

**A STUDY ON EMOTIONAL INTELLIGENCE AND  
WORK LIFE BALANCE OF EMPLOYEES IN THE  
INFORMATION TECHNOLOGY INDUSTRY IN  
BANGALORE, INDIA**

*Submitted in partial fulfillment of the requirements for the degree of*

**Master of Philosophy**

*By*

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Declared as Deemed to be University under Section 3 of UGC Act 1956

BANGALORE

**Institute of Management  
CHRIST UNIVERSITY, BANGALORE**

**2010**

## Approval of Dissertation

This Dissertation entitled, “**A Study of Emotional Intelligence and Work Life Balance of Employees in the Information Technology Industry in Bangalore, India**”, by **Deepak D Rangreji (0930002)** is approved for the degree of Master of Philosophy in **Management**.

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## **DECLARATION**

I **Deepak D Rangreji (0930002)** hereby declare that the dissertation entitled, “**A Study of Emotional Intelligence and Work Life Balance of Employees in the Information Technology Industry in Bangalore, India**”, submitted to Christ University, in partial fulfillment of the requirements for the award of the Degree of Master of Philosophy in **Management** is a record of original and independent research work done by me during 2009 – 2010 under the supervision and guidance of **Dr. Harold Andrew Patrick**, Institute of Management and it has not formed the basis for the award of any Degree / Diploma / Associate ship / Fellowship or other similar title to any candidate of any University.

**Date: 30/10/2010**

**Place: Bangalore**

**Signature of the Candidate**

## **CERTIFICATE**

This is to certify that the dissertation, entitled, “**A Study of Emotional Intelligence and Work Life Balance of Employees in the Information Technology Industry in Bangalore, India**”, submitted to Christ University in partial fulfilment of the requirements for the award of the Degree of Master of Philosophy, in **Management** is a record of original research work done by **Mr. Deepak D Rangreji (0930002)** during the period 2009 – 2010 of his study in the Institute of Management at Christ University, Bangalore, under my supervision and guidance and the dissertation has not formed the basis for the award of any Degree / Diploma/ Associate ship / Fellowship or similar title to any candidate of any University.

**Date: 30/10/2010**  
**Place: Bangalore**

**Signature of the Guide**  
**Dr. Harold Andrew Patrick**  
**Coordinator – OB & HRM**  
**Institute of Management,**  
**Christ University**

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The power of faith and love is what sustained me throughout this study, and I am deeply appreciative for all those who were a part of this challenging and exciting journey, directly and indirectly. I acknowledge the presence of the Almighty whom I trust and repose my faith in for his blessing direction and guidance.

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## **ABSTRACT**

Emotional Intelligence is a set of qualities and competencies that captures a broad collection of individual skills and dispositions, usually referred to as soft skills or inter and intra-personal skills, that are outside the traditional areas of specific knowledge, general intelligence, and technical or professional skills. Emotions are an intrinsic part of our biological makeup, and every morning they march into the office with us and influence our behavior. Emotional intelligence consists of five factors: Knowing one's emotions, managing emotions, motivating oneself, recognizing emotions in others, and handling relationships Goleman (1995). Researchers today are interested in finding the effects of emotional intelligence on employees and thereby, organizations, and analyzing the various other facets of EQ. Emotional intelligence improves individual and organizational performance. It plays a significant role in the kind of work an employee produces, and the relationship he or she enjoys in the organization.

Work – Life Balance is a challenging issue for IT leaders, managers and 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. In this climate managing the boundary between home and work is becoming more challenging. Organizations need to ensure they not just encourage but mandate a practical and workable work/life balance policy, benefiting and meeting the needs of both the organization and its employees. 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 culture that supports the use of available policies is also of great importance. Further there is a need for employers and employees alike to find flexible and innovative solutions that maximize productivity without damaging employees well – being, their family relationships and other aspects of life.

This study is an attempt to contribute afresh with a new perspective to the field of human resources and behavioural sciences with special reference to emotional intelligence in relation of

employees work – life balance in IT organizations. It is also an earnest attempt to bridge the gap especially in this area by highlighting the relevance and importance of work – life balance and emotional intelligence to leadership, senior management, individual and organizations and hoping this study will initiate a series of serious and productive discussion on the subject.

The findings and outcome of this research will be beneficial to the IT organizations in India, which is a flourishing industry and contributes significantly to the GDP of the country and the talent pool of the world. The study will bring in sharp focus the major challenges encountered in these areas and the solutions that will aid IT organizations to deal more significantly in increasingly their effectiveness.

The review on the related literature in the area of emotional intelligence and work – life balance studied in this research has provided the researcher an insight into many factors. It also provides direction in designing the present study. Having reviewed several studies and having identified the gap, the investigator felt an imperative need to undertake the present investigation.

The sample consisted of 355 IT employees from Bangalore city. The sample consisted both male and female IT employees. Judgmental sampling technique was adopted to select the number of respondents across the three types of management level.

Five tools were used to collect the data Work interferes with personal life Work interferes with personal life scale was developed by Fisher-McAuley, Stanton, Jolton and Gavin (2003), Factors impacting work – life balance scale was developed by the investigator, Work related factors that interferes with personal life scale was developed by Bolino and Turnley (2005), Level of risk inherent in each program, on an employees career, scale and Likelihood of usage of work – life balance programs scale developed Catherine C Parker (2007). Emotional Intelligence questionnaire has four dimensions and is developed by Wong Chi Sum (2007)

The major findings of the study were:

1. The three major behaviours of work that interferes with personal life were unhappiness with the amount of time for non – work activities followed by missing personal activities due to work and putting personal life on hold because of work.
2. The two major factors impacting work – life balance of IT employees are feeling exhausted at the end of days work and quitting their jobs or taking a career break because of work – life balance issues.
3. The major work related factor interfering with personal life were, carrying cell phone or a pager so that the employees can be reached after normal business hours and checking e-mail or voice mail at home after returning from work.
4. The highest difference was noticed in Work from home all the time, followed by part time work. The least difference was found in paid leave of absence for education and paid paternity leave. In case of paid maternity leave the prevalence of it was found to be higher than the awareness of the work – life balance programs.
5. Usage of work – life balance programs like part time, work from home all the time, career breaks and brief paid sabbatical of 1 – 2 months had higher level of risk involved to an IT employee's position. Where as flexible work schedules, paid paternity leave, work from home occasionally and paid maternity leave had less risk involved to an IT employee's position.
6. IT employees were more likely to use work – life balance programs like flexible work schedules followed by work from home occasionally, paid leave for sick family member i.e. (parent, child, spouse) and paid paternity leave. Where they were less likely to use programs like, work from home all the time, career breaks, part-time work and paid maternity leave.



7. It was found that IT employees were high on regulation of emotion in the self, followed by appraisal and recognition of emotion in others, use of emotion to facilitate performance and appraisal and expression of emotion in the self.
8. It was found that Level of risk to an employee's position with the usage of work-life balance programs has a strong correlation with Appraisal and expression of emotion in self, Use of emotions to facilitate performance and Appraisal and recognition of emotion in others. The relationship between emotional intelligence's influence on work – life balance dimensions was significant however the influence was weak. Appraisal and expression of emotions in self, and Use of emotions to facilitate performance influenced maximum on work - life dimensions. Among the work - life dimensions risk in position with usage of work-life balance programs was maximally influenced by emotional intelligence.
9. Use of emotions to facilitate performance negatively influenced factors impacting work – life balance.
10. Appraisal and recognition of emotion in others had a significant influence on work related factors interfering with personal life.
11. Appraisal and expression of emotion in the self negatively influenced level of risk to an employee's position with the usage of work-life balance programs. Regulation of emotion in the self positively influenced level of risk to an employee's position with the usage of work-life balance programs.
12. Significant differences were found between gender and work interference with personal life, work related factors interfering with personal life and level of risk to an employee's position with the usage of work-life balance programs. All the three variables were higher for men as compared to women.

13. Significant differences were found between age and work related factors interfering with personal life. Work related factors interfering with personal life were highest for the 35 – 45 years age group, followed by the 45 – 55 years age group and was lowest for employees above 55 years.
14. Significant differences were found between marital status and work related factors interfering with personal life and likelihood of usage of work-life balance programs. Work related factors interfering with personal life were higher for married IT professionals as compared to single or unmarried IT professionals. Further married IT professionals were more likely to use work - life balance programs as compared to single or unmarried IT professionals.
15. Significant differences were found between management level and work interference with personal life, factors impacting work – life balance and work related factors interfering with personal life. Work interference with personal life was highest for IT professionals at the middle management level and lowest for junior level management. Factors impacting work – life balance was highest for both junior and middle management IT professionals and lowest for senior management IT professionals. Finally work related factors interfering with personal life were highest for senior management IT professionals and lowest for junior level management IT professionals.
16. Significant differences were found between years in present position and work interference with personal life, work related factors interfering with personal life and likelihood of usage of work-life balance programs. Work interference with personal life and Work related factors interfering with personal life were highest for IT professionals who were in the same position for six and more years. IT professionals who were in the same position for about four years were more likely to use work-life balance programs.
17. Significant differences were found between overall experience and work interference with personal life and work related factors interfering with personal life. Both the variables

were highest for IT professionals with 10 – 20 years of overall experience and lowest for IT professional 2 – 5 of overall experience.

## **IMPLICATIONS**

1. Ensure that formal policies in place are consistent with what employees actually experience. Policy provision alone is not sufficient to ensure employees' work/life balance. Human resource department should look at the uptake rates of policies across different areas in the organisation because this may provide clues to the existence of unsupportive cultures.
2. Adopt a 'give and take' philosophy. Both employer and employee need to be willing to bend a little.
3. There should be a clear boundary drawn between work and non – work activities. Human Resources and the Senior Management should take the initiative and communicate the importance of having a good balance between personal and professional life. The widespread perception that visibility = productivity should be changed. Focus on effectiveness rather than on length of work hours. Use communication technologies and skilful time-management strategies to boost output.

## **CONCLUSION**

IT organizations should come up with effective and efficient work – life balance policies and programs and foster an organizational culture that supports the use of available policies is also of great importance. This will help reduce the work – life conflict for IT employees. Further IT leaders should take initiative to improve the emotional intelligence competencies of their employees as it plays a significant role in the kind of work an employee produces, and the relationship he or she enjoys in the organization and improve individual and organizational performance.

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# CHAPTER I

## INTRODUCTION

### 1.1 INTRODUCTION TO INFORMATION TECHNOLOGY INDUSTRY IN INDIA

The origin of IT industry in India can be traced to 1974, when the mainframe manufacturer, Burroughs, asked its India sales agent, Tata Consultancy Services (TCS), to export programmers for installing system software for a U.S. client. The IT industry originated under unfavorable conditions. Local markets were absent and government policy toward private enterprise was hostile. The industry was begun by Bombay-based conglomerates which entered the business by supplying programmers to global IT firms located overseas.

During that time Indian economy was state-controlled and the state remained hostile to the software industry through the 1970s. Import tariffs were high (135% on hardware and 100% on software) and software was not considered an "industry", so that exporters were ineligible for bank finance. Government policy towards IT sector changed when Rajiv Gandhi became Prime Minister in 1984. His New Computer Policy (NCP-1984) consisted of a package of reduced import tariffs on hardware and software (reduced to 60%), recognition of software exports as a "delicensed industry", i.e., henceforth eligible for bank finance and freed from license-permit raj, permission for foreign firms to set up wholly-owned, export-dedicated units and a project to set up a chain of software parks that would offer infrastructure at below-market costs. These policies laid the foundation for the development of a world-class IT industry in India.

The Indian Information Technology industry accounts for a 7.5 % of the country's GDP and export earnings as of 2009, while providing employment to a significant number of its tertiary sector workforce. More than 2.3 million people are employed in the sector either directly or indirectly, making it one of the biggest job creators in India and a mainstay of the national economy. In March 2009, annual revenues from outsourcing operations in India amounted to US\$60 billion and this is expected to increase to US\$225 billion by 2020. The most prominent IT hub is IT capital Bangalore. The other emerging destinations are Chennai, Hyderabad, Mumbai, Pune, NCR and Kolkata. Technically proficient immigrants from India sought jobs in the western world from the 1950s onwards as India's education system produced more engineers than its industry could absorb. However, there are severe skills shortage among engineers, especially who lack in soft skill and technical skill, as a result engineering graduates remain unemployed after being pass out from college or university. India's growing stature in the information age enabled it to form close ties with both the United States of America and the European Union.

The Indian information technology (IT) industry has played a major role in placing India on the international map. The industry is mainly governed by IT software and facilities for instance System Integration, Software experiments, Custom Application Development and Maintenance (CADM), network services and IT Solutions. According to Nasscom's findings Indian IT-BPO industry expanded by 12% during the Fiscal year 2009 and attained aggregate returns of US\$ 71.6 billion. Out of the derived revenue US\$ 59.6 billion was solely earned by the software and services division. Moreover, the industry witnessed an increase of around US\$ 7 million in FY 2008-09 i.e. US\$ 47.3 billion against US\$ 40.9 billion accrued in FY 2008-09.

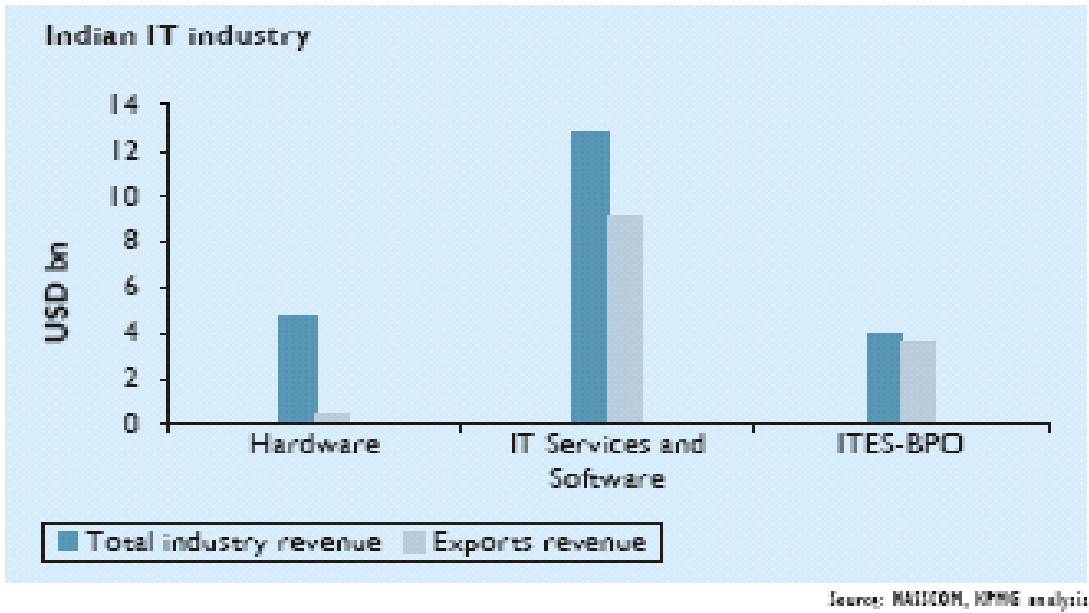


Fig 1.1 – Indicates, total industry revenue and exports revenue in the Indian IT industry.

Source – NASSCOM, KPMG Analysis

**1.1.2 IT OUTSOURCING IN INDIA & INDIA'S DOMESTIC IT MARKET**

As per NASSCOM, IT exports in business process outsourcing (BPO) services attained revenues of US\$ 48 billion in FY 2008-09 and accounted for more than 77% of the entire software and services income. Over the years India has been the most favorable outsourcing hub for firm on a lookout to offshore their IT operations. The factors behind India being a preferred destination are its reasonably priced labor, favorable business ambiance and availability of expert workforce.

Considering its escalating growth, IBM has plans to increase its business process outsourcing (BPO) functions in India besides employing 5,000 workforces to assist its growth.

India's domestic IT Market over the years has become one of the major driving forces of the industry. The domestic IT infrastructure is developing contexts of technology and intensity of penetration.

In the FY 2008-09, the domestic IT sector attained revenues worth US\$ 24.3 billion as compared to US\$ 23.1 billion in FY 2007-08, registering a growth of 5.4%. Moreover, the increasing demand for IT services and goods by India Inc has strengthened the expansion of the domestic market with agreements worth rising up extraordinarily to US\$ 100 million. By the FY 2012, the domestic sector is estimated to expand to US\$ 1.7 billion against the existing from US\$ 1 billion.

### **1.1.3 GOVERNMENT INITIATIVE IN INDIA'S DOMESTIC IT MARKET & MAJOR INVESTMENTS IN INDIA'S DOMESTIC IT MARKET**

The Indian government has established a National Taskforce on IT with an aim of formulating a durable National IT Policy for India. Endorsement of the IT Act, which offers an authorized structure to assist electronic trade and electronic operations.

According to Andhra Pradesh Government the state's SEZs and Software Technology Parks of India (STPI) will witness an investment of US\$ 3.27 billion in the next few years. VMware Inc, San Francisco-based IT firm is looking forward to invest US\$ 100 million by 2010 in India. EMC Corporation's total Indian assets is expected to reach US\$ 2 billion by 2014

### **1.1.4 SWOT ANALYSIS OF IT & ITES INDUSTRY**

<b>Strengths</b>	<b>Weaknesses</b>
<b>Cost advantage</b> – Most financially attractive country in a study by A T Kearney on global IT destinations	<b>Excessive dependence on USA for revenues</b> – US companies are cutting down IT budget, hence revenues to be hit hard for Indian IT firms.
<b>Breadth of service offering</b> – End to end	

<p>solutions including high end like IT consultancy and KPO</p> <p><b>Ease of Scalability</b> – More than half of India’s population is less than 25 years old. English speaking IT – ITES professionals growing at a good pace</p> <p><b>Quality and Maturity of process</b> – Many players have quality standards such as CMM to differentiate from other low cost advantage countries</p> <p><b>Global and 24/7 delivery capability</b> – Excellent internet backbone and telecommunications facilities enabling companies to develop 24/7 delivery capabilities from India itself</p>	<p><b>Excessive dependence on BFSI sector for revenues</b> – Banking sector is facing a crisis globally and is going to spent less on IT.</p> <p><b>High rate of attrition</b> – Although slowdown in globally economy has lowered attrition rate, the industry still faces high attrition rates as compared to other sectors</p> <p><b>Decreasing competitive advantage</b> – Rising salary expenses is taking away the cost advantage enjoyed by India</p>
<b>Opportunities</b>	<b>Threats</b>
<p>Greater scope for product innovation – Increased focus on high end work like consulting and KPO. Domestic demand for IT services is to grow at 20%</p> <p>Greater scope to service domains other than BFSI such as transportation, infrastructure, etc, Satyam – Likely to have positive impact on business considering corporate governance, possibility of shifting of business, getting higher incremental business from overlapped clients and winning new business from clients</p>	<p>Global economic slowdown may continue for several years – hence low IT spending globally</p> <p>US Govt. against outsourcing, shrinking margin due to rising wage inflation</p> <p>Rupee – dollar – Movement affects revenue and hence margins</p> <p>Increased competition – From foreign companies like Accenture, IBM etc and low wage countries like China, Indonesia etc</p>

Fig 1.2 – SWOT analysis of IT& ITES industry

Source - <http://www.scribd.com/doc/22283990/Business-Strategy-IT-Industry-Tata-Consultancy-Services>

### 1.1.5 FUTURE OF INDIAN IT INDUSTRY

The Indian IT sector persists to be one of the flourishing sectors of Indian financial system indicating a speedy expansion in the coming years. As per NASSCOM, the Indian IT exports are anticipated to attain US\$ 175 billion by 2020 out of which the domestic sector will account for US\$ 50 billion in earnings. In total the export and domestic IT sector are expected

to attain profits amounting to US\$ 225 billion along with new prospects from BRIC nations and Japan for its outsourcing operations.

### **1.1.6 EMERGING TRENDS IN THE IT INDUSTRY**

Globalisation and its effects in the global economy have a profound effect in shaping the global IT industry. There is great, unceasing demand for technology-enabled business transformation constant innovation in technology and technology-intensive products and services across all sectors.

- Offshoring is predicted to increase. This will mean that low-cost nations, such as China, Russia, Vietnam and Bangladesh, will gain a greater proportion of the international technology market. Indeed, China has already become the biggest exporter of IT goods, surpassing Japan, the European Union and the US
- The new challenges presented by technology are likely to be driven by the next generation of ‘digital natives’, the generation that has grown up with technology. They are the ‘native speakers’ of the digital language of computers, video gaming and the internet. The rise of social computing, powered by Web 2.0 technologies and the creation of new technologies to form and extend networks will shape future IT products, services and skills. This will have implications for the UK IT industry as the ‘digital natives’ enter the workforce and transform the way in which businesses operate. Increasing environmental concerns will also drive the demand for green IT and environmental computing. Such developments will also be underpinned by communication convergence and integration. This includes the development of the use of consumer-based products such mobile phones and wireless internet access to enable remote working in virtual offices.
- The desire for ‘green IT’ and environmental computing is growing and intrinsically linked to the debate about energy in the 21st century. Other major social factors influencing the direction of the IT sector include the rise of social computing, increased consumer power in determining content and services and the impact of the new generation of digital natives and the expectations they bring to the workplace and the world market.

- There will be increased focus on client data and asset protection, risk, compliance, and information security issues, hence risk management is likely to gain more attention.

## **1.2 WORK – LIFE BALANCE**

Work – Life Balance is concept with several connotations and varied consequences within and among stakeholders.

Over the past two decades the issue work – family and work – life balance have received significant attention from employers, workers, politicians, academics and the media. The concept, dubbed a ‘barbecue-stopper’ by Australian Prime Minister John Howard, has been described as the “biggest policy issue we have”. Concerns about work – life balance have become salient for a number of reasons. Demographic and social changes have resulted in more women entering the workforce, working mothers becoming the norm rather than the exception. Technological advancement (e.g., cell phones, e-mail, fax) have made it easier for work demand to intrude into family and personal life. Further more, the move towards global competition has increased pressure on organizations and individual employees alike to be more flexible and responsive to change.

However, it is in the context of current skill shortages and the prospect of an ageing workforce that it is now imperative for organizations to embrace work/life balance practices to attract and retain talent, not only from traditional sources but also from untapped and diverse social groups. These are social groups whose lifestyles can often demand greater attention to work/life balance: working mothers, mature workers and some minority groups.

For future commercial sustainability, organizations need to ensure they not just encourage but mandate a practical and workable work/life balance policy, benefiting and meeting the needs of both the organization and its employees. And importantly, organizations not providing real opportunity for employee 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 culture that supports the use of available policies is also of great importance.

In this climate managing the boundary between home and work is becoming more challenging. There is a need for employers and employees alike to find flexible and innovative solutions that maximize productivity without damaging employees well – being, their family relationships and other aspects of life. Further more, the provision of work – life balance policies is likely to play a role in recruiting and retaining good – quality employees and maintaining a competitive edge in a demanding market place.

### **1.2.1 DEFINITION OF WORK – LIFE BALANCE**

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. Although definitions and explanations vary, work/life balance is generally associated with equilibrium, or maintaining an overall sense of harmony in life. The study of work/life balance involves the examination of people’s ability to manage simultaneously the multi-faceted demands of life.

