenging. This line is even thinner in the some industries, like the IT industry, where the norm now is to work from home and come to the office only when it is absolutely necessary. (Kumari Thriveni, K, 2011) [12]. A major reason for attrition at the highest levels of management is because of the inability of the employee to have a work life balance. Organizations not providing real opportunity for employees work/life balance are opening themselves up to increasing numbers of dissatisfied and unproductive employees and hence increased attrition rates. Merely creating a work/life policy framework is not enough; fostering an organizational Emotional Intelligence and Work Life Balance. (Halbesleben JR. 2007) [10].

**4. Concept and definition of emotional intelligence**

The EQ is the level of ability to understand other people, what motivates them and how to work cooperatively with them, Harvard theorist. Five major categories of emotional intelligence skills are recognized by researchers in this area. EQ is the level of ability to understand other people, what motivates them and how to work cooperatively with them, the influential. The Five major categories of emotional intelligence skills are given by are self-awareness, self-regulation, Motivation, Empathy, Social skills.

1. Ability model
2. Mixed model (Usually subsumed under trait EI)
3. Trait model

**Categories of emotional intelligence**

The Five major categories of emotional intelligence skills are recognized by researchers in this area. (Michael 2007) [32].

**1. Self-awareness:** the ability to recognize an emotion as it “Happens” is the key to your EQ. developing self-awareness requires tuning in to your true feelings. If you evaluate your emotions, you can manage them. The major elements of self-awareness are:

- Emotional awareness. Your ability to recognize your own emotions and their effects.
- Self-confidence. Sureness about your self-worth and capabilities (Santhosh, R.S. Jain, R. 2015).

**2. Self-regulation:** have little control over when experience emotions. A few of these techniques include recasting a

situation in a more positive light, taking a long walk and meditation or prayer. Self –regulation involves,

- Self controls. Managing disruptive impulses.
- Trustworthiness. Maintaining standers of honesty and integrity.
- Conscientiousness. Taking responsibilities for your own performance.
- Adaptability. Handling change with flexibility.
- Innovation. Being open to new ideas. (Valk, R., 2011)

**3. Motivation:** To motivate any achievement requires clear goals and a positive attitude. Although there may be predisposition to either a positive or a negative attitude, there should be effort and practice to learn to think more positively. Negative thoughts occur, reframe them in more positive terms which will help goals. Motivation is made up of:

- Achievement drive: Constants striving to improve or to meet a standard of excellence.
- Commitments: Aligning with the goals of the group of organization.
- Initiative: Readyng you to act on opportunities.

**4. Empathy:** The ability to recognize how people feel is important to success in life and career. The more skillful at discerning the feeling behind others signals the better to control the signals. An empathetic person excels at:

- Service orientation. Anticipating, recognizing and meeting client’s needs.
- Developing other. Sensing what others need to progress and bolstering their abilities.
- Leveraging diversity. Cultivating opportunities through diverse people.
- Political awareness. Reading a group’s emotional currents and power relationships.
- Understanding others. Discerning the feeling behind the needs and wants of others. (Sheel, S., Sindhwani, B.K. 2012).

**5. Social skills:** The development of good interpersonal skills is tantamount to success in life and career. In today’s connected world, everyone has immediate access to technical knowledge. Thus “people skills” are even more important now because one must poses a high EQ to better understand, empathize and negotiate with others in a global economy. (Vasanthi, S. 2013).

**Table 1:** Impact of family size, based on emotional intelligence of the selected professionals.

S. No	Dimensions of emotional intelligence	Based on family size	Sum of square	df	Mean square	F value
1.	Self-Awareness	Between Groups	22.164	2	11.082	.695 <sup>NS</sup>
		Within Groups	3140.056	197	15.939	
		Total	3162.220	199		
2.	Self-Management	Between Groups	181.839	2	90.920	2.905*
		Within Groups	6166.036	197	31.300	
		Total	6347.875	199		
3.	Social Awareness	Between Groups	21.638	2	10.819	.720 <sup>NS</sup>
		Within Groups	2960.237	197	15.027	
		Total	2981.875	199		
4.	Relationship management	Between Groups	26.884	2	13.442	.064 <sup>NS</sup>
		Within Groups	41144.396	197	208.855	
		Total	41171.280	199		
5.	Emotional-Intelligence total score	Between Groups	171.192	2	85.596	.289 <sup>NS</sup>
		Within Groups	58401.988	197	296.457	
		Total	58573.180	199		