Although work/life balance has traditionally been assumed to involve the devotion of equal amounts of time to paid work and non-work roles, more recently the concept has been recognised as more complex and has been developed to incorporate additional components.

1. Time balance, which concerns the amount of time given to work and non-work roles.
2. Involvement balance, meaning the level of psychological involvement in, or commitment to, work and non-work roles.
3. Satisfaction balance, or the level of satisfaction with work and non-work roles.

This model of work/life balance, with time, involvement and satisfaction components, enables a broader and more inclusive picture to emerge. For example, someone who works two days a week and spends the rest of the week with his or her family may be unbalanced in terms of time (i.e. equal measures of work and life), but may be equally committed to the work and non-work roles (balanced involvement) and may also be highly satisfied with the level of involvement in both work and family (balanced satisfaction). Someone who works 60 hours a week might be

perceived as not having work/life balance in terms of time. However, like the person who works only a few hours a week, this individual would also be unbalanced in terms of time, but may be quite content with this greater involvement in paid work (balanced satisfaction). Alternatively, someone who works 36 hours a week, doesn't enjoy his or her job and spends the rest of the time pursuing preferred outside activities may be time-balanced but unbalanced in terms of involvement and satisfaction. Thus, achieving balance needs to be considered from multiple perspectives.

### 1.2.2 A CONCEPTUAL PARADIGM OF WORK – LIFE BALANCE

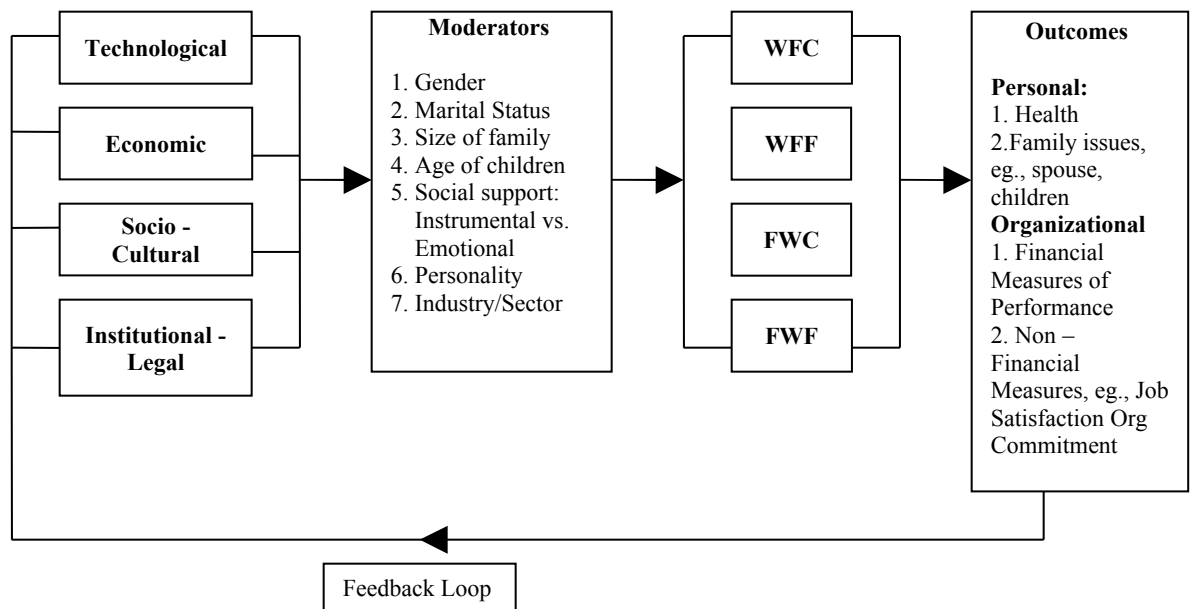


Fig – 1.3 - A Conceptual Paradigm of Work – Life Balance.

Source – NHRD Network Journal, July 2009.

## 1. The Environmental Factors

### A. Technological Environment

Technological progress has contributed to labour and time – saving devices in many of the activities associated with shouldering family and household responsibilities, ranging from cooking to washing and housekeeping to name a few. Moreover it has also contributed to

emergence of virtual workplaces and flexiwork patterns which to some extent help cope with work – life demands better than before. Telework and telecommunicating are becoming increasingly common. While this development can enhance Work – Life Balance, it could have a differential impact that lowers Work Family Conflict but increases Family Work Conflict.

The emergence of “extreme jobs” has contributed to workaholic symptoms such as the increasingly blurred separation between work and home, so much so that even at home, work appears to become the top priority. Other workaholic symptoms include over commitment to work to the extent that ones happiness is derived from ones work, work takes precedence over family and leisure time, no social life outside of work related events ([www.alalaboutlifechallenges.org](http://www.alalaboutlifechallenges.org)).

### **B. Economic Environment**

Global competition and global production networks through outsourcing have created relocation of jobs across international boundaries and contributed to new ways of overcoming the human talent deficit. One of the major fallouts of outsourcing is the increase in dual-income families in developing countries, especially the emerging economies.

### **C. Socio – cultural Environment**

Research has shown that the attitude towards work, as defined in terms of hours worked per annum, varies across countries. According to the 1998 Far East Economic Review, in general, urban Asians worked an average of 2150 hours per annum vis-à-vis 2068 hours for South Americans, 1898 hours for North Americans and 1773 hours in Europe. Berlin, Germany, reported the lowest number of work hours per annum at 1667, with the average worker getting 30 days off every year. Research in Anglo countries has also found a stronger positive relationship between the number of work hours and work-family stressors (Spector, Cooper, Poelmans 2004). Overall the Work-Life Balance issues confronting workers in the industrialised countries differ from that in the developing economies. To a certain extent the problems may be a function of the ageing work force in the industrialized west with higher demands on the care of the elderly, whereas in the case of countries like India, It is the younger population that requires greater family care and attention.

## **D. Institutional and Legal Environment**

The International Labour Organization (ILO) has been a pioneer in championing the cause of workers with family responsibilities and has established several international labour standards and recommendations on the subject. The ILO Convention of 156 on Workers with family responsibilities covers all branches of economic activity and all categories of workers. Maternity Protection Convention (adopted in 1919 and revised in 2000) and recommendation No.191 on the subject provide for maternity leave extended from 12 to 14 weeks including paternity leave up to 18 weeks and provides for protection against dismissal of pregnant women and provision for breastfeeding during working hours.

## **2. Moderating Variables**

The relationship between the environmental factors discussed above and Work-Life Balance are moderated by several variables including gender, marital status, size of the family, age of children, social support, personality traits and industry/ sector. With regard to gender, as mentioned above more men than women are engaged in “extreme jobs”. Further more women than men reported strain based Work Family Conflict, and Family Interference with Work appears to pose greater problems for women than men (Lilly, Duffy and Virick, 2006). Research shows that women tend to derive less benefit from social support from their supervisors/colleagues in comparison to their male counterparts (Van Daalen, Willemsen, Sanders, 2006).

In terms of marital status and family size, those who are single and those with smaller families and / or with grown children generally experience less work-family life tensions than those who are married, have larger families and young children (Tung 1999),

As far as social support is concerned it is usually of two types: Instrumental support comes from society and employers in terms of the provision of family care facilities, long maternity/paternity leave, work women hostels and home for the aged to care for the ageing population. Emotional support comes from ones family, managers or colleagues. For e.g. if a women can rely on her parents or in-laws and/or servants to assist with child care and household duties she tends to experience less Work-Family conflict.

Personality traits can also moderate the relationship between environmental variables and Work-Life Balance (Lilly, Duffy and Virick, 2006). For e.g., found that those with a high need for power and a high need for achievement typically experience more Work Interference with family and not Family Interference with work; while those with a high need for affiliation tend to experience more Family Interference with work.

The nature of the industry/sector can also influence Work Family conflict. As mentioned earlier “extreme jobs are more common in certain industries and sectors such as Information Technology and Information Technology Enabled industries. Wilson 2003 found that having children particularly early on, can severely damage the job prospectus of women. In general large companies and those in more modern/emerging sectors (Information Technology and Information Technology Enabled industries in comparison to the older industries like mining and construction) typical adopt more family friendly polices that can moderate the level of tension between work and life/family (Ferrer and Gagne, 2006).

### **3. Outcomes of the Above Factors of Work – Life Balance**

If left unaddressed, work family and family work conflicts could adversely affect the employees career (Hewlett and Luce, 2006). Family issues including increased incidence of divorce are common where work-family conflicts escalate. Work-Family conflict can have disastrous consequences on the organization, both financial and non financial wise. Research shows that firms with better Work – Life Balance practices enjoyed significantly higher productivity. As far as non financial aspects of organizational performance is concerned, research shows that firms that adopt more enlightened Work – Life Balance policies can improve the level of job satisfaction and increase organizational commitment among their employees (Pratt, 2006)

#### **1.2.3 FACTORS INFLUENCING WORK – LIFE BALANCE**

In this global competitive IT world the term Work – Life Balance is gaining importance and it is time for companies to start thinking strategically and come up with innovative solutions, which provides better balance between work and life for its employees. Some key factors influencing work – life balance are listed below.

1. A Balance of Family, Life and Work
2. Work/Life Conflict
3. The End of the Zero-Sum Game
4. Must Success Cost So Much?
5. Management Women and the New Facts of Life
6. What Do Men Want?
7. The new psychological contract

**1. A Balance of Family, Life and Work:** In recent years, the term ‘work/life balance’ has replaced what used to be known as ‘work/family balance’. Although the concept of family has broadened to encompass extended families, shared parenting and a wide range of social and support networks and communities, the semantic shift from work/family to work/life arises from a recognition that care of dependent children is by no means the only important non-work function. Other life activities that need to be balanced with employment may include study, sport and exercise, volunteer work, hobbies or care of the elderly. ‘Eldercare’ in particular is becoming a growing issue for employers. The timing of these care-giving responsibilities is important because, generally, people are established in their careers before the issue arises. Hence, eldercare has the potential to generate greater corporate interest and response than did childcare.

**2. Work/Life Conflict:** Work/life balance is out of kilter when the pressures from one role make it difficult to comply with the demands of the other. This is known as work/life conflict. This means that if individuals do not feel they have a ‘good’ mix and integration of work and non-work roles, they may experience negative or conflicting outcomes. This implies a bi-directional relationship where work can interfere with non-work responsibilities (work/life conflict) and vice versa (life/work conflict). Employees who experience increased stress due to work/life conflict are less productive, less committed to, and satisfied with, their organization and more likely to be absent or leave the organization. Individuals experiencing interference between work and personal lives are also significantly more likely to suffer from reduced psychological well-being and physical health. In one study, people who experienced life/work conflict were nearly 30 times more likely to suffer from a mood disorder (e.g. depression), 10 times more likely to have an anxiety disorder and 11 times more likely to have a substance-dependence disorder (e.g.,

heavy drinking), 3 times more likely to suffer from heart problems, infections, injuries, mental health problems, and back pain and 5 times more likely to suffer from certain cancer (Social Development Canada 2004). On the other hand, employees with lower levels of work/life conflict report higher job satisfaction overall.

**3. The End of the Zero-Sum Game:** Most companies view work and personal life as competing priorities in a zero-sum game, in which a gain in one area means a loss in the other. From this traditional perspective, managers decide how their employees work and personal lives should intersect and often view work-life programs as just so much social welfare. A new breed of managers, however, is trying a new tack, one in which managers and employees collaborate to achieve work and personal objectives to everyone's benefit.

These managers are guided by three principles. The first is to clearly inform their employees about business priorities and to encourage them to be just as clear about personal priorities. The second is to recognize and support their employees as a whole people, not only acknowledging but also celebrating their roles outside the office. The third is to continually experiment with the way work gets done, looking for approaches that enhance the organization's performance and allow employees to pursue personal goals.

By following the principle mentioned above managers operate under the assumption that work and personal life are not competing priorities but complementary ones. In essence they have adopted a win-win philosophy.

**4. Must Success Cost So Much:** Undeniably, many people who reach executive positions in organizations do so at the expense of their personal lives. They spend long hours at difficult and tension jobs and retreat to their homes not for comfort and substance but for a place to hide and vent feelings left over a bad at the office. Yet other executives who endure the same long hours and tension-filled jobs come home full of energy and excited by the day. What distinguishes the two groups of people is the psychological differences aside, the executives who successfully cross the line from job to private life are able to do three things better than the other executives. They adapt well to change in jobs, they find the right jobs for them, and they handle career

disappointments well. The potential negative emotional spillover; and how the organizations might obstacles to coordinating one's private and professional lives and the important points of discussion.

**5. Management Women and the New Facts of Life:** Women managers cost more to employ than men. Turnover is higher. So companies are more likely to lose the money they invest in developing women managers. The disparity in cost has two causes: maternity and tradition. Many women take maternity leave and some find it difficult to return to work on schedule. But even an extended maternity leave is a small portion of a whole career. The real cost differential – lost investment in women is a result of the clash between male and female expectations.

Smart competitive, career-primary women are effective managers and serve as beacons for the younger women companies need. Career-and-family women on the other hand are willing to trade ambition for the flexibility to raise their families. This willingness to forgo advancement but still give their best can greatly upgrade middle management.

Opportunity, flexibility and family support are the keys to retaining the best women and eliminating the extra cost of employing them. Opportunity means judging and promoting ambitious women on the same terms as men. Flexibility means allowing women to share jobs, work part-time, work from home while there are young. Family support means principally, child care.

**6. What Do Men Want:** While there has been a lot of talk regarding the “mysterious” needs of women, there have been fewer questions on what men wanted especially in the realm of work. After all, a man's profession and ability to bring home a paycheck have traditionally defined who that man was. And given that most men grew up believing in the conventional symbols of manhood, wealth, power, status, there are still clear emotional and financial costs involved in making other choices.

A new organization man has indeed emerged, one who wants to be an involved father with no loss of income, prestige and corporate support and no diminished sense of manhood. But since



many companies still deem dedication to career the sole marker of professional success, this new man may believe has to hide his participation at home. Instead of taking advantage of his company's parental leave policies, for instance he's likely to use sick days to watch over a new baby. If the organizations do not develop suitable policies and strategies they also lose their best and brightest men if they don't address the needs of the 1990s man.

**7. The New Psychological Contract:** A great deal has been written about the changing psychological contract between employees and employers (Cavanaugh and Noe, 1999). The rise in global competition and advances in information technology are considered to be two of the major forces behind the new contract (Schalk and Rousseau, 2001). In order to determine what may have changed, it is important to understand the basis for comparison. The old psychological contract was characterized by the paternalism of employers towards their employees (Cavanaugh and Noe, 1999). Under the traditional arrangement which is essentially non-existent today, employers offered a lifetime career in a single organization in exchange for continued loyal service (Hall and Mirvis, 1996). Some have argued that the old contract is more mythical than real. Today's psychological contract is characterized by a recognition that the employee and employer share responsibility for maintaining the relationship for as long as it is mutually beneficial (Altman and Post, 1996; Sparrow, 2000).

When the new psychological contract operationalized well, it satisfies the needs of both employers and employees. The new psychological contract might have created a crisis of commitment, but the loyalty is still possible under the new contract. This can be achieved through development opportunities and flexibility in exchange for performance and adaptability and assume that individual employees are to be completely responsible for their own career development. Employers unwilling to bear any of the responsibility for employees professional development are likely to find themselves in violation of the psychological contract. Research shows that high levels of violation of psychological contract have a number of potentially negative repercussions, including increased likelihood of exit, neglect behaviors and decreased demonstration of loyalty and organizational commitment.

## **1.2.4 ORGANIZATIONAL POLICIES AND PRACTICES THAT FACILITATE WORK – LIFE BALANCE**

In addition to the development of public policies supporting responsibilities outside of paid employment, organizations have increasingly been developing formal policies that attempt to facilitate the work/life nexus. Work/life balance strategies enhance the autonomy of workers in coordinating and integrating the work and non-work aspects of their lives. Three broad types of work/life strategies have been created to help employees balance their work and non-work lives: flexible work options, specialized leave policies and dependant-care benefits. These include a range of policies and practices like, Compressed work week, Flextime, Job sharing, Home telecommuting, Work-at-home programs, Part-time work, Shorter work days for parents, Bereavement leave, Paid maternity leave, Paid leave to care for sick family members, Paternity leave, On site/near site company childcare, Company referral system for childcare, Program for emergency care of ill dependents, Childcare programs during school vacation, Re-entry scheme, Phased retirement, Sabbatical leave, Professional counseling, Life skill programs, Subsidised exercise for fitness centre, Relocation assistance, Work and family resource kit or library, **Range of different organizational work/life balance initiatives. Source: Bardoel (2003).**

These policies are generally aimed at facilitating flexibility, supporting employees with childcare, eldercare obligations and alleviating the negative impact of interference between work and non-work commitments and responsibilities.

## **1.2.5 WORK – LIFE BALANCE - AN IMPERATIVE FOR BUSINESS**

### **1. Skill Shortages**

In the past, the provision of flexible work options was often viewed by the organizations as an optional ‘fringe benefit’. However in the present demographic and economic climate, policies and strategies promoting work/life have become crucial. Many developed countries are facing serious shortages of skilled workers across industries. This is due to the ageing workforce that will grow proportionally over the next 20 years. Research conducted by Australian Government Productivity Commission (2005) shows one-quarter of Australians will be aged 65 years or more by 2044–45, giving rise to economic and fiscal impacts that pose significant challenges for organizations of all types and sizes. Drop in fertility levels in women also contribute to this

‘structural ageing’. In 1996, the total fertility rate fell below replacement level (2.1 births per woman) and a record low of 1.3 births per woman occurred in 2005. From an organizational perspective, the adoption of work/life balance practices can help ease the problem of skill shortages by attracting and retaining previously ‘untapped’ pools of talent – including mothers returning to the labour market, mature workers and certain minority groups – by creating work environments that would have been previously untenable.

## **2. Expensive Empty Desks**

Work/life balance policies and practices can improve the ‘employee experience’ and hence help organizations to retain their staff. Turnover is a major issue for many businesses because of the costs of hiring and training new personnel, as well as the costs of not having departed employees working toward organizational goals. The established link between the provision of flexible work options and reduction in turnover means that work/life balance is now a strategic human resource issue. Research suggests that where employees preferences for cultures and values are consistent with actual organizational cultures and values, turnover is decreased. This is known as person/organization fit. However, when priorities and goals are incompatible, employees are more likely to seek consistent cultures elsewhere.

## **3. Why Work Here?**

In addition to staff turnover issues, organizations genuinely promoting and supporting work/life balance policies often receive community recognition as ‘good’ corporate citizens, or ‘employers of choice’. Where skill shortages are evident, or where skilled applicants have a number of job offers, the willingness or otherwise of an organization to accommodate employees work/life balance may well be a deciding factor in accepting a job offer. In this war for talent it becomes very crucial for employers to come up with attractive work – life policies and programs in order to hire and retain their best talent. Environments that support employee’s work/life balance have been found to improve organizational commitment, higher job satisfaction, less absenteeism and less inclination to leave the organization directly affecting the bottom line – defined as a belief and acceptance of organizational goals and values, a willingness to put forth efforts toward these goals and a desire to maintain organizational membership.

## **1.2.6 THE GAP BETWEEN WORK – LIFE BALANCE POLICY AND PRACTICE**

Despite an apparently widespread commitment to the principles of work/life balance, the reality for many employees is not always consistent with the rhetoric. Empirical studies show that the mere availability of extensive and generous work/life policies does not necessarily result in widespread utilization by employees or subsequent improvements in work/life balance and reductions in work/life conflict. The low uptake in some organizations appears to be related to different organizational environments, also known as ‘organizational work/life cultures’, which affect the extent to which flexible work options can be utilized and work/life balance achieved. Five distinct aspects of work/life culture have been identified from previous studies, all of which should be considered by organizations when attempting to improve employee’s work/life balance.

**1. Managerial Support:** Managers play an important role in the success of work/life programs because they are in a position to encourage or discourage employee’s efforts to balance their work and family lives, where supervisors enthusiastically support the integration of paid work and other responsibilities, employees will be more likely to take up available work/life programs. It has also been found that even in ‘family-friendly’ organizations managers discourage employees using available benefits and programs contributing to increased work/family conflict and vice-versa. Hence managers play a vital role in employee’s decisions to use available benefits and programs.

**2. Career Consequences:** Another strongly associated factor with the under-utilization of work/life policies, is the perception of negative career consequences. There is a negative perception that employees who use family-friendly policies are seen as less committed to work and the organization, overlooked for training, promotions, fringe benefits etc. This shows why family-friendly policies tend to be underused. Importantly, participation by managers themselves in work/family programs challenges the perception of work/life policy utilization and career progression as being mutually exclusive paths within the organization.

**3. Time Expectations:** The third factor that influences the use of work/life policies is organizational time expectations the number of hours employees are expected to work. A supportive work/life culture in terms of organizational time expectations has been found to reduce work/family conflict, improve job satisfaction and increase productivity. There is false impression. There is false impression that “If one is to succeed, one has to be at work, one has to be there for long hours, and one has to continuously commit to work as a top priority. Working long hours though, hinders the ability of employees to meet conflicting responsibilities and subsequently forces some employees to choose between achieving balanced roles and progressing in their careers. However, a move from the traditional notion of long hours at the workplace as the primary measure of productivity to performance-based assessment requires a significant paradigm shift for some organizations. The shift to evaluating performance on the basis of outputs rather than time spent physically at the workplace is however an essential part of developing a culture that supports work/life balance.

**4. Gendered Perceptions:** Even though organizational work/life policies is generally gender-neutral and non-discriminatory, these policies have revolved historically around facilitating the working conditions of women. Men’s uptake of alternative work options has tended to be extremely low. Perceptions that work/life policies are developed only for women are the fourth factor related affecting work/life policy. Some of the reasons discouraging men’s usage of work/life programs are organizational workplace and the culture act as a barrier. Secondly the competitive business environment is thought to discourage men from using work/life options. Finally the domestic organization in employees own homes often prevent men from taking up available work/life options, focusing on the centrality of the father’s rather than the mother’s career. Organizations should encourage men to use work/life policy. Some work/life provisions, such as paternity leave, are intended specifically for men and aim to foster a greater sharing of responsibilities between men and women.

**In conclusion from** the above concepts and theories it is clearly evident that work – life balance has is an issue that has attracted the attention of researchers and the leaders of the IT world. Leaders of the IT organizations should start working towards making work/life balance both a strategic goal and a reality in their organizations. By providing better work – life balance to its

employees IT organizations can derive the following benefits - improved organizational commitment, reduced turnover and higher retention, reduced absenteeism, greater productivity and reduced work/life conflict. IT organizations should change the widespread perception that visibility = productivity. Finally IT organizations should ensure that formal policies in place are consistent with what employees actually experience. Policy provision alone is not sufficient to ensure employees work/life balance IT organizations should encourage its employees to make use of the available work/life balance programs and ensure that employees using work/life policies are not overlooked when promotion opportunities arise. Senior managers in organizations need to 'walk the talk' and demonstrate that balancing paid work and non-work activities is positive, necessary for physical and psychological health and will not damage career prospects.

### **1.3 INTRODUCTION TO EMOTIONAL INTELLIGENCE**

Identifying factors that are important for success in life has been a challenge to researchers since long. Even a decade before it was believed that traditional intelligence, which could be measured as Intelligence Quotient (IQ) was responsible for success in life. Based on this assumption a number of intelligence scales have been developed (for instance, Stanford-Binet test, Binet-Simon test, Wechsler Adult Intelligence test). These scales predict the technical expertise of an individual that helps him/her in performing the job and therefore, acts as facilitating factor in getting a job, those scales are not meant for predicting why people are better in interpersonal relationships, more acceptable to people and better managers of their lives careers and stress. Then what qualities of mind or spirit would determine who would succeed? Researches revealed that adaptability, leadership, self-confidence and interpersonal skills are some of the most important factors that distinguish the top performers from the poor performances and that they have no direct relationship with the so called traditional intelligence (IQ). Rather they are related to the effective and intelligent management of emotions.

Is IQ destiny? Daniel Goleman (1997) says, "Well, not really. There is more to success than having a high IQ. Studies have shown that people who are intellectually the brightest are not often most successful, either in business or in their personal lives". Steven Covey says that when we are looking at verbal and reasoning capacities (the typical IQ approach), we look at a very

small spectrum of human intelligence (The competitive paradox, 1996). Traditionally, an individual's smartness or success was measured in terms of his or her IQ. We almost immediately assume that experts and professionals have a high IQ. However, IQ serves as only an index of numerical or analytical ability. It has little or no significance with success in professionals or personal life. So, the question is, "What is the component that makes Jack Welch, Bill Gates, Gandhi, and Einstein better leaders, experts or professional in their field?" It has been suggested by experts like Goleman that it is not IQ but Emotional Intelligence (EI) that makes these individuals pioneer in their respective fields. Emotional intelligence is measured as Emotional Quotient or EQ.

The world today is under going a change more profound and far reaching than any experienced since the dawn of the modern age. Rapid environmental changes are causing fundamental transformations that have a dramatic impact on organizations and present new challenges for human resources management in general and leadership in particular. The transformations do represent a shift from traditional intelligence to new paradigm of emotional intelligence. It has been human nature to desire stability even in the ever-changing professional lives. The system of life - and organizations – is fluid, dynamic, and potentially self-renewing wherein today's best leaders are learning to "go with the flow" to accept the inevitability of constant change and recognize change itself as a potential source of energy. These profound changes cannot be cuddled and integrated without addressing the deepest thoughts and feelings of Indian executives. This requires the executive to open up the heart and deal with the emotions, welcoming them into the workplace to ensure success in this ever-changing industrial environment. Various research studies have unraveled that the leaders with higher emotional intelligence see changes as opportunities for something better, and they do not cherish stability but ongoing development of individual workers and of the organization itself become their prime agenda. This phenomenon of paradigm shift has led many researches in the area and the present one is also an attempt in the line.

### **1.3.1 BACKGROUND**

The term Emotional Intelligence first appeared in a series of academic articles authored by John D. Mayer and Peter Salovey (1990, 1993). These publications generated little attention. Two

years later, the term emotional intelligence entered the mainstream with Daniel Goleman's 1995 best-seller *Emotional Intelligence: Why It Can Matter More Than IQ* and subsequent articles in *USA Weekend* and *Time Magazine* (October 2, 1995). More recently, Goleman's latest book, *Working With Emotional Intelligence* (1998), has caught the attention of human resource practitioners.

### **1.3.2 EMOTIONAL INTELLIGENCE – CONCEPT & DEFINITION**

The concept of emotional intelligence is an umbrella term that captures a broad collection of individual skills and dispositions, usually referred to as soft skills or inter and intra-personal skills, that are outside the traditional areas of specific knowledge, general intelligence, and technical or professional skills. Most of the authors on the topic note that in order to be a well adjusted, fully functioning member of society (or family member, spouse, employee, etc.), one must possess both traditional intelligence (IQ) and emotional intelligence (dubbed EQ). Emotional intelligence involves being aware of emotions and how they can affect and interact with traditional intelligence (e.g., impair or enhance judgement, etc.). This view fits well with the commonly held notion that it takes more than just brains to succeed in life - one must also be able to develop and maintain healthy interpersonal relationships. Taken from this perspective, emotional intelligence is nothing new. Emotions are an intrinsic part of our biological makeup, and every morning they march into the office with us and influence our behavior. On some level, we've always known that the ability to understand, monitor, manage and capitalize on our emotions can help us make better decisions, cope with setbacks and interact with others more effectively. But thanks to the work of Goleman and other researchers, we now have hard data to prove it.

According to Mayer and Salovey (1993): Emotional Intelligence allows us to think more creatively and to use our emotions to solve problems. Emotional Intelligence probably overlaps to some extent with general intelligence.

The emotionally intelligent person is skilled in four areas: Identifying emotions, using emotions, understanding emotions, and regulating emotions.



Goleman (1995) takes a somewhat broader position in describing emotional intelligence. In his writings, emotional intelligence consists of five factors: Knowing one's emotions, managing emotions, motivating oneself, recognizing emotions in others, and handling relationships.

### **1.3.3 Why Study Emotional Intelligence?**

Emotional intelligence is a topic of growing interest in organizations and research. Modern technology and globalization has led the human race into a zooming life where the risks involved are high. Most people in organizations today undergo motions of crumbling trust, jarring uncertainty, stifled creativity, distance between managers and co-workers, and vanishing loyalty and commitment. Either organizations are ignorant of these symptoms or do not want to recognize them (majority of the times), as they would have to do something about it. Emotional intelligence calls for recognizing and understanding of these issues in organizations.

It 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 gives rise to strategic leaders in organizations”

At a microcosmic level, EI will produce an employee who will know his capabilities, his job, has an outlook in the future, and is confident of a well-thought action. This will be more valuable than the action of an employee with high IQ and good knowledge, but low EI. This is where, emotional intelligence plays a significant role in the organization and becomes an important criterion of evaluation for judgment of an ‘effective’ employee. At a macrocosmic level, EI increases productivity and trust within and across the organization.

Finally, Researchers today are interested in finding the effects of emotional intelligence on employees and thereby, organizations, and analyzing the various other facets of EQ. Corporate interest appears to be strongly related to the continuing search for a way of securing sustainable competitive advantage which can be developed through attention to “people issues”

Emotional intelligence improves individual and organizational performance. It plays a significant role in the kind of work an employee produces, and the relationship he or she enjoys in the organization.

### **1.3.4 MODELS OF EMOTIONAL INTELLIGENCE**

Two types of emotional intelligence models are available in the existing literature:

1. Ability model, which focuses on the mental abilities to define emotional intelligence and
2. Mixed models, which seek to define emotional intelligence as a mixture of abilities and some personality traits and characteristics.

#### **1. Ability Model of Emotional Intelligence**

This model of emotional intelligence (Mayer and Salovey, 1997) emphasis on the cognitive components of emotional intelligence and conceptualizes emotional intelligence in terms of potential for intellectual and emotional growth (Schutte, Malouff, Hall, Haggerty, Cooper, Golden and Dorheim, 1998). Four sets of mental abilities ranging from basic to more complex psychological process were proposed in this model. The first set, ‘Perception, appraisal and expression of emotions’ allows an individual to identify and express emotions in self and others. The second is ‘assimilating emotion in thought’ It allows an individual to use emotions and to facilitate thinking and to recognize respective consequences of different emotional responses and to justify the appropriate one. The third set ‘understanding and analyzing emotions’ concerns with the ability to understand, label and acknowledge emotions and to use emotional knowledge. The fourth set is ‘reflective regulation of emotion’ which deals with the ability to manage and adjust the emotional response to support the situational requirement (Mayer and Salovey, 1997).

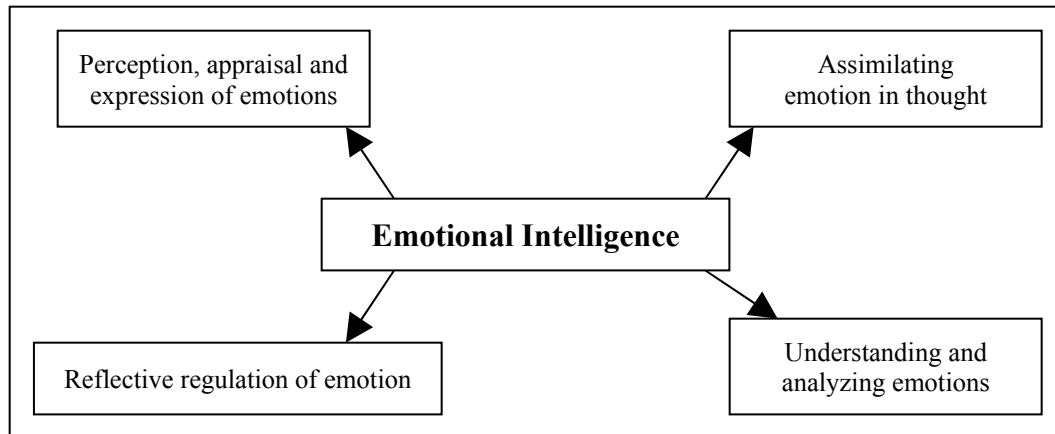


Fig – 1.4 - Ability Model of Emotional Intelligence (Mayer and Salovey, 1997)  
 Source - Emotional Intelligence myth or reality. By - Bhattacharya and Sengupta

## 2. Mixed Model of Emotional Intelligence

Unlike the ability model, mixed models include non-ability traits such as motivation, optimism, interpersonal skill, stress management in conceptualizing emotional intelligence. The various types of mixed models are explained below.

Bar-On's (1997) model of emotional intelligence is one of the most well known mixed models. This model was fundamentally based on the personality characteristics. Five broad areas of emotional intelligence were proposed in this model: intrapersonal skills (such as emotional self-awareness, assertiveness, self regard, and self-actualization); inter-personal skills (such as social responsibilities, empathy); adaptability (such as problem solving, reality testing and flexibility); stress management (such as, stress tolerance and impulse control) and general mood (such as happiness and optimism).

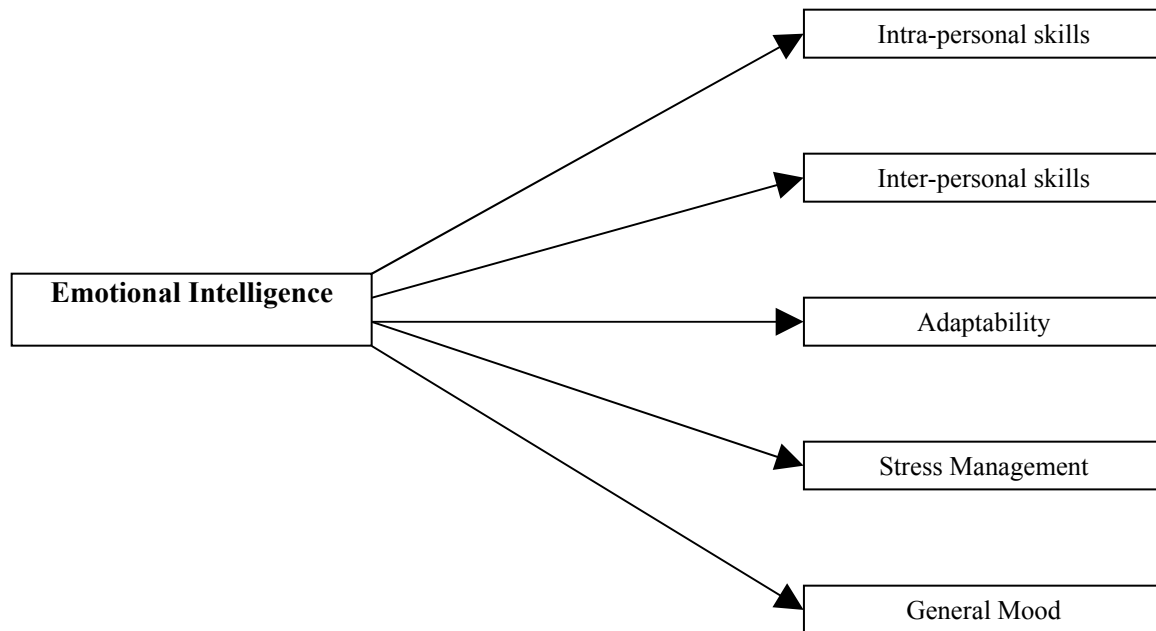


Fig – 1.5 - Bar-On's (1997) Model of Emotional Intelligence

Source - Emotional Intelligence myth or reality. By - Bhattacharya and Sengupta

### 1.3.5 GOLEMAN: A MIXED MODEL OF EMOTIONAL INTELLIGENCE

The model introduced by Daniel Goleman focuses on EI as a wide array of competencies and skills that drive leadership performance. Goleman's model outlines four main EI constructs:

1. Self-awareness – the ability to read one's emotions and recognize their impact while using gut feelings to guide decisions.
2. Self-management – involves controlling one's emotions and impulses and adapting to changing circumstances.
3. Social awareness – the ability to sense, understand, and react to others' emotions while comprehending social networks.
4. Relationship management – the ability to inspire, influence, and develop others while managing conflict.

Goleman includes a set of emotional competencies within each construct of EI. Emotional competencies are not innate talents, but rather learned capabilities that must be worked on and

can be developed to achieve outstanding performance. Goleman posits that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies.

### **Goleman's (2001) Emotional Intelligence Competencies**

	<b>SELF Personal Competence</b>	<b>OTHER Social Competence</b>
<b>RECOGNITION</b>	<u><b>Self-Awareness</b></u> Emotional Self-Awareness Accurate Self-Assessment Self-Confidence	<u><b>Social Awareness</b></u> Empathy Service Orientation Organizational Awareness
<b>REGULATION</b>	<u><b>Self-Management</b></u> Self-Control Trustworthiness Conscientiousness Adaptability Achievement Drive Initiative	<u><b>Relationship Management</b></u> Developing Others Influence Communication Conflict Management Leadership Change Catalyst Building Bonds Teamwork and Collaboration

**Fig 1.6 - Goleman's (2001) Emotional Intelligence Competencies**  
**Source - Research Branch Correctional Service of Canada, Stys & Brown**

### **1.3.6 EMOTIONAL INTELLIGENCE AT WORKPLACE -LEADERSHIP DIMENSIONS**

Researchers have found that factors such as creativity, positive attitude, intergrity, cooperation, teamwork, social skills and motivation play major roles in a person's job suitability and productivity (Goleman, 1995; Salovey & Mayer 1990; Williams & Sternberg 1998). These qualities are rather influenced by aspects of emotional abilities. (Maccoby, 1976) suggested that head represented intelligence and heart represented emotional aspects. This has thrown a challenge to the researchers to forward a satisfactory explanation that would recognize the

contribution of the emotional abilities for success in both personal and professional life. Emotional intelligence, to a great extent, addresses the above issues.

### 1.3.7 EMOTIONALLY INTELLIGENT LEADER - A MODEL

It is clear that emotionally intelligent leadership becomes a reality when leaders make a transition from transactional approach to transformational approach to create the necessary socio-emotional nearness to their followers. This results in strengthening the relationship between leaders and the followers and helps for achievement of personal and organizational goals. In order to achieve this a leader has to bring about planned changes in organizations.

The model below depicts emotionally intelligent leadership needed to bring about transformational change in organizations.

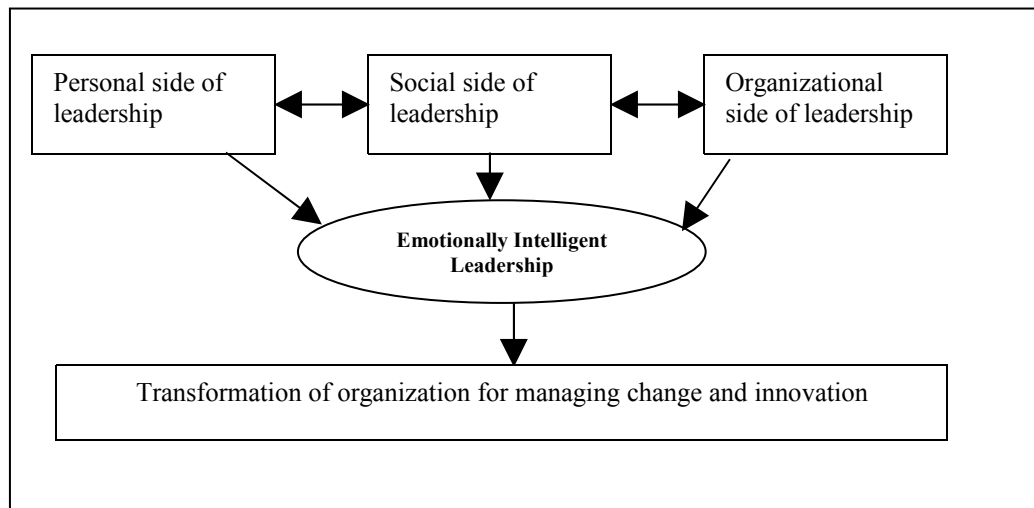


Fig – 1.7 Transformation of organization for managing change and innovation  
Source - Emotional Intelligence myth or reality. By - Bhattacharya and Sengupta

The three dimensions of the above mentioned model are

1. Personal side of leadership
2. Social side of leadership
3. Organizational side of leadership

**1. Personal side of leadership:** Refers to self-awareness, which is the basic foundation on which emotionally intelligent leadership is built. It is necessary for leaders to have an accurate self-assessment by knowing his/her own strengths and limitations which are vital for leadership. This helps in making sound and accurate decisions and helps achieve organizational success.

**2. Social side of leadership:** It involves understanding leadership in interpersonal context, where leadership refers to connectivity and building bridges with others for attaining and maximising common goals. Interactivity denotes interrelationship among people and refers to how they relate to one another. Empathy, service and organisational awareness are corner stones of social connectivity.

**3. Organizational side of leadership:** In this stage, the act of doing things together in the organizational context becomes a reality. It is very important for a leader to collaborate and work together with his team in chalking strategies necessary for organizational development. He should communicate, provide opportunities, support and plan for development, identify the strengths and weaknesses of the department and also competency gaps in the team and take initiatives to improve the competencies. Further a leader should also provide candid and accurate and accept feedback. Leaders should also provide the necessary coaching and mentoring required and encourage, recognize and reward high performers. This helps the team as well as the organizations to work towards common goals and strategies and achieve organizational growth.

### **1.3.8 EMOTIONAL INTELLIGENCE & LEADERSHIP COMPETENCIES**

It is very important for the leader to demonstrate the right kind of emotions and behaviour. The way the leader behaves in an organizational environment will have an influence on their subordinates. There is also a likelihood that subordinates learn and imbibe what the leader demonstrates. Hence it is very crucial for a leader to have and exhibit the right kind of emotional competencies. A leader should have good emotional self-awareness i.e. the ability of recognizing how their feelings affect them and their job performance, these leaders know their strengths and limitations and exhibit a sense of humor about themselves, they also welcome constructive criticism and feedback and work upon them. This helps a leader to accurately assess themselves.

These capabilities allow leaders to play to their strengths. Such leaders will be high on confidence and often have a sense of presence, self-assurance that lets them stand in a group.

Another competency of a leader is the ability of self-management and self-control. Leaders with emotional self-control find ways to manage their disturbing emotions and impulses and manage themselves better under stressful situations. Such leaders are transparent, openly admit mistakes or faults and confront unethical behaviour. Transparency is being open to ones feelings, beliefs and actions. Further leaders adapt themselves to multiple demands without losing his focus or energy and are comfortable with the inevitable ambiguities of organizational life. Leaders are achievement driven, high performers, set measurable but challenging goals and continually learn and teach better ways to do things. Leaders take up initiatives they seize opportunities or create them rather than simply waiting. Finally a leader should be optimistic, such leaders see others positively, expecting the best of them.

Leaders should also exhibit the emotional competencies such as empathy, organizational awareness and they should also be service oriented. Leaders with empathy are able to attune to a wide range of emotional signals, letting them sense the felt, but unspoken, emotions in a person or group. When it comes to organizational awareness leaders should be able to detect crucial social networks and read key power relationships. Finally leaders high in the service competence foster an emotional climate so that people directly in touch with the customer or client will keep the relationship on the right track.

Leaders should also inspire and influence their followers by encouraging them to work towards common goals, vision or shared mission. Leaders adept in influence are persuasive and engaging when they address a group. Leaders should also take the initiative of developing the skills and capabilities of their team by providing candid feedback by understanding their goals, strengths and weaknesses. Leaders should also be able to manage conflicts in the team by understanding the differing perspectives, feelings and views of all sides and then redirect the energy towards a shared ideal. Finally the leader should collaborate with his team members by spending time forging and cementing close relationships beyond mere work obligations.



### 1.3.9 EMOTIONAL INTELLIGENCE – GROUP AND ORGANIZATIONAL EFFECTIVENESS

Emotional Intelligence is becoming crucial today in the context of individual's role based behavior within group and organizational contexts. As organizations are becoming flatter in structure, flexibility is the key issue. The span of control being larger for a team leader, the relationships between team members and the leader are becoming more challenging. From control based hierarchical relationships, there is a transition towards facilitation-based empowering relationships. Also, the task structure and the reward systems are becoming highly group-oriented requiring more accommodating and emotionally intelligent behavior to be adopted to achieve both personal and organizational goals.

### 1.3.10 A MODEL OF EMOTIONAL INTELLIGENCE AND ORGANIZATIONAL EFFECTIVENESS

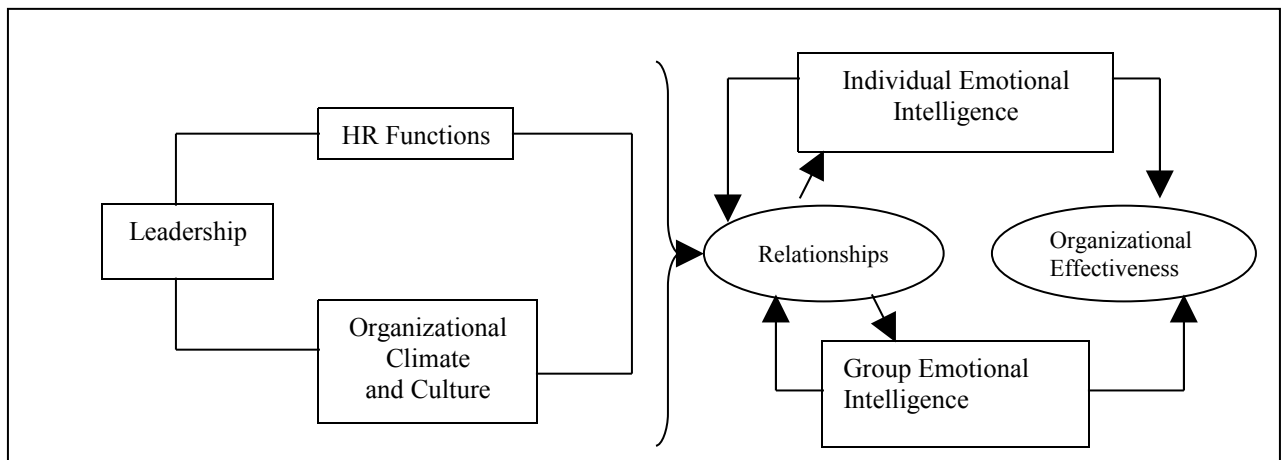


Fig 1.8 A Model of Emotional Intelligence and Organizational Performance (Cherniss, 2001)  
Source - Emotional Intelligence myth or reality. By - Bhattacharya and Sengupta

The model illustrates three organizational factors, leadership, HR functions and organizational climate that are interrelated, which ultimately facilitate in relationship building by enhancing individual and group emotional intelligence and consequently, organizational effectiveness.