**Table 2:** Impact of family income, based on emotional intelligence of the selected professionals.

S. No	Dimensions of emotional intelligence	Based on family income	Sum of square	df	Mean square	F
1.	Self-awareness	Between Groups	45.540	2	22.770	1.439 <sup>NS</sup>
		Within Groups	3116.680	197	15.821	
		Total	3162.220	199		
2.	Self-management	Between Groups	412.689	2	206.344	6.849 <sup>**</sup>
		Within Groups	5935.186	197	30.128	
		Total	6347.875	199		
3.	Social awareness	Between Groups	76.830	2	38.415	2.605 <sup>NS</sup>
		Within Groups	2905.045	197	14.746	
		Total	2981.875	199		
4.	Relationship management	Between Groups	926.978	2	463.489	2.269 <sup>NS</sup>
		Within Groups	40244.302	197	204.286	
		Total	41171.280	199		
5.	Emotional-intelligence (Total score)	Between Groups	1730.951	2	865.475	3.000 <sup>*</sup>
		Within Groups	56842.229	197	288.539	
		Total	58573.180	199		

**Table 3:** Correlation coefficient matrix showing the relationship between the various dimensions of emotional intelligence of selected professionals.

Dimensions of Emotional intelligence	Self-Awareness	Self-Management	Social Awareness	Relationship management	Emotional-Intelligence (total score)
Self-Awareness	1	-0.035	-.244(**)	-.201(**)	-0.003
Self-Management	-	1	.293(**)	.259(**)	.604(**)
Social Awareness	-	-	1	0.017	.280(**)
Relationship management	-	-	-	1	.881(**)
Emotional-Intelligence (total score)	-	-	-	-	1

**Table 4:** Comparison of emotional intelligence of the selected professionals.

S. No	Dimension of Emotional Intelligence	Professionals	N	Mean	Standard Deviation	Standard Error Mean	't' value
1.	Self-Awareness	Doctors	100	38.3900	4.14362	.41436	.780 <sup>NS</sup>
		Teachers	100	37.9500	3.83070	.38307	.780 <sup>NS</sup>
2.	Self-Management	Doctors	100	62.1400	6.07366	.60737	.037 <sup>NS</sup>
		Teachers	100	62.1100	5.21826	.52183	.037 <sup>NS</sup>
3.	Social Awareness	Doctors	100	45.4100	4.06785	.40678	.237 <sup>NS</sup>
		Teachers	100	45.5400	3.68294	.36829	.237 <sup>NS</sup>
4.	Relationship management	Doctors	100	105.5200	16.19981	1.61998	.569 <sup>NS</sup>
		Teachers	100	104.3600	12.35953	1.23595	.569 <sup>NS</sup>
5.	Emotional-Intelligence total score.	Doctors	100	251.4600	19.52332	1.95233	.617 <sup>NS</sup>
		Teacher	100	249.9600	14.46900	1.44690	.617 <sup>NS</sup>

NS- Denotes Not Significant

**Table 5:** Comparison of emotional intelligence of the selected professionals as per gender

S.No	Dimension of emotional intelligence	Gender	N	Mean	Standard Deviation	Standard Error Mean	't' value
1.	Self-Awareness	Male	100	38.3800	3.83703	.38370	.744 <sup>NS</sup>
		Female	100	37.9600	4.13880	.41388	.744 <sup>NS</sup>
2.	Self-Management	Male	100	61.4200	6.42938	.64294	-1.775 <sup>NS</sup>
		Female	100	62.8300	4.66679	.46668	-1.775 <sup>NS</sup>
3.	Social Awareness	Male	100	45.6000	4.11452	.41145	.456 <sup>NS</sup>
		Female	100	45.3500	3.62755	.36275	.456 <sup>NS</sup>
4.	Relationship management	Male	100	106.1800	19.00578	1.90058	1.221 <sup>NS</sup>
		Female	100	103.7000	7.17952	.71795	1.221 <sup>NS</sup>
5.	Emotional-Intelligence total score	Male	100	251.5800	22.19345	2.21934	.716 <sup>NS</sup>
		Female	100	249.8400	9.87776	.98778	.716 <sup>NS</sup>