### 1.3.11 GROUP EMOTIONAL INTELLIGENCE (GEI)

To work as an effective group, it is necessary to enhance group consensus and cohesion by minimizing intended conflicting tendencies among individual group members, which are

potentially brought into the group as pre-programmed orientations by individual group members. These orientations contain biases, resulting from unique socialization processes and experiences and culture specific normative patterns of individual group members, which have become a part of their personality. However the group members have to gradually learn to suspend their judgment and beliefs and question them adequately to become re-socialized in the new normative structure, as required for effective group functioning. The re-socialization process essentially requires group members to evolve mechanisms for minimizing conflicts to enhance their consensus-building abilities. In this, emotional intelligence can become an effective tool to reduce intra-group conflicts and enhancing effective group norms, commonly shared and cherished by all.

Druskat, 2001 has proposed the following model which demonstrates the connection of emotional process and collective beliefs.

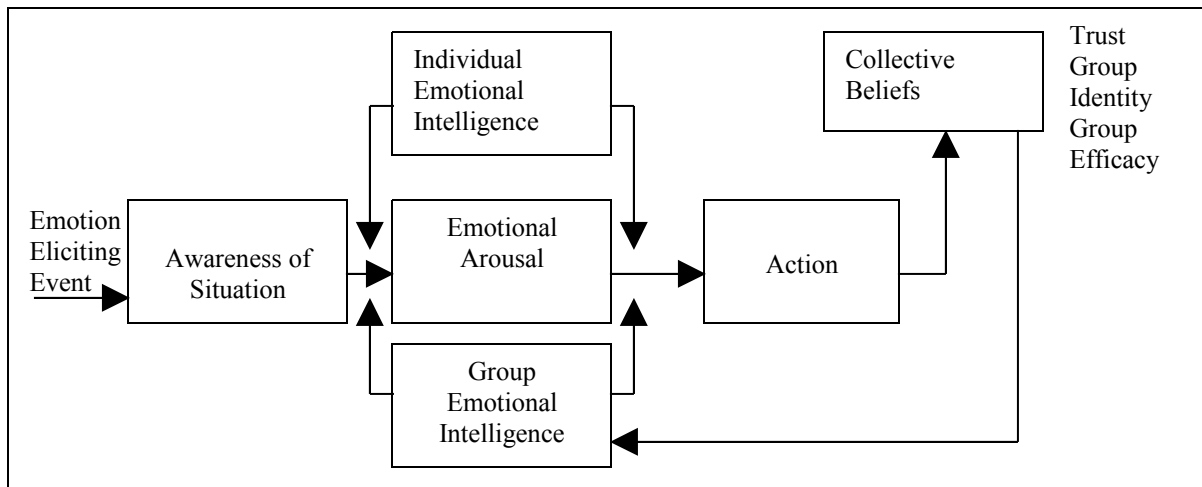


Fig 1.9 - The Connection between Emotional Process and Collective Beliefs (Druskat, 2001)  
Source - Emotional Intelligence myth or reality. By - Bhattacharya and Sengupta

GEI is an ability of a group to generate shared set of norms that manage emotional process in a way which builds trust, group identity and group efficacy. A group with high GEI creates a positive cycle and through the norms it develops to influence the emotional process.

### 1.3.12 DIMENSIONS OF GEI

1. Managing Emotion In The Individual Arena and
2. Managing Emotion In The Group Arena.

**1. Managing Emotion In The Individual Arena:** There are two dimensions how one can manage individual emotions in a group.

**A. Group Awareness of Members** – It includes perspective thinking which occurs during conversation with an individual with the idea of willingness to consider matters from the other persons point of view and personal understanding, which is the understanding of spoken and unspoken feelings, interests, concerns, strengths and weakness of the group members.

**B. Group Regulation of Member Emotional Expression** – It includes ‘confrontation with the members’ who break norms, and ‘caring orientation’ which increases safety, cohesiveness and satisfaction with personal learning and development.

**2. Managing Emotion In The Group Arena:** To utilise the effect of emotions at the group level ‘group self-awareness’ and group self-regulation are essential (Barsade & Gibson, 1998) which are explained below:

**A. Team Self Evaluation** – It is the ability of the group to evaluate itself i.e. its strengths, weakness, while operating and interacting as a team.

**B. Feedback and Positive Criticism** – According to (Nadler, 1979) the impact of feedback on motivation and cueing can bring about a positive change in a group. Factors such as attraction to the group, pride, involvement, self-esteem are improved by positive feedback.

**C. Group Self-Regulation** – It is the group’s ability to manage its emotional states and create desirable response. According to (Holmer, 1994) it is coping or managing with emotional challenge which is a psychological threat perceived in a situation. The response of this emotional

challenge affects perception of individual or the group and interpretations of the fact and their ability to take appropriate action. A group with low emotional capacity ignores the tension at work place and blames external factors to the cause of these tensions. Groups with high emotional capacity recognize and confront the problem with full awareness and responsiveness.

**In conclusion**, increasing number of scholars have argued that emotional intelligence is a core variable that affects employees performance. Current thinking and empirical literature has proved with evidence the importance of emotional intelligence. Research says that intelligent quotient (IQ) contributes only 20% to an individual's success whereas emotional intelligence (EQ) contributes 80%. For the successful functioning of any organization it is very important to understand, recognize and manage the emotions of oneself of others and of groups. Literature suggests that managers with better EI competencies not only increase their own personal performance but also of the teams they lead and the organization as a whole. The present day IT world is very complex and most people in organizations today undergo motions of crumbling trust, jarring uncertainty, stifled creativity, distance between managers and co-workers, and vanishing loyalty and commitment. Emotional intelligence calls for recognizing and understanding of these issues in organizations. Emotional intelligence helps improve individual and organizational performance. It plays a significant role in the kind of work an employee produces, and the relationship he or she enjoys in the organization.

#### **1.4 NEED AND RATIONALE OF THE STUDY**

The concept of work – life balance is gaining importance across IT organizations. This study aims at helping IT organizations build more effective policies with respect to of work – life balance, it also helps the organizations introduce new work – life balance programs and encourages sharing of best practices across IT organizations. Further the study facilitates to build organization wide culture, effective use of policies and programs and also better integration between work and non-work activities. Hence by offering effective policies and encouraging employees to make use of the available policies and programs the organizations will in turn be increasing the employee's level of satisfaction and also commitment towards the organization.

This will help the organization retain its best people or talent, which will subsequently contribute to cost saving.

In the present day competitive IT world, the concept of emotional intelligence plays a very crucial role. Research suggests that traditional intelligence i.e. IQ contributes only 20% to an individuals success where as emotional intelligence i.e. EQ contributes 80% to an individuals success. This study will help realize the importance and the role emotional intelligence plays in enhancing individual and teams performance there by improving organizational effectiveness.

Further the study will also help identify how appraisal, expression, recognition, regulation and use of emotions facilitate performance. The emphasis on work – life balance in relation to emotional intelligence in IT organizations has not been methodologically researched. The study in relation to these variables in the context of IT organizations and its implications in India are not available. Very few studies have been done globally in relation to these variables. The present study is a serious attempt to understand and explore in the Indian IT context behavioral variations and their implications that these variables have on employees. The insight will contribute towards the basic understanding in IT organizations.

The study is an attempt to contribute afresh with a new perspective to the field of human resources and behavioural sciences with special reference to work – life balance in relation to emotional intelligence of employees in IT organizations. It is also an earnest attempt to bridge the gap especially in this area by highlighting the relevance and importance of work – life balance and emotional intelligence to leadership, senior management, individual and organizations and hoping this study will initiate a series of serious and productive discussion on the subject.

The findings and outcome of this research will be beneficial to the IT organizations in India, which is a flourishing industry and contributes significantly to the GDP of the country and the talent pool of the world. The study will bring in sharp focus the major challenges encountered in these areas and the solutions that will aid IT organizations to deal more significantly in increasingly their effectiveness.

## **1.5 OBJECTIVES OF THE STUDY**

1. To identify what aspects of work interferes with personal life.
2. To identify the factors that impacts work – life balance.
3. To find out work related factors that interferes with personal life.
4. To identify policies, practices and programs offered by IT organizations with respect to work – life balance.
5. To find out the level of risk inherent in each work – life balance program, on an IT employee’s career.
6. To find out the likelihood of usage of work – life balance programs IT employees.
7. To find out if there are differences across demographics and work – life balance.
8. To find out if there are differences across demographics and emotional Intelligence.
9. To find out Emotional Intelligence of employees.
10. To find out the relationship and influence between emotional intelligence and work - life balance.

## **1.6 CHAPTERIZATION**

Chapter 1 contains a brief about the information technology sector (IT) and an introduction to the concepts in the study. It includes the origin, meaning, nature, definitions and significance of the variables: work – life balance and emotional intelligence. The first chapter ends with the need and rationale, objectives of the study and the chapterization of the thesis. Chapter 2 contains a detailed review of literature. The review is ordered with the studies on work – life balance and emotional intelligence. The chapter ends with the gaps and trends in the review. Chapter 3 details the methodology adopted for the present study. Operational definitions, statement of problem, variables under investigation, hypotheses, sample size, sampling technique tools employed for data collection, description of the tools, scoring procedure, administration of the questionnaire and statistical techniques employed. Chapter 4 provides the analysis of data which was subjected to certain statistical tools and its interpretation. Chapter 5 contains summary of findings, conclusions and implications of the study and the limitations and suggestions for future research. Finally, the thesis ends with detailed references and an appendix where the tools and other vital information are appended.

## **CHAPTER – II**

### **LITERATURE REVIEW**

This chapter is a documentation of the review of literature that has been carried out. It contains empirical data that has relevance and significance to the present study. The review of literature spans more than five decades. Trends in the review have been highlighted. The review is presented variable wise and in reverse chronological order. The review contains studies on work – life balance and emotional intelligence.

#### **2.1 TRENDS OF RESEARCH ON WORK – LIFE BALANCE**

The literature of work – life balance is full of discussion about the lack of effective policies, underutilisation of work – life balance programs, job satisfaction, performance management, organizational commitment, productivity and other related concepts.

The most important form of flexible work arrangement used in organization is four days a week. It supports mothers, but at a cost because of gendered assumptions. The gendered construction of the ideal worker and ideas of competence conflated with hegemonic masculinity, remain powerful. This, together with a prevalent “good mother” ideology, undermines both gender equity and workplace effectiveness Lewis & Humbert (2010). Indian organizations have to do a lot to treat work-life balance practices as strategic aspect of organizational performance and effectively communicate about the availability of different work-life balance practices, further family contributes extensively to work in terms of enhancing performance and positive emotions at workplace Baral (2009). Firms that adopt better work life balance policies can improve the level of job satisfaction and increase organizational commitment among their employees Bloom and Van Reenen (2006). Professionals viewed flexible workplace schedules as a key to employee retention and placed this working condition at the top in order to control employee attrition Burke & Collinson (2004). Lack of formal policies, employees not been given the opportunity to express their views over the introduction and implementation of policies, Policies are introduced primarily to meet business needs, rather than those of employees. These are some causes for work-life imbalance. Employees seem to be more effective when they are engaged and

encouraged to participate and given an opportunity to speak hoping their work-life balance concerns can be expressed and hopefully addressed Pyman, Cooper, Teicher & Holland, (2006). Managers who supported and encouraged employees attempts to coordinate work and family demands reported several positive outcomes. Such employees felt less work/family conflict and at the same time reported less turnover, burnout, absenteeism and increased organizational commitment. Ray & Miller (1994), Thomas & Ganster (1995) and Warren & Johnson (1995)

## **2.2 STUDIES ON WORK – LIFE BALANCE**

**Delsen & Smits (2010)** To improve individuals' work–life balance, trade unions, employers' organizations, governments and the European Commission currently promote a life course perspective in activating labour market policies. In 2006, the Life Course Savings Scheme (Levensloopregeling) was introduced in the Netherlands, which aims to increase labour participation and to improve the work–life balance over the life course. What can we learn from the Dutch case? In 2006, actual participation in the scheme was with 6% much lower than expected. Participation rates were higher among males, full timers, older employees, the higher-income groups and persons with a partner. However, our multivariate analyses of data for over 500,000 civil servants show that the higher participation rates of males, full timers and older employees are related to the higher earnings of these groups, and that after control for earnings, participation is higher among females, part timers and the young. This indicates that the scheme has a potential to contribute to the work–life balance over the life-cycle.

**Lewis & Humbert (2010)** The most important form of flexible work arrangement used in the organization, four days a week, is double edged and complex in its effects. It supports mothers, but at a cost because of gendered assumptions. Despite a commitment to flexibility and “work-life balance”, the gendered construction of the ideal worker and ideas of competence conflated with hegemonic masculinity, remain powerful. This, together with a prevalent “good mother” ideology, undermines both gender equity and workplace effectiveness.

**Baral (2009)** studied the scope and coverage of work-life balance practices in some of the leading organizations in India. Based on review of literature, empirical study and analyses of



reports of news paper articles, research suggests the Indian organizations have to do a lot to treat work-life balance practices as strategic aspect of organizational performance. Organizations offer a lot of benefits in the name of work – life balance. However they do not form an integral part of the companies polices. In knowledge centric organizations like IT and ITES industries where women workforce participation is relatively higher, statutory policies such as maternity leave and benefits are common, while practices such as flexi-time, work from home and part-time work are still yet to pick up pace. Stress management workshops and training programs on work-life balance are being conducted by organizations as part of the welfare provisions, but companies do not follow them as regular practices in most of the organizations. Research shows considerable difference between the responses of HR managers and employees. It was found that even though organizations had quite a few work-life balance programs their employees did not recognize so. This finding shows that HR managers have to put more efforts to properly and effectively communicate about the availability of different work-life balance practices in their respective organizations to their employees.

**Baral (2009)** In a study of 730 managerial employees from various organizations in India, it was found that family contributes extensively to work in terms of enhancing performance and positive emotions at workplace. One of the key findings was availability of work-life balance practices. When an organization offers its employees policies, practices, benefits and services to help them integrate their work and family responsibilities, employees feel committed to the organization and indulge themselves in organizational citizenship behaviors.

**Golden, Veiga and Simsek (2006)** found that in 2005, that around one-third of American employees have entered into telework and telecommunicating work arrangements. Though this arrangement can improve work-life balance, it could have a different impact that reduces Work Family Conflict but increases Family work Conflict. The impact that advancement in the technological environment can have on Work Family Conflict is moderated by family size, job autonomy and flexibility.

**Ferrer and Gagne (2006)** in a study examined that in larger companies and those like information technology and information technology enabled services industries, in comparison to

the older industries like mining and construction implemented more family friendly policies that can ease the level of tension between work and life/family.

**Bloom and Van Reenen (2006)** found that work family conflict can also have negative impact on the organization, both financial and non-financial-wise. Based on a study of 732 manufacturing firms in US, France, Germany and the UK. Organizations which offer better work life balance practices enjoyed higher productivity. As far as non-financial aspects of organizational performance is concerned, research shows that firms that adopt more better work life balance policies can improve the level of job satisfaction and increase organizational commitment among their employees.

**Pratt (2006)** discovered in a survey of 1311 senior executives worldwide, conducted in May 2006, 24% of those surveyed refused a promotion that would put their work life balance at risk, and 87% of them confirmed that work life balance is a key to their decision to join and remain in an organization.

**Ponzellini (2006)** – Explored that for employees to communicate to the employers the need for work-family policies in the workplace, employees must be given the opportunity to express their requirements. Further unions do not support the availability of flexible work schedules and the option to work from home. However there would be an increase in the availability of parental leave, special paid leave and job sharing options.

**Pyman, Cooper, Teicher & Holland, (2006).** Employees seem to be more effective when a combination of different form is present. The better the employee is engaged and encouraged to participate is associated with better organizational commitment and job satisfaction. When employees are given an opportunity to speak they feel more satisfied, hoping their work-life balance concerns can be expressed and hopefully addressed.

**Rothbard et al (2005)** surveyed 460 employees focusing on the extent to which individuals desire to integrate or segment their work and non-work lives. They observed that people who want more segmentation are less satisfied and committed to the organization when they have

greater access to integrating policies (e.g. onsite childcare) than when they have less access to such policies. Conversely, people who want greater segmentation are more committed when have greater access to segmenting policies (e.g., flexitime). The fit between the desire for segmentation and organizational policy has an effect on satisfaction and commitment over and above the effects of demographic characteristics such as age, gender, marital status, income, number of children and the ages of children.

**MacInnes (2005)** based on review of evidence from the British Social Attitudes Survey, 2002, explores the myth regarding the reduction of working hours in order to enhance work-life balance. The author asserts that work-life policies designed for the reduction of working hours are of particular interest to workers with family responsibilities. However workers in Britain report that the kind of time-stress bought in by “long hours culture” has little relationship between workers family situation and preferences for working few hours. Families with responsibilities and young children may not be in a position to work for shorter hours as they need the income to support their families that only substantial working hours bring. On the contrary workers with no family responsibilities have the option to swap income or career progression for increased leisure time.

**Caster et al (2004)** explores the features that influence supervisor’s decision to refer subordinates to work-family programs. The study reveals that program awareness and instrumentality perceptions contributed individually to predicting the frequency of supervisors referrals to work-family programs. Supportive attitudes also predict referrals, but only through their shared relationships with instrumentality perceptions.

**Spector, Cooper, Poelmans (2004)** explored that, urban Asians on an average worked for 2,149 hours per annum as compared to 2,068 hour for South Americans, 1,898 hours for North Americans and 1,773 hours in Europe. The lowest work hours per annum were reported by Berlin and Germany at 1,667, with the average worker getting 30 days off every year. Research has also found a stronger positive relationship between the number of work hours and work-family stressors in Anglo countries.

**Rappoport, Lewis and Gambles (2004)** Report that workplace tend to resemble the US model to support people to be able to work more rather than less. This could be due to the influence of Multinational Corporations policies and procedures. Indians still consider work life balance as an issue. Work still takes priority over family life. Some companies show themselves as being a family friendly workplace to attract more people towards the organization. Instead of this companies should facilitate women to advance in the workplace. Training programs and career advancement opportunity are being provided to women by organizations like WIPS (Women in Public Sector), are working with the British High Commission and the standing Conference on Public Enterprises. Further the government and multinational corporations have realized that they cannot afford to loose qualified, experienced and talented employee's women halfway for family related reasons. Instead organizations feel that it would be better to design human resource policies to enable employees with family responsibilities to carry on both family and work responsibilities.

**Burke & Collinson (2004)** - In a recent pool by the members of Society for Human Resource Management indicated that professionals viewed flexible workplace schedules as a key to employee retention and placed this working condition at the top in order to control employee attrition.

**Hyman and Summers (2004)** Research shows some major issues associated with work-life balance. The reasons are Unevenness of adoption across different sectors and organizations, Lack of formal policies, employees are not given the opportunity to express their views over the introduction and implementation of policies, Policies are introduced primarily to meet business needs, rather than those of employees, Domestic responsibilities are still conducted primarily by women irrespective of their employment status. These are some of the major issues research shows are the causes for work-life imbalance.

**Zimmerman (2003)** studied the strategies that dual earner couples adopt in balancing family and work. In a study of 47 middle-class, dual earner couples with children, who see themselves as successful in balancing family and work, their thought is classified into six general partnership themes such as shared housework, mutual and active involvement in childcare, joint decision-

making, equal access to and influence over finances, value placed on both partners work life goals and shared emotion work. Couples who are successful tend to share housework and emotion work. Naturally wives perform slightly more childcare and are primarily responsible for organising family life. Further Zimmerman notes that wives perceive that husband's careers are slightly more prioritised.

**Perrons (2003)** examines that emergence of new technologies and patterns of working will possibly reduce gender inequality by allowing more people with caring responsibilities to get involved in paid work. Based on 55 in-depth interviews with new media owners, managers and employees in small and micro enterprises in the new media hub of Brighton and Hove, Diane's study signifies that while new media creates new opportunities for people to combine interesting paid work with caring responsibilities, gender imbalance still remains.

**White et al (2003)** analyzed the data from national surveys of British employees in 1992 and 2000 and their results suggested a conflict between high performance practices and work-life balance. Surprisingly, the study indicates that dual-earner couples are not accountable to negative job-to-home spillover. Further, the presence of young children has become less important over time.

**Hill et al (2001)** A study conducted on 6,451 employees of IBM in USA observes how perceived flexible work timings and location of work place impact work-life balance. The study showed that individuals with the same workload and with perceived job flexibility enjoy good work-life balance and are capable of working longer hours before workload negatively impacts their work-life balance.

**Bachmann (2000) Schwartz (1994)** found that work arrangements such as flexitime, telework etc is depicted as an important factor of an individual's work preference towards work time. There is a suggestion that such work arrangements will help the employee attain a better blend between their work and non-work activities. This will help the organizations recruit, retain and motivate their work force.

**Perry-Smith et al (2000)** in a study based on a national sample of 527 US firms, it has been found that organizations that offer a wide range of work-family policies will have higher perceived firm-level performance. The research also suggests that there was partial support for the hypothesis that the relationship between work-family bundle and organizational performance is stronger in older organizations and organizations that employee majority of women.

Softwares developers are considered the key occupation to examine in future studies of 'knowledge workers' [Ackroyd et all (2000)]. They are the 'vanguard' of emerging work practices [Barrett (2001)]. Keeping in mind the long hours working culture and 24/7 support employees in the IT industry are the ones which suffer the most from work-life conflict. Scholarios and Marks (2004) found that interference of work with personal life has a considerable impact on work-related attitude for this group of workers. They state that work-life boundary variables affect trust in the organization which plays a mediational role in these variables, relationship to job satisfaction and organizational commitment. Even though employees in the IT industry are unique in their direction, market oriented and not likely to show attachment to a single organization. In such a case both employee and employer can gain by helping each other by accommodating approach to non-work commitments which may lead to greater organizational attachment.

**Tompson (1999)** found that work/family culture is a collective perception by members of an organization that it "supports and values the integration of employees work and family lives"

**Hill et all (1998)** summaries that qualitative research on virtual office and its effects on work and work-life balance revealed the perception of greater productivity, higher morale, increased flexibility and longer work hours due to telework, as well as an equivocal influence on work-life balance and negative influence on teamwork. They studied 157 IBM teleworkers and 89 others in traditional office setting. Using a quasi-experimental design, quantitative multivariate analyses supported the qualitative findings related to productivity, flexibility and work-life balance, but not the qualitative findings for morale, teamwork and work hours. Hill et all highlight the need for a multi-method approach, including both qualitative and quantitative elements when studying telework.

Research findings show that work-life balance practices help employees manage their work and family better (Thomas and Ganster, 1995) and enhance their approach and behaviors such as organizational attachment (Grover and Crooker, 1995), job satisfaction (Koseek and Ozeki, 1998) and intention to stay (Lobel and Kossek, 1996). Availability of work-life balance practices reduces employee absenteeism (Dex and Scheibl, 1999) and enhances organizations productivity. (Sands and Harper, 2007). These practices are increasingly being considered as strategic, innovative, crucial and progressive (Perry-Smith and Blum, 2000) worldwide. However there is lesser evidence of the status and impact of these practices in Indian organizations (Poster 2005, Wang, Lawler, Shi, Walumbwa & Piao, 2008)

**Ray & Miller (1994), Thomas & Ganster (1995) and Warren & Johnson (1995)** found that there is an association between family-friendly work environments and others factors of interest including turnover, absenteeism, job satisfaction and organizational commitment. Managers who supported and encouraged employees attempts to coordinate work and family demands reported several positive outcomes. Such employees felt less work/family conflict and at the same time reported less turnover, burnout, absenteeism and increased organizational commitment.

**Galinsky, Friedman & Hernandez (1991)** point out that it is time to recognized and understand that work-life balance practices are of value to all. It helps the organizations to retain their best employees, attract prospective employees and also helps in employee retention and motivation.

### **2.3 TRENDS OF RESEARCH ON EMOTIONAL INTELLIGENCE**

Investigated the trait emotional intelligence profiles of 512 students from five university faculties: technical studies, natural sciences, social sciences, arts, and humanities. Using the Trait Emotional Intelligence Questionnaire, it was hypothesised that (a) social sciences would score higher than technical studies in Emotionality, (b) arts would score higher than technical studies in Emotionality, (c) arts would score lower than technical studies in Self-control, and (d) there would be an interaction between gender and faculty, whereby female students would score higher than male students within the social sciences only. Several other exploratory comparisons were also performed. Results supported hypotheses (a), (b), and (d), but not hypothesis (c), although

the differences were in the predicted direction. Sánchez-Ruiz, Jose, Carlos, Prez-Gonzlez and Petride (2010). Employee leaders with better emotional intelligence competencies not only increase their own personal performance but also of the teams they lead. Koman, E. S., & Wolff, S. B. (2008). There is a relation between leader EI and all of the components of the transformational leadership style, EI was not related to job satisfaction, but was related to perceived success, a strong relationship was found between transformational leadership behaviors and the leader self-reports of being innovative, intuitive, self-aware, motivated, socially adept, empathic, and managing emotions Srivastava and Bharamanaikar (2004). Research shows about assisting employees in organizations develop emotional intelligence competencies which distinguish outstanding performers from average ones. Cherniss and Adler (2000). Ohio State Leadership Studies reported that leaders who were able to establish mutual trust, respect, and certain warmth and rapport with members of their group were more effective Mumford, Zaccaro, Harding, Jacobs, & Fleishman (2000). The US Air Force found by using emotional intelligence to select its personnel their possibility of selecting successful recruiters increased by nearly three-fold. They profited by saving of \$3 million annually, these people scored significantly higher in the emotional intelligence competencies of Assertiveness, Empathy, Happiness, and Emotional Self Awareness Boyatzis (1999). Findings prove that by creating a working climate that nurtures employees and encourage them to give their best is possible by an emotionally intelligent leader. This helps the business improve its performance. This was found in a study of CEOs in U.S. insurance companies. CEOs who exhibited more EI competencies showed better financial results as measured by both profit and growth Williams (1994). Social exchanges helps improve employee performance. Social exchange involves interactions. Further emotional understanding, regulation, and utilization would help to cultivate positive social interactions and exchanges in an organization and as a result facilitate employee performance Blau (1964). Research shows how the relation between emotional and social intelligence competencies and organizational success. Not much of difference between male and female leaders in their demonstration of emotional and social intelligence competencies. male leaders were considered to be more successful, even though male and female leaders demonstrated the same level of competencies. The four competencies that divided the most successful male and female leaders from their typical counterparts were Self Confidence, Achievement Orientation, Inspirational Leadership and Change Catalyst Hopkins & Bilimoria (2008).



## 2.4 STUDIES ON EMOTIONAL INTELLIGENCE

**Sánchez-Ruiz, Jose, Carlos, Prez-Gonzlez and Petride (2010)** Investigated the trait emotional intelligence (trait EI or trait emotional self-efficacy) profiles of 512 students from five university faculties: technical studies, natural sciences, social sciences, arts, and humanities. Using the Trait Emotional Intelligence Questionnaire, it was hypothesised that (a) social sciences would score higher than technical studies in Emotionality, (b) arts would score higher than technical studies in Emotionality, (c) arts would score lower than technical studies in Self-control, and (d) there would be an interaction between gender and faculty, whereby female students would score higher than male students within the social sciences only. Several other exploratory comparisons were also performed. Results supported hypotheses (a), (b), and (d), but not hypothesis (c), although the differences were in the predicted direction.

**Nelis, Quoidbach, Mikolajczak and Hansenne (2009)** The construct of emotional intelligence (EI) refers to the individual differences in the perception, processing, regulation, and utilization of emotional information. As these differences have been shown to have a significant impact on important life outcomes (e.g., mental and physical health, work performance and social relationships), this study investigated, using a controlled experimental design, whether it is possible to increase EI. Participants of the experimental group received a brief empirically-derived EI training (four group training sessions of two hours and a half) while control participants continued to live normally. Results showed a significant increase in emotion identification and emotion management abilities in the training group. Follow-up measures after 6 months revealed that these changes were persistent. No significant change was observed in the control group. These findings suggest that EI can be improved and open new treatment avenues.

**Hopkins & Bilimoria (2008)** Explored the relation between emotional and social intelligence competencies and organizational success. The study showed not much of differences between male and female leaders in their demonstration of emotional and social intelligence competencies. It was also found that when it comes to competency demonstration most successful men and women were more the same than different. However gender did play a reasonable role in the relationship between the demonstration of these competencies and success.

Further male leaders were considered to be more successful, even though male and female leaders demonstrated the same level of competencies. The four competencies that divided the most successful male and female leaders from their typical counterparts were Self Confidence, Achievement Orientation, Inspirational Leadership and Change Catalyst.

**Koman, E. S., & Wolff, S. B. (2008).** This study examines the relationships among team leader EI competencies and team performance. The study was conducted on 349 aircrew and maintenance military team members participated representing 81 aircrew and maintenance teams. Results show that team leader EI is significantly related to the presence of emotionally competent group norms (ECGN) on the teams they lead, and that ECGN are related to team performance. These finding provides three suggestions. Firstly, Employee leaders with better EI competencies not only increase their own personal performance but also of the teams they lead. Secondly, by developing or hiring emotionally competent managers. Finally by developing emotionally competent first line leaders, organizations should develop emotionally competent executive leaders because each individual on the executive management team influences the development of ECGNs on the teams he or she leads.

**Carmeli and Josman (2006)** research suggests possible connections between emotional intelligence and positive performance in the workplace, methodologically sound studies do not agree so. They say that even though research suggests that there is a connection between emotional intelligence and positive performance in the workplace, it is typically based on self-reported assessment and it overlooks that work performance is actually multidimensional (task performance and organizational citizenship). Research suggests possible connections between emotional intelligence and positive performance in the workplace, methodologically sound studies do not agree so. Carmeli and Josman noted that task performance may not reveal the completeness of a leader's work role. Other behaviors like maintaining civil relationships and helping subordinates with issues, would also influence the work performance. Researchers explored two essentials of the leader: altruism (e.g., helping with a heavy workload) and general compliance (e.g., being punctual) could be the reasons that maintain the leader's respect from subordinates and could, therefore, impact subordinates' willingness to conscientiously perform work for the leader. Carmeli and Josman conducted a study on 215 employees in different

organizations in Israel to see if there was a connection between emotional intelligence with both altruistic behavior and compliant behavior. Data was collected from subordinates and supervisors, as well as the participants, themselves. Findings suggest that both altruism and compliance were related to task performance. Researchers also found that three elements of EI (appraisal and expression of emotions, regulation of emotions, and utilization of emotions) were related to task performance and to altruistic behaviors, but only partially to compliance behaviors.

**Romanelli, Cain, and Smith (2006)** examined a study conducted by Pau et al. in which the EI of dental students and the effect of stress were evaluated. It was found that students with high EI scores were found to have more adaptive coping strategies and better time management skills as compared to who had low EI scores, students with low EI scores were found to have engaged themselves in unhealthy behaviors such as smoking, procrastinating, and withdrawing socially.

**Brown, Bryant, and Reilly (2005)** in their study predicted a connection between transformational leadership (TL) and desirable outcomes. They also went on to say that they would find transformational leadership predicts desirable outcomes. Further they predicted that there would be a positive relation between EI and desirable outcomes, but were not sure if this relation would be a simple relationship or would only emerge after factoring out the effects of transformational leadership. The same authors also predicted that there would be a positive relation with transformational leadership and EQ-i (Bar-On, 1996) and a negative relation with contingent reward and with laissez-faire leadership styles. Further they went on to propose by adding EI as well as transformational leadership to a predictive model of desirable outcomes and predicted an interaction effect between EI and TL.

**Srivastava and Bharamanaikar (2004)** evaluated leadership effectiveness with a unique population for EI literature (but not unusual for research with Fiedler's Theory of Leadership Effectiveness: Fiedler, 1967). For the purpose of analysis data was collected from 291 Indian army officers. Findings reveal that there is a relation between leader EI and all of the components of the transformational leadership style. Further higher EI scores were also found for the contingent reward component of transactional style. There was no relationship between EI was not related to job satisfaction, but was related to perceived success. This is the only research to

that evaluates age differences and researchers found that scores for most of the dimensions for transformational leadership increased with age, especially inspiration and motivation. Since this study provided a cross-section of age and experience, the population for this study was very different from the usual “senior management” populations, who may all perceive themselves as quite successful and effective. A strong relationship was found between transformational leadership behaviors and the leader self-reports of being innovative, intuitive, self-aware, motivated, socially adept, empathic, and managing emotions. The army officers who rated themselves high on EI also perceived themselves to be more successful in their careers.

**Petrides, Frederickson, and Furnham (2004)** found that individuals who have below average intelligence, tend to benefit academically, if they have higher scores on measures of emotional intelligence (however, no benefit was observed for individuals with above average intelligence). Additionally, some research suggests that successful transition from high school to college is related to higher scores on measures of emotional intelligence.

**Mandell and Pherwani (2003)** conducted a research which involved 13 male and 19 female managers in mid- to large-size companies, with the objective of measuring gender differences in the relationship between EI and transformational leadership. Results indicate that female managers scored significantly higher in EI as compared to that of male managers. However there was no gender differences found when comparing the relationship between EI and transformational leadership. Overall there was a considerable positive relationship between the total EI scores and transformational leadership scores of the managers. Mayer and colleagues also found that females scored better than males with regard to managing own and other’s emotions.

**Antonakis (2003)** is perhaps the only author who criticizes of EI leadership research. He opposes the state of EI, including its usefulness in industrial settings, its measures, and even the basic construct. He starts off by asking why EI is viewed as such a universal remedy for organizations and as essential for leadership effectiveness. Antonakis commented on an article by Prati et al where he says touting the wonders of EI with missionary zeal, including statements that EI is necessary for leadership effectiveness and that is a “fundamental element” of charisma and effectiveness. Antonakis argues that when personality characteristics and general intelligence are

controlled EI uniquely contributes little or nothing to the topic of leadership effectiveness. Further he also point out that it is not EI competencies or abilities that are required to understand that subordinates will have positive feelings when given a raise and that they will suffer from anxiety and have negative feelings when given a poor performance appraisal. Further he goes on to say that a leader having controlled emotions is not always the best way to be effective; sometimes a leader's passionate, angry outburst can be more memorable and effective than remaining controlled and empathic.

**Salovey, Caruso, & Sitarenios (2003)** Measures overall EI and four branches (perceiving emotions, using emotions, understanding emotions, and managing emotions) An impressive 1,197 employee survey responses were returned. The correlation results showed significant relationships between supervisor ratings for only two of the EI branches: perceiving emotions and using emotions. Therefore, subordinates did not rate their supervisors as more effective if they had higher self-rated scores for understanding and managing emotions. These results could provide evidence that supervisors tend to exaggerate these areas or that subordinates simply do not believe that these characteristics make their leaders more effective.

**Vakola, Tsaousis, and Nikolaou (2003)** Studied organization change in 137 professionals from various public and private organizations located in Athens, Greece. Vakola assumed that positive attitudes toward organizational change would be correlated with four of the "Big Five" personality traits (openness, agreeableness, conscientiousness and neuroticism). There was no prediction made for extraversion since it was not related to organizational change. Further they also thought that the feelings the professionals had toward organizational change would be related to overall EI, as well as specifically to control of emotions and use of emotions for problem solving. They assumed that EI would enlighten discrepancies beyond the effects of personality. There was also an additional hypotheses based on earlier research findings, including educational background, but not gender.

Based on the above predictions the result for Hypothesis 1 shows that there is a significant positive correlation with attitude toward organizational change were found for openness, agreeableness and conscientiousness. The result also showed significant predicted a negative

correlation for neuroticism. However when hierarchical regression analysis was performed, neuroticism dropped out as a significant predictor. For Hypothesis 2, only the use of emotions for problem solving subscale and the total EI scale survived as significant predictors for the hierarchical analysis, although all were correlated. With regard to Hypothesis 3, both the total EI scale and the use of emotions for problem solving subscale, along with openness to experience and agreeableness in the personality test, forecasted positive attitudes toward organizational change, with the use of emotion in problem solving subscale being a stronger predictor than the personality variables.

**MacCann et al. (2003)** Research shows that there is a connection between EQ-i scores and job success ( $r = .22$ ) and between EI scores and university grades ( $r^2 = .7 - .15$ ). Further findings reveal that more effective managers at certain organization have higher EQ-i scores than less effective managers. However these studies did not check the Five-Factor personality model or cognitive IQ in connection with predicting performance. However it is important to include these measures in such experiments because both are known to correlate with each of these area, and may be better predictors, accounting for the same or more variance as found with the EQ-i.

**Pizarro and Salovey (2002)** Studies reveal that there might be a positive or negative relationship between EI and moral development, knowing that in order to achieve socially desirable and undesirable a person could use her/his emotional skills. Much more research is required find out the nature of these relationships, and also to determine whether EI concepts can be used effectively to support moral/ethical development.

**Palmer, Walls, Burgess, and Stough (2001)** In a study which included 43 past and present students in one of Swinburne University's (Australia) business programs. Participants were from middle or upper level manager positions. Trait Meta Mood Scale (TMMS) (Salovey et al., 1995), a predecessor of the MSCEIT that included emotional as well as cognitive items, and the MLQ to examine the relationship between leadership style and EI was used to conduct the research. The research assumption that transformational leaders would be higher in EI than transactional leaders was not supported. This finding was based on the total transformational and total transactional scores. However, when the authors continued their analyses down to the level of

subscales of the separate dimensions of the TMMS, they did find relationships between some of these sub-scales, such as between emotional monitoring and inspirational motivation and between idealized influence and emotional monitoring. Even though the authors were assuming the opposite direction, a positive relationship was found between the contingent reward component of transactional leadership and the emotional monitoring subscale, and with contingent reward and the total transformational leadership score, concluding that “perhaps ‘contingent reward’ overlaps considerably with the transformational leadership component”. Further the authors also suggest that there is a careful optimism for pursuing the connection between EI and the competencies of transformational leadership.

**Barling, Slater, and Kelloway (2000)** Conducted a study to find out whether EI influences leaders to make use of transformational leadership behaviors, however they re-categorized contingent reward as being “more like” a transformational behavior and included it there. The researchers evaluated 60 middle level managers using the Multifactor Leadership Questionnaire (MLQ) and Seligman’s Attributional Style Questionnaire, along with the Emotional Intelligence Inventory (EQ-i, Bar-On, 1997). Using a multivariate analysis, they found significant univariate results positively connecting idealized influence, inspirational motivation, and individualized consideration (MLQ characteristics of transformational leadership style), as well as contingent reward, to Bar-On’s EI measure, but the intellectual stimulation relationship to EI was not found. No significant relationship was found between EI and management-by-exception or laissez-faire styles. The authors suggest that future research should examine whether managers can be trained to use transformational leadership techniques.

**George (2000)** Has made efforts to find out whether different aspects of emotional understanding and emotional management with behavior whether theoretically or conceptually make the leader more effective. She argues that successful leader as, instilling the importance of working toward the corporate goal, instilling excitement in the workers, encouraging flexibility in decision making and establishing and maintaining a meaningful identity or corporate culture. She concludes, “at a minimum, emotions and emotional intelligence are worthy of considering in the leadership domain”.

**George (2000)** States that emotions play a crucial role in the leadership process and hence emotional intelligence contributes towards organizational effectiveness. She focuses on finding support for this hypothesis by trying to discover to what extent feelings play a central role. The author tells that an effective executive is one who can calmly set aside feelings and pressures and make sound and good decisions. George takes on the task of tying together social psychology, organizational behavior, and even neuropsychology to make the case that emotions are central to the human experience and, in turn, feelings - not the ability to coldly set aside feelings - are central to effective leadership.

**Cherniss and Adler (2000)** Research shows that a professional application of emotional intelligence is noticeable the way organizations have embraced the thoughts of emotional intelligence. The American Society for Training and Development, for example has published a book which speaks about assisting employees in organizations develop emotional intelligence competencies which distinguish outstanding performers from average ones.

**Mumford, Zaccaro, Harding, Jacobs, & Fleishman (2000)** Note that, extensive research in the area of emotional intelligence has focused on leadership and fundamental workplace quality. Way before research in the area of EI had started, the Ohio State Leadership Studies reported that leaders who were able to establish mutual trust, respect, and certain warmth and rapport with members of their group were more effective. (Fleishman and Harris, 1962). However the result is not surprising given that many researchers have argued that effective leadership fundamentally depends upon the leader's capability to solve the complicated social problems which can take place in organizations.

**Davies, Stankov, & Roberts, (1998); McCrae, (2000)** The EQ-i demonstrates strong correlations with the Five-Factor model of personality. This strong correlation, also found with several other measures of EI, has influenced a lot to ask questions like whether the whole concept of Emotional Intelligence is just studying personality characteristics by a new name. The EQ-i correlates most strongly with Neuroticism, with correlations ranging from  $-.29$  to  $-.77$  (Dawda & Hart, 2000; MacCann et al., 2003). Correlations with the Conscientiousness, Extraversion and Agreeableness scales were also high (ranging from  $r = .30$  to  $r = .56$ ). The Dawda and Hart



(2000) scores are in particular relevant in that they were found in a college population. Because of these high correlations, it would be difficult to justify the use of this measure in place of personality measures without clearly establishing incremental validity for the EQ-i beyond that already established for the Five-Factor model. This is especially true given that measures of the Five-Factor model have a great deal more research done with them, and better overall reliability statistics.

**Boyatzis (1999)** Experienced partners in a multinational consulting firm were evaluated on the EI competencies plus three others. Partners who scored above the median on 9 or more of the 20 competencies delivered \$1.2 million more profit from their accounts than did other partners – a 139 percent incremental gain. The US Air Force used the EQ-I to select its front-line HR personnel. It was found that people who were successfully selected scored significantly higher in the emotional intelligence competencies of Assertiveness, Empathy, Happiness, and Emotional Self Awareness. The Air Force also found by using emotional intelligence to select its personnel their possibility of selecting successful recruiters increased by nearly three-fold. They profited by saving of \$3 million annually. This resulted in the Government Accounting Office submitting a report to Congress requesting the Secretary of Defense order all branches of the armed forces to adopt this procedure in recruitment and selection.

**(Goleman, 1998b)** Found out how important Emotional Self-Awareness i.e. recognizing one's own feelings and its impact on one's performance. In a financial services company emotional self-awareness was found to play a critical role in financial planners' job performance. The interaction that takes place between the financial planner and a customer is delicate, it not only deals with some hard questions about money but also, when the question life insurance arises, the even more discomfoting issue of mortality; the planners' Self-Awareness actually helps the financial planner handle their own emotional reactions better.

**Goleman (1998)** Competency research in over 200 companies and organizations worldwide shows that about one-third of the difference is due to technical skill and cognitive ability while two-thirds is due to emotional competence. (In top leadership positions, over four-fifths of the difference is due to emotional competence.

**Bar-On's (1997)** Model portrays social responsibility and empathy as specific interpersonal skills. Goleman's 1995 model includes the same empathic awareness and attunement, this is the skill required to recognizing emotions in others. Knowing these varying EI models the study of the relationship of EI to moral/ethical behavior and to values has been inconsistent. There has been very little empirical research published till date. Even though, moral/ethics/values dimensions are often described as part of the basis for educational programs involving EI a well-designed empirical research in this area is very much a necessity.

**Holahan & Sears (1995)** In a study of 112 entry-level accountants, those who scored high on Self-Efficacy, a form of Self-Confidence were rated as high performers by their supervisors. It was the level of Self-Confidence which acted as a stronger predictor of performance as compared to the level of skill or previous training.

**Saks (1995)** In a sixty-year study of more than one thousand men and women with high-IQ from early childhood to retirement, it was found that those who possessed Self-Confidence during their early years were most successful in their careers.

**Williams (1994)** The relationship between EI strengths in a leader and performance of the unit lead appears to be mediated by the climate the leader creates. In the study of insurance CEOs, for example, a relationship was found the EI abilities of the leader and the organizational climate. Climate reflects people's sense of their ability to do their jobs well. Climate indicators include the degree of clarity in communication; the degree of employees flexibility in doing their jobs, ability to innovate, and ownership of and responsibility for their work; and the level of the performance standards set (Litwin & Stringer, 1968; Tagiuri & Litwin, 1968). In the insurance industry study, the climate created by CEOs among their direct reports forecasted the business performance of the entire organization and in three-quarters of the cases climate alone could be used to correctly sort companies by profits and growth.

**Williams (1994)** Showed EI can affect the success of an individual in an organization. But how does it affect organizational success overall? The findings prove that by creating a working climate that nurtures employees and encourage them to give their best is possible by an

emotionally intelligent leader. This enthusiasm in turn helps the business improve their performance. This was found in a study of CEOs in U.S. insurance companies. Given comparable size, companies whose CEOs exhibited more EI competencies showed better financial results as measured by both profit and growth.

**Salovey et al. (1993)**, Coping strategies are connected with emotion-management, and are thus important components of emotional intelligence. Research suggests that individuals who report low EI tend to use emotion-focused and avoidance coping styles (Emmons & Colby, 1995 as cited in Fitness & Curtis, 2005), and that individuals who report high EI may use adaptive coping strategies to alleviate distress (McFarland & Buehler, 1997, as cited in Fitness & Curtis, 2005).

**Atwater and Yammarino's (1992)** Work on self–other rating agreements, Sosik and Megerian (1999) argued that one's understanding of one's and others' affective ratings (as a result of one's EI) would influence self–other rating agreements, which, in turn, would influence performance outcomes. Lam and Kirby (2002) showed that overall, EI explains individual cognitive-based performance above and beyond the level attributable to general intelligence.

**Seligman (1991)** Optimism is another emotional competence that helps achieve increased productivity. New salesmen at Met Life who scored high on a test of “learned optimism” sold 37 percent more life insurance in their first two years than pessimists.