NS- Denotes Not Significant

**Comparison of emotional intelligence of the selected professionals as per gender**

Table depicts the difference in emotional intelligence of the selected professionals regarding self-awareness, self-management, social awareness, relationship management and emotional intelligence total as per gender.

**Emotional intelligence (Total score)**

Significant difference did not exist between doctor and

Teacher regarding emotional intelligence.

It is evident from the result that the emotional intelligence of selected professionals that is, doctors and teachers working in colleges and universities were similar in their emotional intelligence of being self-aware, management of self, social awareness and relationship management. (White, Michael, 2003) [32].

**Table 6:** Impact of family size, based on emotional intelligence of the selected professionals

S.No	Dimensions of Emotional Intelligence	Based on Family Size	Sum of Square	df	Mean Square	F value
1.	Self-Awareness	Between Groups	22.164	2	11.082	.695 <sup>NS</sup>
		Within Groups	3140.056	197	15.939	
		Total	3162.220	199		
2.	Self-Management	Between Groups	181.839	2	90.920	2.905*
		Within Groups	6166.036	197	31.300	
		Total	6347.875	199		
3.	Social Awareness	Between Groups	21.638	2	10.819	.720 <sup>NS</sup>
		Within Groups	2960.237	197	15.027	
		Total	2981.875	199		
4.	Relationship management	Between Groups	26.884	2	13.442	.064 <sup>NS</sup>
		Within Groups	41144.396	197	208.855	
		Total	41171.280	199		
5.	Emotional-Intelligence total score	Between Groups	171.192	2	85.596	.289 <sup>NS</sup>
		Within Groups	58401.988	197	296.457	
		Total	58573.180	199		

NS- Not Significant

\* Denotes Significance at 0.05 level

**Table 7:** Duncan’s table for emotional intelligence- self management

Family Size	N	Subset for alpha =.05	
		1	2
Large (7 to above member)	21	60.2381	
Medium (4 to 6 member)	118	61.8136	61.8136
Small (1 to 3member)	61		63.3770
Sig.		.202	.205

**Impact of family size, based on emotional intelligence of the selected professionals**

Table exhibits the results of one- way analysis of variance carried to exhibit the emotional intelligence of the doctors and teachers working in colleges and universities regarding emotional intelligence dimensions such as self-awareness, self-management, social awareness, relationship management and emotional intelligence (Total score) based on family size. The results illustrates that F ratio (2.905\*) was found to be significant at 5 percent level, indicating that the selected professionals, that is doctors and teachers working in colleges and universities differed in the self-management that is, control of self, transparency, being adaptable, taking initiative and in their achievement based on family size.

It is further noted from the Duncan multiple range table that the alpha value of (63.37) for small families was higher than the alpha value of medium size families (61.81) and large size families (60.23). It is clear that small family size has an impact on the emotional intelligence, that is, self-management of emotions.

There existed no significant difference in the impact of family size, based on emotional intelligence of the select professionals, for work life balance of the doctors and teachers working in colleges and universities regarding their emotional intelligence dimensions such as self-awareness, social awareness, relationship management and emotional intelligence (Total score).

It is clear from the results that smaller the family size has an impact only on self-management. Similar the family more the emotional intelligence on managing self-regarding self-control, transparency, adaptability, initiative achievement. It is also interesting to note that as the family size increases then emotional intelligence decreases with reference to self-management. Whereas when family size decreases self-management of emotions seems to be more.