**Lusch & Serpkeuci (1990)** The ability to handle stress is another emotional competence that was linked to success of store manager in a retail chain. Store managers who were successful were those best able to handle stress. Success was based on net profits, sales per square foot, sales per employee, and per dollar inventory investment.

**Shoda, Mischel & Peake (1990)** Cognitive and non-cognitive capabilities are very much related. In fact, there is research suggesting that emotional and social skills actually help improve cognitive functioning. For instance, in the famous marshmallow studies at Stanford University, four year olds were asked to stay in a room alone with a marshmallow and wait for a researcher to return. They were told that if they could wait until the researcher came back before eating the

marshmallow, they could have two. Ten years later the researchers tracked down the kids who participated in the study. They found that the kids who were able to resist temptation had a total SAT score that was 210 points higher than those kids who were unable to wait.

**McClelland (1975)** Proposed how the idea of competence can be used for identifying and differentiating outstanding from average performers at work at the work place. McClelland (1998) studied the data from more than thirty different organizations and for executive positions in many professions, from banking and managing to mining geology, sales, and health care. He proved that a wide range of EI competencies (and a narrow range of cognitive ones) distinguished top performers from average ones. Those that distinguished most powerfully were Achievement Drive, Developing Others, Adaptability, Influence, Self-Confidence, and Leadership. The one cognitive competence that distinguished as strongly was Analytic Thinking. Even though each competence contributes uniquely to workplace effectiveness, the author believes it is less useful to consider them one by one than it is to look at them in their clusters, where one can also assess the synergies of strengths in several competencies that enable outstanding performance, as McClelland (1998) has shown. For that reason, the author reviews here only selected examples of data linking the EI competencies to workplace performance.

**Blau (1964)** Indicates that of the different types of exchanges organizations use to facilitate performance social exchange is considered an important type of exchange in organizations. Social exchanges helps improve employee performance. Social exchange involves interactions. Further emotional understanding, regulation, and utilization would help to cultivate positive social interactions and exchanges in an organization and as a result facilitate employee performance.

## **2.5 OVERVIEW**

Hence at a glimpse, review of literature on work – life balance and emotional intelligence has focused on various aspects and dimensions. Work – Life Balance and Emotional Intelligence has been studied with reference to organizational culture, stress, job satisfaction, well-being, organizational and employee performance, organizational citizenship behaviors, satisfaction,

commitment, motivation, leadership styles, organizational change, job success, organizational effectiveness moral, ethics and so on.

There is very little research conducted on Emotional Intelligence in relation to Work – Life Balance and it is very important to explore and intensify research in this area, as a lacunae has been identified by the present investigator. The researcher has made a sincere and concentrated effort to systematically bring together as far as possible the research studies related to Emotional Intelligence and Work – Life Balance. Employees in information technology organizations were investigated. The questionnaire method was used for the purpose of this study. This study will help examine and understand the relationship between work – life balance and emotional intelligence in the Indian context and its impacts in the IT organizations.

# **CHAPTER III**

## **RESEARCH METHODOLOGY**

This chapter focuses on research design and methodology adopted for the study. The chapter deals with the terms and concepts used in the study, which have been operationally defined. Careful consideration has been given for the selection of the appropriate tools, collection of data and analysis of data. Hypotheses have been stated for empirical validation. The tools to collect data, description of the variables investigated and scoring procedure are also explained. The sample size and sampling technique adopted for data collection are also presented. Pilot study and tryout of the tools are presented. The tools and the statistical techniques employed for data analysis has also been explained.

### **3.1 OPERATIONAL DEFINITIONS OF THE VARIABLES UNDER INVESTIGATION**

#### **3.1.1 Work – Life Balance**

The definition given by Fisher-McAuley, Stanton, Jolton, and Gavin (2003) was adopted for this study. They describe work life balance as a competition for both time and energy between the different roles filled by an individual. Someone's life can be considered unbalanced when the amount of time one works causes some sort of conflict or stress in other areas of life. The choices people make about their priorities can cause conflict with bosses, coworkers and/or family members. Stress can also be due to spillover where a person is worrying about life issues while at work and worrying about work issues while at home. Stress can also come from feelings of guilt about the choices being made (Quick, 2004). Basically if someone feels that their life is balanced then it probably is and if they feel it is not balanced their life probably is not. It is based on their own perception of balance.

The work – life balance variables used in this study are defined as follows.

1. Work interference with personal life can be defined different aspects of work interfering with personal life. Like, whether personal life is suffering because of professional life, individuals neglecting personal life because of professional life, finding it difficult to

manage both work and non work activities, finding sufficient time for non – work activities, missing personal activities.

2. Factors impacting work – life balance focuses on factors like whether an individual gets enough support from his family in his professional life, whether professional life has had an adverse impact on an individual’s career, recognition of the importance of work – life balance by managers and the organization and other factors of work impacting personal life.
3. Specific work related factors interfering with personal life or for example can be defined as going into the office on weekends, coming in early for work (or staying late), volunteering for special projects in addition to one’s normal job duties, and so on.
4. The fourth dimension defines the level of risk to a person’s position (eg. stalled career, overlooked for promotions, rewards, and performance bonuses and seen as less committed) if they would like to use work – life balance programs like flexible work schedules, work – from home all the time, part time work etc.
5. The last dimension defines how likely is an individual to use the work – life balance programs like flexible work schedules, work – from home all the time, part time work, career breaks, job sharing etc at some point of time in his career.

### **3.1.2 Emotional Intelligence**

In this study the definition of emotional intelligence as given by Salovey and Mayer (1990) has been used by the investigator. According to Salovey and Mayer (1990) emotional intelligence is “the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions”

The emotional intelligence variables used in this study is defined as follows

1. **Appraisal and expression of emotion in oneself:** This relates to an individual’s ability to understand his or her deep emotions and to be able to express emotions naturally. People

who have good ability in this area will sense and acknowledge their emotions better than most people.

2. **Appraisal and recognition of emotion in others:** This relates to an individual's ability to perceive and understand the emotions of the people around them. People who rate highly in this ability will be very sensitive to the emotions of others as well as able to predict others' emotional responses.
3. **Regulation of emotion in oneself:** This relates to the ability of a person to regulate his or her emotions, enabling a more rapid recovery from psychological distress. A person with high ability in this area would be able to return quickly to normal psychological states after rejoicing or being upset. Such a person would also have better control of his or her emotions and would be less likely to lose his or her temper.
4. **Use of emotion to facilitate performance:** This relates to the ability of a person to make use of his or her emotions by directing them toward constructive activities and personal performance. A person who is highly capable in this dimension would be able to encourage him- or herself to do better continuously. He or she would also be able to direct his or her emotions in positive and productive directions.

### **3.2 STATEMENT OF THE PROBLEM**

A Study on Emotional Intelligence in Relation to Work – Life Balance of Employees in Information Technology Organizations.

Work-life balance has become a universal concern for organizations as well as individuals in the fast paced digital age that we inhabit. Rise in the 365/24/7 Global Operations, coping with the time zones with more and more businesses emphasizing on round the clock customer services the concern for work-life balance for employees has become more essential. Ironically technology has added to the speed of operation, rather than easing the work practice. Employees are expected to work long hours and cope with tougher deadlines. Today's world literally doesn't go to sleep.



With all the above mentioned concerns regarding work – life balance this study focuses on whether employees with better emotional intelligence will have better work – life balance. The concept of emotional intelligence is an umbrella term that captures a broad collection of individual skills and dispositions, usually referred to as soft skills or inter and intra-personal skills, that are outside the traditional areas of specific knowledge, general intelligence, and technical or professional skills. Emotions are an intrinsic part of our biological makeup, and every morning they march into the office with us and influence our behavior. On some level, we've always known that the ability to understand, monitor, manage and capitalize on our emotions can help us make better decisions, cope with setbacks and interact with others more effectively. Given the benefits that one can derive of having better emotional intelligence competencies IT organizations should invest sufficiently in developing the emotional intelligence competencies of their employees. This will not only help improve employee's performance but will also have a positive impact on organizational performance.

### **3.3 VARIABLES UNDER INVESTIGATION**

The variables under investigation in this study are:

- **Dependent Variable:** The dependent variable is Work – Life Balance
- **Independent Variable:** The independent variable is Emotional Intelligence
- **Demographic Variables:** Gender, Age, Qualification, Overall experience, Experience in the present role, Martial Status and Management Level, Size of the organization

### **3.4 HYPOTHESES**

H1: There will be no significant differences across demographics and work life balance

H2: There will be no significant differences across demographics and emotional intelligence

H3: Emotional intelligence of employees will not impact work life balance

H4: There will no significant relationship between emotional intelligence and work life balance

### 3.5 SAMPLE SIZE

There are around 3000 IT and ITES organizations operating in India. In these are 400 are multinational companies from USA, UK, Europe Japan, Germany and so on. There are around 800 IT companies located in Bangalore.

355 IT employees from 31 Indian, Indian multinational corporations and multinational IT companies were surveyed for the study. The sample was drawn from all the three levels of management. The questionnaire was administered to, 355 IT employees, 268 junior level executives, 29 from the middle level management and 58 from senior level management.

### 3.6 SAMPLE PROFILE

**Table 3.1: Indicating the gender of the respondents in percentage**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	250	70.62
Female	105	29.66
<b>Total</b>	<b>355</b>	<b>100</b>

Table 3.1 indicates that majority of the respondents were males. 29.66% were females and 70.62% were male respondents.

**Table 3.2: Indicating the age of the respondents in percentage**

<b>Age</b>	<b>Frequency</b>	<b>Percent</b>
Below 35 Years	310	87.57
35-45 Years	37	10.45
46-55 Years	4	1.13
56 and above Years	4	1.13
<b>Total</b>	<b>355</b>	<b>100</b>

Table 3.2 indicates that most respondents were in the age group of below 35 years. The maximum was in the group of below 35 years (87.57%), followed by 35 – 45 years (10.45%), 46 – 55 years (1.13%) and 56 and above years (1.13%).

**Table 3.3: Indicating the educational qualification of the respondents in percentage**

<b>Education</b>	<b>Frequency</b>	<b>Percent</b>
Graduate	170	48.02
Post Graduate	133	37.57
Professional Qualification	48	13.56
Others	4	1.13
<b>Total</b>	<b>355</b>	<b>100</b>

Table 3.3 indicates that most respondents had bachelors degree in various disciplines. Majority of the respondents were graduates (48.02%) followed by post graduates (37.57%), professional qualification (13.56%) and other qualifications like certificate, diplomas and degrees outside the formal educational structure.

**Table 3.4: Indicating the marital status of the respondents in percentage**

<b>Marital Status</b>	<b>Frequency</b>	<b>Percent</b>
Married	165	46.61
Single	184	51.98
Others	6	1.70
<b>Total</b>	<b>355</b>	<b>100</b>

Table 3.4 indicates that majority of the respondents were unmarried. The marital status was that 51.98% were single, followed by married (46.61%) and least were in the others category (1.70%) i.e. divorcees.

**Table 3.5: Indicating the level of management from where respondents were drawn from in percentage**

<b>Management Level</b>	<b>Frequency</b>	<b>Percent</b>
Entry Level Management	268	75.71
Middle Level Management	29	8.19
Senior Level Management	58	16.38
<b>Total</b>	<b>355</b>	<b>100</b>

Table 3.5 indicates that most respondents were from the entry level management (75.71%), followed by senior management (16.38%) and the least were from middle management (8.19%).

**Table 3.6: Indicating the number of years respondents have worked in the present position in percentage**

<b>Years in present position</b>	<b>Frequency</b>	<b>Percent</b>
1-2 Years	175	49.43
2-3Years	92	25.99
3-4 Years	37	10.45
4-5 Years	28	7.91
5 Years and Above	23	6.50
<b>Total</b>	<b>355</b>	<b>100</b>

Table 3.6 indicates that most of the respondents were in the position of 1 – 2 years. Majority of the respondents were on their present position for 1 – 2 years (36.72%) followed by 2 – 3 years (25.99%), less than one year (12.71%), 3 – 4 years (10.45%), 4 – 5 years (7.91%) and above five years (6.50%).

**Table 3.7: Indicating the total years of work experience of the respondents in percentage**

<b>Work-Experience</b>	<b>Frequency</b>	<b>Percent</b>
2years and below	23	6.50
2-5yrs	163	46.05
5-10yrs	115	32.49
10-15 yrs	35	9.89
15-20yrs	13	3.67
Above 20 yrs	6	1.69
<b>Total</b>	<b>355</b>	<b>100</b>

Table 3.7 indicates that majority of the respondents had 2 – 5 years of work experience. The work experience of the respondents shows that most respondents had 2 – 5 years (46.05%) experience followed by 5 – 10 years (32.49%), 10 – 15 years (9.89%), two years and below (6.50%), 15 – 20 years (3.67%) and above 20 years (1.70%).

**Table 3.8: Indicating the size of the organization from where the responses were drawn in percentage**

<b>Size of the Organization</b>	<b>Frequency</b>	<b>Percent</b>
Less than 500 Employees	16	4.50
500 - 1000 Employees	23	6.50
More than 1000 Employees	316	89.00
<b>Total</b>	<b>355</b>	<b>100</b>

Table 3.8 indicates that majority of the respondents were from organization with more than 1000 employees (89.00%) followed by (6.50%) of respondents were from organizations with 500 - 1000 employees and (4.50%) were from organizations with less than 500 employees.

### **3.7 SAMPLING TECHNIQUE**

Judgmental sampling technique was adopted to collect the data from the respondents for the present study. IT employees with a minimum of one year experience were considered to fill the questionnaire.

### **3.8 TOOLS ADOPTED FOR DATA COLLECTION**

The questionnaire method was adopted to collect the data from the respondents. Further based on the objectives of the study the following measurement tools were adopted to collect data from the sample.

#### **1. Measurement of Work – Life Balance**

The work – life balance questionnaire was divided into five dimensions

- Dimension 1 - Work interferes with personal life scale was developed by Fisher-McAuley, Stanton, Jolton and Gavin (2003)
- Dimension 2 – Factors impacting work – life balance scale was developed by the investigator based on the objectives of the study.
- Dimension 3 - Work related factors that interferes with personal life scale was developed by Bolino and Turnley (2005)
- Dimension 4 - Level of risk inherent in each program, on an employees career, scale was developed Catherine C Parker (2007)

- Dimension 5 – Likelihood of usage of work – life balance programs by an employee scale was developed Catherine C Parker (2007)

## **2. Measurement of Emotional Intelligence**

The Emotional Intelligence questionnaire has four dimensions and is developed by Wong Chi Sum (2007)

### **3.9 DESCRIPTION OF THE TOOLS**

#### **3.9.1 Work – Life Balance Questionnaire**

For the purpose of this research, the work – life balance section is divided into four parts. The first scale is the Work Interference with Personal Life (WIPL) scale developed by Fisher-McAuley, Stanton, Jolton and Gavin (2003), they report the Cronbach alpha for this scale as  $\alpha = .87$ . This scale assesses if the participants currently feel that they had a balance between work and life. This scale has 7 items and participants respond using a 5 point Likert scale. Item 7 is reverse scored.

The second scale is developed by the researcher to find out the factors that has got an impact on work – life balance. This scale has 5 items and participants respond using a 5-point Likert scale. Items 2 and 3 were reserved scored. To determine its reliability the questionnaire was administered based to sample of 30 IT employees. Cronbach alpha for this scale was reported at  $\alpha = .61$ .

The third scale determines work related factors interfering with personal life. This scale was developed by Bolino and Turnley (2005) and contains 15 items. They report that the Cronbach's alpha for this scale as  $\alpha = .91$ . Participants indicate work related factors interfering with personal life using a 5 point Likert scale. The researcher modified the questionnaire to suit the present study.

The fourth scale measures the participants' usage of work life programs and their view of the risks inherent in each program. This scale was created by Catherine C Parker (2007) and

modified by researcher for this research. Items included in the list of work life balance programs were those mentioned in the literature discussing work life programs (Sullivan & Mainiero, 2007; Kirby and Krone 2002; Allen, 2001; DeCiera, 2005). For each of 12 programs the participant was asked to state whether their current employer provides this program; their perception of the risk involved in using the program; and the likelihood that they would use this program at some point in their career.

### 3.9.2 Emotional Intelligence Questionnaire

The Emotional Intelligence Questionnaire developed by Law, Wong and Song (2004) was used to measure four components of emotional intelligence 1. Appraisal and expression of emotion in the self (SEA), 2. Appraisal and recognition of emotion in others (OEA), 3. Regulation of emotion in the self (ROE), and 4. Use of emotion to facilitate performance (UOE). This scale measures 16 items and the Cronbach's alpha for each scale was as follows: SEA -  $\alpha = .89$ , OEA -  $\alpha = .85$ , ROE -  $\alpha = .76$  and UOE -  $\alpha = .88$ .

**Table 3.9 INDICATING CRONBACH'S ALPHA RELIABILITY FOR THE TOOLS ADOPTED ON THE PRESENT SAMPLE**

<b>Construct Measure</b>	<b>Number of Items</b>	<b>Cronbach's Value</b>
Work Interference with Personal Life	07	.921
Factors impacting work – life balance	05	.634
Work related factors interfering with personal life	15	.893
Level of risk inherent in each program, on a employees career	12	.801
Likelihood or usage of work – life balance programs by an employee	13	.658
<b>Emotional Intelligence – Overall Reliability</b>	<b>16</b>	<b>.927</b>
Appraisal and expression of emotions in the self	04	.733
Appraisal and recognition of emotions in others	04	.711
Use of emotions to facilitate performance	04	.678
Regulation of emotions in the self	04	.800

### **3.10 SCORING PROCEDURE**

**3.10.1** Work – Life Balance questionnaire is divided into four parts.

**Part 1** contains 7 statements and scoring was on a five point scale from 1 to 5, i.e. Strongly Disagree (1), Disagree (2), Neither Agree nor Disagree (3), Agree (4) and Strongly Agree (5) and was scored according to the key. Item 7 is reverse scored.

**Part 2** contains 5 statements and scoring was on a five point scale from 1 to 5, Strongly Disagree (1), Disagree (2), Neither Agree nor Disagree (3), Agree (4) and Strongly Agree (5) and was scored according to the key. Item 2 and 3 were reverse scored.

**Part 3** contains 15 items and scoring was on a five point scale Never (1), Rarely (2), Sometimes (3), Frequently (4) and Always (5).

**Part 4** is further divided into 3 sections, The first question was included to gather information on the current work life balance programs being offered by employers and this was measured on a 3 point scale Yes (1), No (2) and Don't Know (3). The second question was scored on a 5 point Likert scale None (1), Low (2), Medium (3), High (4) Very High (5). The third question presented participants with a 5 point Likert scale Very Unlikely (1), Unlikely (2), Neither Likely nor Unlikely (3), Likely (4), Very Likely – Already have (5) and an additional 6th choice for programs that they considered not applicable. It also contained an addition item that asked whether they take all of their allocated vacation time. Questions that were answered as Not Applicable were scored the same as very unlikely or 1. These questions were therefore scored on a 5 point scale.

#### **3.10.2 Emotional Intelligence Questionnaire developed by Wong Chi Sum (2007)**

For the purpose of measuring Emotional Intelligence, Wong's Emotional Intelligence Scale (WEIS) is used. WEIS is a self-report EI measure developed for Chinese respondent (Wong 2007). WEIS is a scale based on the four ability dimensions described in the area of Emotional Intelligence: 1 - Appraisal and expression of emotion in the self, 2 - Appraisal and recognition of emotion in others, 3 - Regulation of emotion in the self, 4 - Use of emotion to facilitate performance. This scale comprises of 16 statements measured on a 7 point scale Totally Disagree (1), Disagree (2), Somewhat Disagree (3), Neither Agree nor Disagree (4) Somewhat Agree (5), Agree (6), Totally Agree (7). The scoring procedure for emotional intelligence is as follows.



- Self-Emotions Appraisal (SEA) = sum of items 1, 5,9,13
- Others-Emotions Appraisal (OEA) = sum of items 2, 6, 10, 14
- Use of Emotion (UOE) = sum of items 3, 7, 11, 15
- Regulation of Emotion (ROE) = sum of items 4, 8, 12, 16

### **3.11 PILOT STUDY AND TRY OUT**

The pilot study was conducted on a sample of 30 respondents. The pilot study represented 8 IT organizations and the data was collected from entry level executives, middle level management and senior level management. The questionnaire was personally administered to the target sample and they took 15 – 20 minutes to complete the questionnaire. The Cronbach's alpha for Work Interference with Personal Life (WIPL) scale was reported at  $\alpha = .84$ . The scale developed to measure factors impacting work – life balance reported Cronbach alpha at  $\alpha = .61$ . The scale developed to measure work related factors interfering with personal life reported Cronbach alpha at  $\alpha = .80$ . The scale developed to measure the level of risk inherent in each program, reported Cronbach alpha  $\alpha = .83$  and for likelihood of usage of work – life balance programs reported Cronbach alpha  $\alpha = .71$ . For emotional intelligence the Cronbach alpha for each subscale, 1.Appraisal and expression of emotion in the self (SEA) was  $\alpha = .67$ , 2. Appraisal and recognition of emotion in others  $\alpha = .68$  (OEA), 3. Regulation of emotion in the self (ROE)  $\alpha = .67$ , and 4. Use of emotion to facilitate performance (UOE)  $\alpha = .64$ .

### **3.12 ADMINISTRATION OF THE QUESTIONNAIRE**

The investigator administered the questionnaire personally, online and as a group to the respondents. The data was collected from 355 IT employees from 31 IT companies in Bangalore city. The respondents took 15 – 20 minutes to complete the entire questionnaire. The confidentiality of the responses was assured. After collection of the questionnaires, scores were assigned and systematically pooled for further analysis.

### **3.13 STATISTICAL TECHNIQUES AND ANALYSIS**

The following statistical techniques were used for analyzing the data.

1. Descriptive statistics – Frequency, Means, Standard Deviation and Percentages.
2. Canonical correlation analysis between Emotional Intelligence and Work – Life Balance and for intra correlation analysis within Emotional Intelligence and Work – Life Balance variables Pearson’s correlation analysis was used.
3. Stepwise regression analysis and
4. Differential statistics (ANOVA) for measuring the differences between demographic variables.

### **3.14 CONCLUSION**

The methodology adopted is described in this chapter. The data collected from the IT employees in Bangalore city are analyzed using appropriate techniques for description and inference. The details of the statistical data analysis are presented in the next chapter.

# **CHAPTER – IV**

## **DATA ANALYSIS AND INTERPRETATION**

### **4.1 INTRODUCTION**

The present chapter is based on the analysis of data and interpretation and discussion of results. However valid, reliable and adequate the data may be, it does not serve and purpose unless the data is carefully processed, systematically classified, scientifically analyzed, properly interpreted and rationally concluded.

After the data had been collected, it was processed tabulated using Microsoft Excel – 2003 Software. The statistical techniques adopted are means, standard deviation, Pearson's Correlation, Regression and ANOVA. SPSS version 18.0 statistical software was used and the results obtained thereby have been analyzed and interpreted. These have been done on Emotional Intelligence and Work – Life Balance of employees in IT industry. The purpose of the study is to find out how work interferes with life, factors affecting work – life balance and emotional intelligence of employees in IT industry. The purpose of the study was also to find out the relationship and impact between Emotional Intelligence and Work – Life Balance.