**Table 8:** Impact of family income, based on emotional intelligence of the selected professionals.

S. No	Dimensions of emotional intelligence	Based on family income	Sum of Square	df	Mean Square	F
1.	Self-Awareness	Between Groups	45.540	2	22.770	1.439 <sup>NS</sup>
		Within Groups	3116.680	197	15.821	
		Total	3162.220	199		
2.	Self-Management	Between Groups	412.689	2	206.344	6.849**
		Within Groups	5935.186	197	30.128	
		Total	6347.875	199		
3.	Social Awareness	Between Groups	76.830	2	38.415	2.605 <sup>NS</sup>
		Within Groups	2905.045	197	14.746	
		Total	2981.875	199		
4.	Relationship management	Between Groups	926.978	2	463.489	2.269 <sup>NS</sup>
		Within Groups	40244.302	197	204.286	
		Total	41171.280	199		
5.	Emotional-Intelligence (total score)	Between Groups	1730.951	2	865.475	3.000*
		Within Groups	56842.229	197	288.539	
		Total	58573.180	199		

NS- Not Significant

\*\* Denotes Significance at 0.01 level

\* Denotes significance at 0.05 level

**Table 9:** Duncan’s table for emotional intelligence- self management

Annual Family Income	N	Subset for alpha =.05	
		1	2
Below Rs.500000/-	48	59.9167	
Rs.500000 to Rs.1000000/-	92		62.1522
Rs.1000000 and above	60		63.8500
Sig.		1.000	.087

**Table 10:** Duncan’s table for emotional intelligence- (Total score)

Annual Family Income	N	Subset for alpha =.05	
		1	2
Below Rs.500000/-	48	245.6458	
Rs.1000000 and above	60	251.2500	251.2500
Rs.500000 to Rs.1000000/-	92		253.0000
Sig.		.068	.567

**Impact of family income based on emotional intelligence of the selected Professionals**

Table exhibits the results of one - way analysis of variance carried to exhibit the emotional intelligence of the doctors and teachers working in colleges and universities regarding emotional intelligence dimensions such as self-awareness, self-management, social awareness, relationship management and emotional intelligence (Total score) based on family income.

**Table 11:** Correlation coefficient matrix showing the relationship between the various dimensions of emotional intelligence of selected professionals

Dimensions of Emotional intelligence	Self-Awareness	Self-Management	Social Awareness	Relationship management	Emotional-Intelligence (Total score)
Self-Awareness	1	-0.035	-.244(**)	-.201(**)	-0.003
Self-Management	-	1	.293(**)	.259(**)	.604(**)
Social Awareness	-	-	1	0.017	.280(**)
Relationship management	-	-	-	1	.881(**)
Emotional-Intelligence (total score)	-	-	-	-	1

**Correlation coefficient matrix showing the relationship between the various dimensions of emotional intelligence of selected professionals**

**Self-awareness**

The results showed that the selected professionals that is teachers working in colleges and universities and doctors emotional intelligence regarding self-awareness such as emotional self- awareness, accurate self- assessment, self-confidence is low and negatively correlated with social awareness such as empathy, institutional awareness, service orientation (-.244\*\*) and relationship management at 0.01 level of significance such as developing others, inspirational leadership, conflict management, change catalyst, teamwork and collaboration, influence (-.201\*\*) at 0.01 level of significance.

**Self-management**

The results showed that the selected professionals that is teachers working in colleges and universities and doctors emotional intelligence regarding self-management such as emotional self-control, transparency, adaptability, initiative and achievement shown low correlated but positively correlated with social awareness such as empathy, institutional awareness, service orientation (.293\*\*) and with relationship management (.258\*\*) such as developing others, inspirational leadership, conflict management, change catalyst, teamwork and collaboration, influence (.259\*\*) at 0.01 level of significance and highly correlated emotional

The results illustrates that F ratio (6.848\*\*) was found to be significant at 1 percent level, indicating that the selected professionals, that is, doctors and teachers working in colleges and universities differed in the self-management based on family income.

It is noted from the Duncan multiple range table that the alpha value of (63.85) for the families in the income range of Rs. 1000000 and above was found to be more than the professionals in the income range of Rs.500000 to 1000000 (62.15) and the professionals in the income range of below Rs.500000 (59.91). It is evident that higher family income better the emotional intelligence that is self-management of the related professionals, that is, doctor and teacher working in colleges and universities.

There existed no significant difference in the impact of family income, based on emotional intelligence of the select professionals, that is, doctors and teachers working in colleges and universities based on family income, indicating that their emotional intelligence such as self-awareness, social awareness, relationship management and the selected professionals was similar irrespective of family income.

It is clear that higher the income better the emotional intelligence that is self-management regarding self-control, transparency, adaptability, initiative achievement and total emotional intelligence Family income has an impact on emotional intelligence.

intelligence (.604\*\*) at 0.05 level of significance.

**Social awareness**

The results showed that the selected professionals that is teachers working in colleges and universities and doctors emotional intelligence regarding social awareness such as empathy, institutional awareness, service orientation shown low correlated but positively correlated with the total emotional intelligence (.280\*\*) at 0.01 level of significance.

**Relationship management**

The results showed that the selected professionals that is teachers working in colleges and universities and doctors emotional intelligence regarding relationship management such as developing others, inspirational leadership, conflict management, change catalyst, teamwork and collaboration, influence shown positive and high correlation (.881\*\*) with emotional intelligence of the selected professionals at 0.01 level of significance

**5. Summary and Conclusion**

- Regarding “Comparison of Emotional Intelligence of the Selected Professionals” It is clear that the emotional intelligence of selected professionals that is, doctors and teachers working in colleges and universities were similar in their emotional intelligence of being aware of self, self-management, social awareness and relationship management.

- Regarding “Comparison of Emotional Intelligence of the Selected Professionals as per Gender” It is evident from the result that the emotional intelligence of selected professionals that is, doctors and teachers working in colleges and universities were similar in their emotional intelligence of being self-aware, management of self, social awareness and relationship management.
- Regarding “Impact of Family Size, Based on Emotional Intelligence of the Selected Professionals” It is clear from the results that smaller the family size has an impact only on self-management. Similar the family more the emotional intelligence on managing self-regarding self-control, transparency, adaptability, initiative achievement. It is also interesting to note that as the family size increases then emotional intelligence decreases with reference to self-management. Whereas when family size decreases self-management of emotions seems to be more.
- Regarding “Impact of Family Income, Based on Emotional Intelligence of the Selected” There existed no significant difference in the impact of family income, based on emotional intelligence of the select professionals, that is, doctors and teachers working in colleges and universities based on family income, indicating that their emotional intelligence such as self-awareness, social awareness, relationship management and the selected professionals was similar irrespective of family income. It is clear that higher the income better the emotional intelligence that is self-management regarding self-control, transparency, adaptability, initiative achievement and total emotional intelligence Family income has an impact on emotional intelligence.
- Regarding “Comparison of Reasons for Work Life Balance of Work and Self of selected professionals” There existed no significant difference in the reason regarding – work and self for work life balance of the selected doctors and teachers working in colleges and universities regarding reasons such as enables people work better, entirely individual’s responsibility and employer’s responsibility. It is evident from the results, that the reason for work, and self-striking work life balance of the doctors and teachers was more are less similar.
- Regarding “Comparison of Reason for Work Life Balance, regarding Work and Self of selected professionals as per Gender” There existed no significant difference in the reason- work, individual and striking for work life balance of the selected doctors and teachers working in colleges and universities as per gender regarding reasons such as enables people work better, entirely individual’s responsibility and employer’s responsibility. It is evident from the results, that the reasons for bringing out balance regarding work and self of the doctors and teachers as per gender were more are less similar.
- Regarding” Impact of Family Size Based on Reason for Work Life Balance, regarding Work and Self of selected professionals” There existed no significant difference in the reason opined for work life balance, regarding work and self of the doctors and teachers working in colleges and universities based on family size, indicating that their work life balance was similar irrespective of the reasons due to work and self. Thus family size did not have an impact on the reason opined for work life balance, regarding work and self.
- Regarding “Impact of Family Income Based on Reason for Work Life Balance, regarding Work and Self of selected professionals” There existed no significant difference in the reason opined for work life balance, regarding work and self for balance work and life of the doctors and teachers working in colleges and universities based on family income, indicating that their work life balance was similar irrespective of the reason opined regarding work and self. Thus family income did not have an impact on their reason regarding work and self for work life balance.

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