The investigator also intends to find out the differences in the demographic variables namely, gender, age, qualification, marital status, management level, years in present position, overall work experience and size of the organization.

The analysis of data has been presented in the following order.

1. Descriptive Statistics
2. Differential Statistics (ANOVA)
3. Step – wise Regression on the variables.
4. Canonical correlation between emotional intelligence and work – life balance.
5. Pearson's correlation analysis for intra correlation within emotional intelligence and work – life Balance variables.

## 4.2 DESCRIPTIVE STATISTICS

The descriptive statistics describes the normality distribution of the scores for the sample under investigation.

### 4.2.1 To identify what aspects of work interferes with personal life

**Table 4.1: Indicating the mean and standard deviation in descending order for Work Interference with Personal Life**

<b>Work Interference with Personal Life</b>	<b>Mean</b>	<b>Std Deviation</b>
I am happy with the amount of time for non-work activities (reverse scored)	3.02	1.122
I miss personal activities because of work	3.01	1.131
I put personal life on hold for work	2.95	1.151
My personal life suffers because of work	2.80	1.207
I neglect personal needs because of work	2.79	1.132
I struggle to juggle work and non-work	2.72	1.025
My job makes personal life difficult	2.69	1.134

Table 4.1 indicates that IT employees were unhappy with the amount of time they get for their non-work activities (3.02). Because of the lack of time for non-work activities IT employees go on to miss personal activities because of the amount of time they dedicate to their professional life (3.01). IT employees also tend to put their personal life on hold because of work (2.95). These aspects of work were found to have higher interference with personal life. Where as other aspects like Personal life suffering because of work (2.80), Neglecting personal needs (2.79), Juggling i.e. managing both work and non-work activities (2.72) and finally Job i.e. professional life making personal life difficult (2.69) indicates less interference with personal life.

The level of work interference with personal life varied in the range of 1.00 – 6.00. With one cluster in the range of 1.50 – 3.00, representing low work interference with personal life, and the other in the range of 3.00 – 5.00 representing moderate work interference with personal life.

#### 4.2.2 To identify the factors that impacts work – life balance

**Table 4.2: Indicating the mean and standard deviation in descending for factors that impacts work – life balance**

<b>Factors impacting work – life balance</b>	<b>Mean</b>	<b>Std Deviation</b>
I feel exhausted at the end of days work	3.17	1.092
My colleagues have resigned or taken a career break because of work-life balance issues in the last one year	2.96	1.182
My boss or company recognise the importance of my personal life (reverse scored)	2.80	1.154
Lack of work-life balance has had an adverse impact on my career	2.79	1.078
My family supports me of my professional life (reverse scored)	2.08	0.938

Table 4.2 indicates that IT employees get exhausted at the end of days work (3.17). IT employees also resign their jobs or take a career break because of work-life balance issues (2.96). These factors of were found to have a higher impact. Whereas Lack of work-life balance having an adverse impact on career (2.79) and lack of family support in professional life (2.08) was found to have a lesser impact.

The level of factors impacting work – life balance was moderate, varying in the range of 2.00 – 3.50 peaking near 2.50

#### 4.2.3 To find out work related factors that interferes with personal life

**Table 4.3: Indicating the mean and standard deviation in descending order, for work related factors that interferes with personal life**

<b>Work Related Factors Interfering with Personal Life</b>	<b>Mean</b>	<b>Std Deviation</b>
Carry a cell phone or pager for work so you can be reached after normal business hours	3.37	1.456
Check your e-mail or voice mail from home after returning from work	3.08	1.342
Stay at work after normal business hours or work over time	3.03	1.063
Rearrange, alter or cancel personal plans because of work	2.92	0.968
Take work-related phone calls at home	2.92	1.154
Volunteer for special projects in addition to your normal job duties	2.82	1.048
Go into the office before normal business hours	2.69	1.031
Work on your days off (e.g., weekends)	2.59	0.947
Bring things home to work on	2.48	1.506
Check back with the office even when you are on vacation	2.46	1.058
Work late into the night at home	2.38	1.130
Participate in community activities for the benefit of the company or organization	2.35	1.013
Attend work-related functions on personal time	2.35	0.940
Work during vacations	2.05	1.018
Travel whenever the company asks you to, even though technically you don't have to	1.85	1.011

Table 4.3 indicates that majority of the IT employees carry cell phone or a pager so that they can be reached after normal business hours (3.37), they also check their e-mail or voice mail from home after returning from work (3.08), IT employees also Stay at work after normal business hours i.e. they tend to work overtime (3.03). Further IT employees Rearrange, alter or cancel personal plans because of work (2.92) and Take work-related phone calls at home (2.92). These work related factors were found to have a moderate interference or impact on an IT employee's personal life. On the other hand Participating in community activities for the benefit of the company or organization (2.35), Attending work-related functions on personal time (2.35), Working during vacations (2.05) and Travelling whenever the company asks you to (1.85). These work related factors were found to have lesser interference or impact on an IT employee's personal life.

**4.2.4 To identify work – life balance policies, practices and programs offered by the organizations**

**Table 4.4: Indicating the difference between awareness and prevalence about the work – life balance programs**

<b>Work - Life Balance Programs</b>	<b>Awareness</b>	<b>Prevalence</b>	<b>Difference</b>
Flexible work schedules	98.87%	70.09%	28.78%
Leave of absence for education	78.31%	53.24%	25.07%
Part-time work	87.89%	10.26%	77.63%
Job sharing	89.58%	46.86%	42.72%
Brief (1 - 2 months) paid sabbatical	70.42%	30.80%	39.62%
Work from home occasionally	98.59%	65.71%	32.88%
Work from home all the time	89.58%	10.69%	78.89%
Compressed work week	80.85%	32.06%	48.79%
Paid maternity leave	87.04%	93.85%	-6.81%
Paid paternity leave	79.44%	79.43%	0.01%
Paid leave for sick family member (parent, child, spouse)	80.28%	48.42%	31.86%
Career breaks	70.70%	20.32%	50.38%

Table 4.4 indicates that the highest difference was noticed in Work from home all the time (78.89%), followed by part time work (77.63%). The least difference was found in paid leave of absence for education (25.07%) and paid paternity leave (0.01%). In case of paid maternity leave the prevalence of it was found to be higher than the awareness of the work – life balance programs.

**4.2.5 To find out the level of risk inherent in each program, on a employees career**

**Table 4.5: Indicating the mean and standard deviation in descending order for the level of risk inherent in each program, on a employees career**

<b>Work - Life Balance Programs</b>	<b>Mean</b>	<b>Std Deviation</b>
Part-time work	3.90	0.746
Work from home all the time	3.83	0.918
Career breaks	3.69	0.867
Brief (1 – 2 months) paid sabbatical	3.52	0.881
Leave of absence for education	3.10	0.862
Compressed work week	2.91	0.933
Job sharing	2.75	0.921
Paid leave for sick family member (parent, child, spouse)	2.53	0.972
Flexible work schedules	2.30	0.896
Paid paternity leave	2.00	0.0927
Work from home occasionally	1.98	0.854
Paid maternity leave	1.84	0.852

Table 4.5 indicates that when employees chooses to use the work – life balance programs the inherent risks associated with it was highest for Part-time work (3.90) followed by Work from home all the time (3.83), Career breaks (3.69) and a Brief paid sabbatical. Whereas usage of Flexible work schedules (2.30), Paid paternity leave (2.00), Work from home occasionally (1.98) and Paid maternity leave (1.84) has less risk involved to an IT employee’s position.

The level of risk involved on an employee’s career with the usage of work – life balance programs was moderate varying in the range of 2.00 – 4.00, perking near 3.00



#### 4.2.6 To find out the likelihood or usage of work – life balance programs by an employee

**Table 4.6: Indicating the mean and standard deviation in descending order for the likelihood of usage of work – life balance programs by an employee**

<b>Work - Life Balance Programs</b>	<b>Mean</b>	<b>Std Deviation</b>
Flexible work schedules	4.05	1.036
Work from home occasionally	3.97	1.098
Paid leave for sick family member (parent, child, spouse)	3.44	1.124
Paid paternity leave	3.43	1.491
Use of all earned vacation time	3.33	1.220
Job sharing	3.06	1.368
Compressed work week	2.90	1.240
Leave of absence for education	2.78	1.238
Brief (1 – 2 months) paid sabbatical	2.72	1.229
Work from home all the time	2.61	1.294
Career breaks	2.55	1.302
Part-time work	2.31	1.183
Paid maternity leave	2.24	1.788

Table 4.6 indicates that of the different work - life balance programs IT employees were more likely to use programs like Flexible work schedules (4.05), Work from home occasionally (3.97), Paid leave for sick family member (3.44) and Paid paternity leave. However programs like Work from home all the time (2.61), Career breaks (2.55), Part-time work (2.31) and Paid maternity leave (2.24) indicated less likelihood of usage.

The level of likelihood of usage of work – life balance programs was moderate, varying in the range of 1.50 to 4.00, peaking near 3.00.

#### 4.2.7 To find out the Emotional Intelligence of employees

**Table 4.7: Indicating the mean and standard deviation in descending order for the dimensions of Emotional Intelligence of IT employees**

<b>Emotional Intelligence Dimensions</b>	<b>Mean</b>	<b>Std Deviation</b>
Emotional Intelligence	5.586 8	0.78159
Regulation of emotion in the self	5.688 7	0.84786
Appraisal and recognition of emotion in others	5.584 5	0.81903
Use of emotion to facilitate performance	5.583 8	0.83267
Appraisal and expression of emotion in the self	5.490 1	0.85654

The level of emotional intelligence of IT employees was found to be moderate to high varying in the range 3.00 – 7.00 peaking near 5.50.

The level of regulation of emotion in self was found to be moderate to high, varying in the range 3.00 – 7.00, peaking near 6.00.

The level appraisal and recognition of emotion in others was found to be moderate to high, varying in the range 4.00 – 7.00, peaking near 5.50.

The level of use of emotion to facilitate performance was found to be moderate to high, varying in the range 4.00 – 7.00, peaking near 5.50.

The level of appraisal and expression of emotion in the self was found to be moderate to high, varying in the range 4.00 – 7.00, peaking near 5.50.

**4.3 Hypothesis 1: There will be no significant differences across demographics and work life balance.**

Differences in Work – Life Balance and Emotional Intelligence variables were tested across demographic groups. For this purpose the one-way ANOVA test was used. The results indicate that null hypothesis was rejected and the alternative hypothesis was accepted as there were significant differences across demographics and work – life balance.

**Table 4.8 Indicating ANOVA for Work – Life Balance and Gender**

<b>Work - Life Balance and Gender</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Work interference with personal life	3.877	1	3.877	4.528	.034*
Factors impacting work – life balance	0.018	1	0.018	0.036	.849
Work related factors interfering with personal life	18.168	1	18.168	39.628	.000**
Level of risk to a employees position with the usage of work-life balance programs	0.971	1	0.971	3.964	.047*
Likelihood of usage of work-life balance programs	0.025	1	0.025	0.077	.781

\*\* . Significant at the 0.01 level.

\* . Significant at the 0.05 level.

It was found that there were significant differences in, work interference with personal life, work related factors interfering with personal life and level of risk to an employee’s position with the usage of work-life balance programs. Work interference with personal life was higher for men (2.92) and less for women (2.69). Work related factors interfering with personal life was higher for men (2.76) and less for women (2.27) and risk to an employee’s position with the usage of work-life balance programs was also higher for men (2.90) and less for women (2.78). There were no significant differences found in factors impacting work – life balance and likelihood of usage of work-life balance programs between men and women IT professionals.

**Table 4.9 Indicating ANOVA for Work – Life Balance and Age**

<b>Work - Life Balance and Age</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Work interference with personal life	6.589	3	2.196	2.573	.054
Factors impacting work – life balance	2.978	3	0.993	2.071	.104
Work related factors interfering with personal life	11.641	3	3.880	8.090	.000**
Level of risk to a employees position with the usage of work-life balance programs	0.645	3	0.215	0.869	.457
Likelihood of usage of work-life balance programs	0.958	3	0.319	0.978	.403

\*\* . Significant at the 0.01 level.

\* . Significant at the 0.05 level.

It was found that there were significant differences in work related factors interfering with personal life between age groups. Work related factors interfering with personal life were highest in the age groups of 35 – 45 (3.14), followed by 45 – 55 years (3.00), less than 35 years (2.56) and least for 55 and above years (2.33). There was no significant difference in work interference with personal life, factors impacting work – life balance, level of risk to an employee’s position with the usage of work-life balance programs and likelihood of usage of work-life balance programs between age groups.

**Table 4.10 Indicating ANOVA for Work – Life Balance and Qualification**

<b>Work - Life Balance and Qualification</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Work interference with personal life	0.778	3	0.259	0.298	.827
Factors impacting work – life balance	1.515	3	0.505	1.044	.373
Work related factors interfering with personal life	2.398	3	0.799	1.580	.194
Level of risk to a employees position with the usage of work-life balance programs	0.796	3	0.265	1.075	.360
Likelihood of usage of work-life balance programs	0.523	3	0.174	0.532	.661

\*\* . Significant at the 0.01 level.

\* . Significant at the 0.05 level.

It was found the there was no significant difference in any of the work – life balance variables with respect to qualification.

**Table 4.11 Indicating ANOVA for Work – Life Balance and Marital Status**

<b>Work - Life Balance and Marital Status</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Work interference with personal life	1.385	2	0.693	0.800	.450
Factors impacting work – life balance	1.032	2	0.516	1.068	.345
Work related factors interfering with personal life	6.705	2	3.353	6.810	.001**
Level of risk to a employees position with the usage of work-life balance programs	0.008	2	0.004	0.016	.984
Likelihood of usage of work-life balance programs	2.986	2	1.493	4.669	.010**

\*\* . Significant at the 0.01 level.

\* . Significant at the 0.05 level.

It was found that, work related factors interfering with personal life were significantly higher for married IT professionals (2.77) and less for single or unmarried IT professionals (2.49). Further it was also found that the likelihood of usage of work - life balance programs were significantly higher among married IT professionals (3.12) and less among single or unmarried IT professionals (2.94). There was no significant difference in, work interference with personal life, factors impacting work – life balance and level of risk to an employee’s position with the usage of work-life balance programs.

**Table 4.12 Indicating ANOVA for Work – Life Balance and Management Level**

<b>Work - Life Balance and Management Level</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Work interference with personal life	7.830	2	3.915	4.620	.010**
Factors impacting work – life balance	3.481	2	1.740	3.653	.027*
Work related factors interfering with personal life	12.680	2	6.340	13.337	.000**
Level of risk to a employees position with the usage of work-life balance programs	0.345	2	0.172	0.696	.499
Likelihood of usage of work-life balance programs	0.921	2	0.460	1.414	.245

\*\* . Significant at the 0.01 level.

\* . Significant at the 0.05 level.

It was found that there were significant differences among different variables of work – life balance between professionals at different management levels. Work interference with personal

life was highest for IT professionals at the middle management level (3.28), followed by senior management (2.85) and least for entry level management (2.77). Factors impacting work – life balance was highest for middle management (2.84), followed by entry level management (2.80) and least for senior management (2.53). Work related factors interfering with personal life were highest for IT professionals at the senior management level (3.01), followed by middle management (2.80) and least for entry level management (2.51). There was no significant difference in level of risk to an employee’s position with the usage of work-life balance programs and likelihood of usage of work-life balance programs between IT professionals at different management levels.

**Table 4.13 Indicating ANOVA for Work – Life Balance and Years in present position**

<b>Work - Life Balance and Years in present position</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Work interference with personal life	12.333	5	2.467	2.930	.013*
Factors impacting work – life balance	0.753	5	0.151	0.309	.908
Work related factors interfering with personal life	6.092	5	1.218	2.445	.034*
Level of risk to a employees position with the usage of work-life balance programs	0.507	5	0.101	0.407	.844
Likelihood of usage of work-life balance programs	3.585	5	0.717	2.235	.050*

\*\* . Significant at the 0.01 level.

\* . Significant at the 0.05 level.

It was found that there were significant differences among different variables of work – life balance for IT professionals with years in present position. Work interference with personal life was highest for IT professionals who were in the same position for six years and above (3.24), followed by 5 years (2.97), 2 years (2.94), 3 years (2.84), 1 year (2.62) and least for 4 years (2.49). Work related factors interfering with personal life was highest for IT professionals who were in the same position for six years and above (2.95), followed by 5 years (2.86), 2 – 3 years (2.60), 4 years (2.54) and least for 1 year (2.43). Likelihood of usage of work-life balance programs was higher among IT professionals who were in the same position for 4 years (3.26), followed by six years and above (3.10), 5 years (3.09), 1 year (3.07), 2 years (2.99), and least among IT professionals who had 3 years of experience (2.92). There was no significant

difference found in factors impacting work – life balance and level of risk to an employees position with the usage of work-life balance programs.

**Table 4.14 Indicating ANOVA for Work – Life Balance and Overall work experience**

<b>Work - Life Balance and Overall work experience</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Work interference with personal life	19.036	5	3.807	4.628	.000**
Factors impacting work – life balance	4.991	5	0.998	2.096	.065
Work related factors interfering with personal life	23.879	5	4.776	10.675	.000**
Level of risk to a employees position with the usage of work-life balance programs	1.646	5	0.329	1.340	.247
Likelihood of usage of work-life balance programs	1.598	5	0.320	0.979	.431

\*\* . Significant at the 0.01 level.

\* . Significant at the 0.05 level.

It was found that there were significant differences in, work interference with personal life and work related factors interfering with personal life with overall work experience. Work interference with personal life was highest for IT professionals with 15 – 20 years of experience (3.15), followed by 10 – 15 years (3.13), 5 – 10 years (3.07), 1 – 2 years (2.81), 2 – 5 years (2.64) and least for IT professionals with 20 years and above work experience. Work related factors interfering with personal life was highest for IT professionals with 15 – 20 years of experience (3.20), followed by 10 – 15 years (3.08), 20 years and above (2.73), 5 – 10 years (2.76), 1 – 2 years (2.53) and least for IT professionals with 2 – 5 years of experience (2.38). There was no significant difference in, factors impacting work – life balance, level of risk to a employees position with the usage of work-life balance programs and likelihood of usage of work-life balance programs with overall work experience.

**Table 4.15 Indicating ANOVA for Work – Life Balance and Size of the organization**

<b>Work - Life Balance and Size of the organization</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Work interference with personal life	2.031	2	1.015	1.175	.310
Factors impacting work – life balance	4.468	2	2.234	4.716	.010**
Work related factors interfering with personal life	0.794	2	0.397	0.78	.459
Level of risk to a employees position with the usage of work-life balance programs	0.452	2	0.226	0.914	.402
Likelihood of usage of work-life balance programs	0.377	2	0.189	0.576	.562

\*\* . Significant at the 0.01 level.

\* . Significant at the 0.05 level.

It was found that there was significant difference in, factors impacting work – life balance with size of the organization. Factors impacting work – life balance was highest in organizations with more than 1000 employees (2.79), followed by organizations with less than 500 employees (2.71) and least for organizations with 500 – 100 employees (2.33). There was no significant difference in, work interference with personal life, work related factors interfering with personal life, Level of risk to an employees position with the usage of work-life balance programs and likelihood of usage of work-life balance programs with size of the organization.

**Table 4.16 Indicating ANOVA for Work – Life Balance and Working hours per week**

<b>Work - Life Balance and Working hours per week</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Work interference with personal life	69.139	4	17.285	25.532	.000**
Factors impacting work – life balance	12.755	4	3.189	7.026	.000**
Work related factors interfering with personal life	44.306	4	11.077	28.490	.000**
Level of risk to a employees position with the usage of work-life balance programs	1.618	4	0.404	1.648	.162
Likelihood of usage of work-life balance programs	0.763	4	0.191	0.581	.676

\*\* . Significant at the 0.01 level.

\* . Significant at the 0.05 level.

It was found the there were significant differences in, work interference with personal life, factors impacting work – life balance and work related factors interfering with personal life with working hours per week. Work interference with personal life was highest for IT professionals



who worked more than 65 hours per week (3.75), followed by 60 – 65 hours (3.61), 55 – 60 hours (3.54), 50 – 55 hours (3.13) and was least for IT professionals who worked 40 – 45 hours per week (2.48). Factors impacting work – life balance was highest for IT professionals who worked more than 65 hours per week (3.40), followed by 55 – 60 hours (3.12), 60 – 65 hours (2.90), 50 – 55 hours (2.80) and was least for IT professionals who worked 40 – 45 hours per week (2.61). Work related factors interfering with personal life was highest for IT professionals with who worked more than 65 hours per week (3.96), followed by 60 – 65 hours (3.33), 55 – 60 hours (3.15), 50 – 55 hours (2.75) and was least for IT professionals who worked 40 – 45 hours per week (2.34). There was no significant difference in, level of risk to an employee’s position with the usage of work-life balance programs and likelihood of usage of work-life balance programs with working hours per week.

**4.4 Hypothesis 2: There will be no significant differences across demographics and appraisal and expression of emotion in the self, appraisal and recognition of emotion in others, use of emotion to facilitate performance and regulation of emotion in the self.**

The results indicate that null hypothesis was rejected and the alternative hypothesis was accepted as there was significant difference across demographics and emotional intelligence.

**Table 4.17 Indicating ANOVA for appraisal and expression of emotion in the self, appraisal and recognition of emotion in others, use of emotion to facilitate performance and regulation of emotion in the self and gender**

<b>Emotional Intelligence and Gender</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Appraisal and expression of emotion in the self	0.146	1	0.146	0.198	.656
Appraisal and recognition of emotion in others	0.026	1	0.026	0.038	.846
Use of emotion to facilitate performance	0.653	1	0.653	0.942	.332
Regulation of emotion in the self	0.363	1	0.363	0.505	.478

\*\* . Significant at the 0.01 level.

\* . Significant at the 0.05 level.

It was found that there was no significant difference in appraisal and expression of emotion in the self, appraisal and recognition of emotion in others, use of emotion to facilitate performance and regulation of emotion between men and women IT professionals.

**Table 4.18 Indicating ANOVA for appraisal and expression of emotion in the self, appraisal and recognition of emotion in others, use of emotion to facilitate performance and regulation of emotion in the self and age**

<b>Emotional Intelligence and Age</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Appraisal and expression of emotion in the self	0.532	3	0.177	0.240	.868
Appraisal and recognition of emotion in others	1.008	3	0.336	0.499	.683
Use of emotion to facilitate performance	2.520	3	0.840	1.214	.305
Regulation of emotion in the self	0.273	3	0.091	0.126	.945

\*\* . Significant at the 0.01 level.

\* . Significant at the 0.05 level.

It was found that there was no significant difference in appraisal and expression of emotion in the self, appraisal and recognition of emotion in others, use of emotion to facilitate performance and regulation of emotion between IT professionals due to age.

**Table 4.19 Indicating ANOVA for appraisal and expression of emotion in the self, appraisal and recognition of emotion in others, use of emotion to facilitate performance and regulation of emotion in the self and qualification**

<b>Emotional Intelligence and Qualification</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Appraisal and expression of emotion in the self	0.866	3	0.289	0.392	.759
Appraisal and recognition of emotion in others	2.028	3	0.676	1.008	.389
Use of emotion to facilitate performance	0.720	3	0.24	0.344	.793
Regulation of emotion in the self	0.961	3	0.320	0.444	.722

\*\* . Significant at the 0.01 level.

\* . Significant at the 0.05 level.

It was found that there was no significant difference in appraisal and expression of emotion in the self, appraisal and recognition of emotion in others, use of emotion to facilitate performance and regulation of emotion between IT professionals due to qualification.

**Table 4.20 Indicating ANOVA for appraisal and expression of emotion in the self, appraisal and recognition of emotion in others, use of emotion to facilitate performance and regulation of emotion in the self and marital status**

<b>Emotional Intelligence and Marital Status</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Appraisal and expression of emotion in the self	0.492	2	0.246	0.334	.716
Appraisal and recognition of emotion in others	0.351	2	0.175	0.26	.771
Use of emotion to facilitate performance	1.162	2	0.581	0.837	.434
Regulation of emotion in the self	0.169	2	0.084	0.117	.890

\*\* . Significant at the 0.01 level.

\* . Significant at the 0.05 level.

It was found that there was no significant difference in appraisal and expression of emotion in the self, appraisal and recognition of emotion in others, use of emotion to facilitate performance and regulation of emotion between married and single IT professionals.

**Table 4.21 Indicating ANOVA for appraisal and expression of emotion in the self, appraisal and recognition of emotion in others, use of emotion to facilitate performance and regulation of emotion in the self and management level**

<b>Emotional Intelligence and Management Level</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Appraisal and expression of emotion in the self	0.634	2	0.317	0.431	.650
Appraisal and recognition of emotion in others	1.699	2	0.849	1.268	.283
Use of emotion to facilitate performance	1.513	2	0.757	1.092	.337
Regulation of emotion in the self	1.144	2	0.572	0.795	.453

\*\* . Significant at the 0.01 level.

\* . Significant at the 0.05 level.

It was found that there was no significant difference in appraisal and expression of emotion in the self, appraisal and recognition of emotion in others, use of emotion to facilitate performance and regulation of emotion between professionals at different management levels.

**Table 4.22 Indicating ANOVA for appraisal and expression of emotion in the self, appraisal and recognition of emotion in others, use of emotion to facilitate performance and regulation of emotion in the self and years in present position**

<b>Emotional Intelligence and Years in present position</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Appraisal and expression of emotion in the self	1.750	5	0.35	0.474	.796
Appraisal and recognition of emotion in others	3.313	5	0.663	0.988	.425
Use of emotion to facilitate performance	3.383	5	0.677	0.975	.433
Regulation of emotion in the self	0.992	5	0.198	0.273	.928

\*\* . Significant at the 0.01 level.

\* . Significant at the 0.05 level.

It was found that there was no significant difference in appraisal and expression of emotion in the self, appraisal and recognition of emotion in others, use of emotion to facilitate performance and regulation of emotion due to years in present position.

**Table 4.23 Indicating ANOVA for appraisal and expression of emotion in the self, appraisal and recognition of emotion in others, use of emotion to facilitate performance and regulation of emotion in the self and overall work experience**

<b>Emotional Intelligence and Overall work experience</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Appraisal and expression of emotion in the self	4.902	5	0.980	1.343	.246
Appraisal and recognition of emotion in others	6.003	5	1.201	1.810	.110
Use of emotion to facilitate performance	9.799	5	1.960	2.903	.014*
Regulation of emotion in the self	6.201	5	1.240	1.743	.124

\*\* . Significant at the 0.01 level.

\* . Significant at the 0.05 level.

It was found that there was significant difference in use of emotions to facilitate performance due to overall work experience. The level of use of emotions to facilitate performance was highest for IT professionals with twenty or more years of experience (6.20), followed by 15 – 20 years (5.96), 10 – 15 years (5.72), 2 – 5 years (5.63), 5 – 10 years (5.45) and was least for IT professionals with 1 – 2 years of work experience. There was no significant differences found in appraisal and expression of emotion in the self, appraisal and recognition of emotion in others and regulation of emotion in the self due to overall work experience.

**4.24 Indicating ANOVA for appraisal and expression of emotion in the self, appraisal and recognition of emotion in others, use of emotion to facilitate performance and regulation of emotion in the self and size of the organization**

<b>Emotional Intelligence and Size of the organization</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Appraisal and expression of emotion in the self	0.086	2	0.043	0.058	.944
Appraisal and recognition of emotion in others	0.172	2	0.086	0.128	.880
Use of emotion to facilitate performance	0.169	2	0.085	0.121	.886
Regulation of emotion in the self	0.085	2	0.043	0.059	.943

\*\* . Significant at the 0.01 level.

\* . Significant at the 0.05 level.

It was found that there was no significant difference in appraisal and expression of emotion in the self, appraisal and recognition of emotion in others, use of emotion to facilitate performance and regulation of emotion due to size of the organization.

#### **4.25 Indicating ANOVA for appraisal and expression of emotion in the self, appraisal and recognition of emotion in others, use of emotion to facilitate performance and regulation of emotion in the self and working hours per week**

<b>Emotional Intelligence and Working hours per week</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Appraisal and expression of emotion in the self	3.166	4	0.792	1.078	.367
Appraisal and recognition of emotion in others	1.869	4	0.467	0.692	.598
Use of emotion to facilitate performance	1.321	4	0.330	0.472	.756
Regulation of emotion in the self	3.130	4	0.782	1.087	.363

\*\* . Significant at the 0.01 level.

\* . Significant at the 0.05 level.

It was found that there was no significant difference in appraisal and expression of emotion in the self, appraisal and recognition of emotion in others, use of emotion to facilitate performance and regulation of emotion due to working hours per week.

#### **4.5 STEPWISE REGRESSION ANALYSIS**

**Hypothesis 3: Emotional intelligence of IT employees will not influence work life balance**

There was significant influence of emotional intelligence on work – life balance dimensions  
 To analyze the impact of emotional intelligence on work – life balance, step wise multiple regression was performed. The results indicate that null hypothesis was rejected and the alternative hypothesis was accepted as emotional intelligence significantly influenced work – life balance.

**Table 4.26 Indicating (coefficients) stepwise multiple regression of emotional intelligence on work interferes with personal life**

Model	Unstandardized Coefficients	Standardized Coefficients		t	Sig
	B	Std Error	Beta		
(Constant)	3.241	.359		9.029	.000
Appraisal and expression of emotion in the self	-.083	.113	-.076	-.736	.462
Appraisal and recognition of emotion in others	.052	.123	.045	.418	.676
Use of emotion to facilitate performance	-.112	.125	-.101	-.896	.371
Regulation of emotion in the self	.072	.144	.066	.500	.618

a. Dependent Variable: Work interferes with personal life

It was found that the four dimensions of emotional intelligence namely, appraisal and expression of emotion in the self, Appraisal and recognition of emotion in others, Use of emotion to facilitate performance and Regulation of emotion in the self did not significantly impact Work interferes with personal life.

**Table 4.27 Indicating (coefficients) stepwise multiple regression of emotional intelligence on factors impacting work – life balance**

Model	Unstandardized Coefficients	Standardized Coefficients			
	B	Std Error	Beta	t	Sig
(Constant)	3.159	.267		11.843	.000
Appraisal and expression of emotion in the self	-.051	.084	-.063	-.610	.542
Appraisal and recognition of emotion in others	.083	.092	.098	.909	.364
Use of emotion to facilitate performance	-.205	.093	-.246	-2.205	.028*
Regulation of emotion in the self	0.99	.107	.121	.929	.354

a. Dependent Variable: Factors impacting work – life balance

It was found that use of emotion to facilitate performance negatively influenced factors impacting work – life balance. The influence was significant at the .05 level. This variable explains 2% (R Square = .020) of the variation in the factors impacting work – life balance on respondents.

**Table 4.28 Indicating (coefficients) stepwise multiple regression of emotional intelligence on work related factors interfering with personal life**

Model	Unstandardized Coefficients	Standardized Coefficients			
	B	Std Error	Beta	t	Sig
(Constant)	2.945	.273		10.805	.000
Appraisal and expression of emotion in the self	-.106	.086	-.127	-1.238	.217
Appraisal and recognition of emotion in others	.226	.094	.260	2.415	.016*
Use of emotion to facilitate performance	-.157	.095	-.184	-1.653	.099
Regulation of emotion in the self	-.022	.109	-.026	-.201	.841

a. Dependent Variable: Work related factors interfering with personal life

It was found that appraisal and recognition of emotions in others significantly influenced work related factors interfering with personal life. The variable explained 3% (R Square = .026) of the variation in frequency on work related factors interfering with personal life for respondents.

**Table 4.29 Indicating (coefficients) stepwise multiple regression of emotional intelligence on Level of risk to a employees position with the usage of work-life balance programs**



Model	Unstandardized Coefficients	Standardized Coefficients			
	B	Std Error	Beta	t	Sig
(Constant)	3.314	.186		17.837	.000
Appraisal and expression of emotion in the self	-.256	.058	-.441	-4.381	.000*
Appraisal and recognition of emotion in others	.023	.064	.038	.359	.720
Use of emotion to facilitate performance	-.066	.065	-.111	-1.020	.308
Regulation of emotion in the self	.210	.074	.358	2.821	.005*

a. Dependent Variable: Level of risk to an employee's position with the usage of work-life balance programs

It was found that appraisal and expression of emotion in the self negatively influenced level of risk to an employee's position with the usage of work-life balance programs. Regulation of emotion in the self positively influenced level of risk to an employee's position with the usage of work-life balance programs. The influence was significant at the .05 level. Together these two variables explained 7% (R Square = .068) of the variation in level of risk to an employee's position with the usage of work-life balance programs.

**Table 4.30 Indicating (coefficients) stepwise multiple regression of emotional intelligence on Likelihood of usage of work – life balance program by an employee**

Model	Unstandardized Coefficients	Standardized Coefficients			
	B	Std Error	Beta	t	Sig
(Constant)	3.339	.220		15.175	.000
Appraisal and expression of emotion in the self	-.082	.069	-.122	-1.179	.239
Appraisal and recognition of emotion in others	-.016	.076	-.023	-.208	.835
Use of emotion to facilitate performance	.061	.077	.089	.794	.428
Regulation of emotion in the self	-.202	.088	-.030	-.203	.818

a. Dependent Variable: Likelihood of usage of work – life balance program by an employee

It was found that the four dimensions of emotional intelligence namely, appraisal and expression of emotion in the self, appraisal and recognition of emotion in others, use of emotion to facilitate performance and regulation of emotion in the self did not significantly impact likelihood of usage of work – life balance program by an employee.

#### 4.6 CORRELATION ANALYSIS

**Hypothesis 4:** There will no significant relationship between emotional intelligence and work life balance of IT employees

The results indicate that null hypothesis was rejected and the alternative hypothesis was accepted as there was significant differences between emotional intelligence and work – life balance.

**Table 4.31 Indicating Canonical Correlation Analysis between Work – Life Balance and Emotional Intelligence**

<b>Work - Life Balance Dimensions – Rotated Dependent Canonical Loadings</b>	<b>Canonical Loadings</b>
Work interference with personal life	0.257
Factors impacting work – life balance	0.340
Work related factors interfering with personal life	0.362
Level of risk to a employees position with the usage of work-life balance programs	0.957
Likelihood of usage of work-life balance programs	0.262
<b>Emotional Intelligence Dimensions – Rotated Independent Canonical Loadings</b>	
Appraisal and expression of emotion in the self	0.791
Appraisal and recognition of emotion in others	0.412
Use of emotions to facilitate performance	0.517
Regulation of emotion in the self	0.367

**Canonical Redundancies for Independent Set:** 0.022

**Rotated Canonical Correlations:** 0.271

**Bartlett Test of Residual Correlations**

Chi-square	df	p-value
42.920	20	0.002

Canonical correlation was performed on the work-life balance variables (treated as the dependent set) and the emotional intelligence variables. The results indicate that the emotional intelligence variables are the independent set (with redundancy index 0.022), while the work-life balance

variables are the dependent set (with redundancy index 0.019). The canonical correlation indicates that Level of risk to an employee’s position with the usage of work-life balance programs (0.957) has a strong correlation with Appraisal and expression of emotion in self (0.791), Use of emotions to facilitate performance (0.517) and Appraisal and recognition of emotion in others (0.412). The canonical correlation between these variables was statistically significant. It was found that the overall rotated canonical correlation between emotional intelligence’s influence on work – life balance dimensions was 0.271 (p-value = 0.002). Though the relationship is significant the influence was weak. Appraisal and expression of emotions in self (0.791) and Use of emotions to facilitate performance (0.517), influenced maximum on work - life dimensions. Among the work - life dimensions risk in position with usage of work-life balance programs (0.957) was maximally influenced by emotional intelligence.

**Table 4.32 - Indicating Pearson’s intra – correlation matrix between Work – Life Balance dimensions**

<b>Work - Life Balance Dimensions</b>	Work interference with personal life	Factors impacting work – life balance	Work related factors interfering with personal life	Level of risk to a employees position with the usage of work-life balance programs	Likelihood of usage of work-life balance programs
Work interference with personal life	1	.597**	.641**	.222*	- 0.015
Factors impacting work – life balance		1	.361**	.197**	.025
Work related factors interfering with personal life			1	.229*	.090*
Level of risk to a employees position with the usage of work-life balance programs				1	.060
Likelihood of usage of work-life balance programs					1

\*\* . Correlation is significant at the 0.01 level.

\* . Correlation is significant at the 0.05 level.

The intra correlation matrix indicated significant positive correlations between work – life balance dimensions. Significant positive correlations were found between Work interference with personal life and Work related factors interfering with personal life (.641\*\*), followed by Work interference with personal life and Factors impacting work – life balance (.597\*\*). The

relationships between these variables were moderate. Further significant positive correlations were found between Factors impacting work – life balance with Work related factors interfering with personal life (.361\*\*) followed by Work related factors interfering with personal life and Level of risk to a employees position with the usage of work-life balance programs (.229\*), Work interference with personal life and Level of risk to a employees position with the usage of work-life balance programs (.222\*), Factors impacting work – life balance and Level of risk to a employees position with the usage of work-life balance programs (.197\*\*) and Work related factors interfering with personal life with Likelihood of usage of work-life balance programs (.090\*). The relationships between these variables were low.

**Table 4.33 - Indicating Pearson’s intra – correlation matrix between Emotional Intelligence dimensions**

<b>Emotional Intelligence Dimensions</b>	Appraisal and expression of emotion in the self	Appraisal and recognition of emotion in others	Use of emotion to facilitate performance	Regulation of emotion in the self
Appraisal and expression of emotion in the self	1	.799**	.780**	.840**
Appraisal and recognition of emotion in others		1	.815**	.844**
Use of emotion to facilitate performance			1	.864**
Regulation of emotion in the self				1

\*\* . Correlation is significant at the 0.01 level.

\* . Correlation is significant at the 0.05 level.

The intra correlation matrix indicated significant positive correlations between emotional intelligence dimensions. Use of emotion to facilitate performance has a strong correlation with Regulation of emotion in the self (.864\*\*), followed by Appraisal and recognition of emotion in others with Regulation of emotion in the self (.844\*\*), Appraisal and expression of emotion in the self with Regulation of emotion in the self (.840\*\*), Appraisal and recognition of emotion in others with Use of emotion to facilitate performance (.815\*\*), Appraisal and expression of emotion in the self with Appraisal and recognition of emotion in others (.799\*\*) and Appraisal and expression of emotion in the self with Use of emotion to facilitate performance (.780\*\*).

In the present chapter the data has been analyzed and interpreted. The following chapter will include the summary, findings, implications and limitations of the study and conclusion.

## **CHAPTER – V**

### **SUMMARY AND CONCLUSION**

## **5.1 INTRODUCTION**

This chapter is based on summary and conclusion of the present study. The need for the study, statement of the problem, variables of the study, sampling techniques, tools of the study, statistical techniques adopted, major findings of the study, implications, suggestions for further research and limitations of the study have been presented.

## **5.2 NEED FOR THE STUDY**

The concept of work – life balance is gaining importance across IT organizations. This study aims at helping IT organizations build more effective policies with respect to of work – life balance, it also helps the organizations introduce new work – life balance programs and encourages sharing of best practices across IT organizations. Further the study facilitates to build organization wide culture, effective use of policies and programs and also better integration between work and non-work activities. Hence by offering effective policies and encouraging employees to make use of the available policies and programs the organizations will in turn be increasing the employee’s level of satisfaction and also commitment towards the organization. This will help the organization retain its best people or talent, which will subsequently contribute to cost saving.

In the present day competitive IT world, the concept of emotional intelligence plays a very crucial role. Research suggests that traditional intelligence i.e. IQ contributes only 20% to an individuals success where as emotional intelligence i.e. EQ contributes 80% to an individuals success. This study will help realize the importance and the role emotional intelligence plays in enhancing individual and teams performance there by improving organizational effectiveness.

Further the study will also help identify how appraisal, expression, recognition, regulation and use of emotions facilitate performance. The emphasis on work – life balance in relation to emotional intelligence in IT organizations has not been methodologically researched. The study in relation to these variables in the context of IT organizations and its implications in India are not available. Very few studies have been done globally in relation to these variables. The present

study is a serious attempt to understand and explore in the Indian IT context behavioral variations and their implications that these variables have on employees. The insight will contribute towards the basic understanding in IT organizations.

The findings and outcome of this research will be beneficial to the IT organizations in India, which is a flourishing industry and contributes significantly to the GDP of the country and the talent pool of the world.

### **5.3 STATEMENT OF THE PROBLEM**

A Study on Emotional Intelligence in Relation to Work – Life Balance of Employees in Information Technology Organizations.

### **5.4 OBJECTIVES OF THE STUDY**

1. To identify what aspects of work interferes with personal life.
2. To identify the factors that impacts work – life balance.
3. To find out work related factors that interferes with personal life.
4. To identify policies, practices and programs offered by IT organizations with respect to work – life balance.
5. To find out the level of risk inherent in each work – life balance program, on an IT employee's career.
6. To find out the likelihood of usage of work – life balance programs IT employees.
7. To find out if there are differences across demographics and work – life balance.
8. To find out if there are differences across demographics and emotional Intelligence.
9. To find out Emotional Intelligence of employees.
10. To find out the relationship and influence between emotional intelligence and work - life balance.

### **5.5 REVIEW OF RELATED LITERATURE**

The review of related literature in the area of work – life balance and emotional intelligence spanned for more than more than five decades and provided the researcher valuable inputs, perspective, insights and direction in understanding these factors and designing this study. The



gaps were identified and the researcher has attempted to seriously and systematically undertake the present investigation.

## **5.6 VARIABLES OF THE STUDY**

- **Dependent Variable:** Work – Life Balance
- **Independent Variable:** Emotional Intelligence
- **Demographic Variables:** Gender, Age, Qualification, Experience, Martial Status and Management Level, Size of the organization.

## **5.7 HYPOTHESES OF THE STUDY**

A total of four hypotheses were tested and stated in the null form for testing in this research. Descriptive statistics, Canonical Correlation Analysis, Pearson's correlation analysis multiple regression and ANOVA was adopted to treat the data and test the hypotheses between work – life balance and emotional intelligence and demographics.

## **5.8 TOOLS ADOPTED FOR THE SUTDY**

The instruments to collect data were

### **5.8.1 Measurement of Work – Life Balance**

The work – life balance questionnaire was divided into five dimensions

- Dimension 1 - Work interferes with personal life scale was developed by Fisher-McAuley (2003) and validated by J. Hayman (2005).
- Dimension 2 – Factors impacting work – life balance scale was developed by the investigator based on the objectives of the study.
- Dimension 3 - Work related factors that interferes with personal life scale was developed by Bolino and Turnley (2005)
- Dimension 4 - Level of risk inherent in each program, on an employees career, scale was developed Catherine C Parker (2007)
- Dimension 5 – Likelihood of usage of work – life balance programs by an employee scale was developed Catherine C Parker (2007)

### **5.8.2 Measurement of Emotional Intelligence**

The Emotional Intelligence questionnaire has four dimensions and is developed by Wong Chi Sum (2007).

Demographic information: Self – developed Performa will be used for measuring demographic variables.

### **5.9 SAMPLING DESIGN**

Judgmental sampling technique was adopted to collect the data from IT employees representing 23 Indian, Indian multinational and multinational IT companies from Bangalore city.

### **5.10 STATISTICAL TECHNIQUES ADOPTED**

The data was analyzed using the following statistical techniques.

1. Canonical correlation analysis
2. Pearson's correlation
3. Stepwise regression and
4. ANOVA

### **5.11 MAJOR FINDINGS OF THE STUDY**

#### **5.11.1 GENERAL FINDINGS**

1. The three major behaviours of work that interferes with personal life were unhappiness with the amount of time for non – work activities followed by missing personal activities due to work and putting personal life on hold because of work. Other aspects of work like juggling or managing both work and non – work activities and job i.e. professional life making personal life difficult had less interference with personal life.

2. The two major factors impacting work – life balance of IT employees are felling exhausted at the end of days work and quitting their jobs or taking a career break because of work – life balance issues. Other factors like, lack of work – life balance

having an adverse impact on an IT employee's career and lack of family support in professional life had less impact on work – life balance.

3. The four major work related factor interfering with personal life were, carrying cell phone or a pager so that the employees can be reached after normal business hours, followed by checking e-mail or voice mail at home after returning from work, stay back at office after normal business hours or working overtime, altering or canceling personal plans because of work. Other work related factors like participating in community activities for the benefit of the company, attending work-related functions on personal time, working during vacations and traveling whenever the company asks you to have less interference with personal life.

4. The highest difference was noticed in Work from home all the time, followed by part time work. The least difference was found in paid leave of absence for education and paid paternity leave. In case of paid maternity leave the prevalence of it was found to be higher than the awareness of the work – life balance programs.

5. Usage of work – life balance programs like part time, work from home all the time, career breaks and brief paid sabbatical of 1 – 2 months had higher level of risk involved to an IT employee's position. Where as flexible work schedules, paid paternity leave, work from home occasionally and paid maternity leave had less risk involved to an IT employee's position.

6. IT employees were more likely to use work – life balance programs like flexible work schedules followed by work from home occasionally, paid leave for sick family member i.e. (parent, child, spouse) and paid paternity leave. Where they were less likely to use programs like, work from home all the time, career breaks, part-time work and paid maternity leave.

7. It was found that IT employees were high on regulation of emotion in the self, followed by appraisal and recognition of emotion in others, use of emotion to facilitate performance and appraisal and expression of emotion in the self.

### 5.11.2 HYPOTHESES RELATED FINDINGS

1. It was found that Level of risk to an employee's position with the usage of work-life balance programs has a strong correlation with Appraisal and expression of emotion in self, Use of emotions to facilitate performance and Appraisal and recognition of emotion in others. The relationship between emotional intelligence's influence on work – life balance dimensions was significant however the influence was weak. Appraisal and expression of emotions in self, and Use of emotions to facilitate performance influenced maximum on work - life dimensions. Among the work - life dimensions risk in position with usage of work-life balance programs was maximally influenced by emotional intelligence.

2. The intra correlation matrix between work – life Balance dimensions indicated that there was significant positive correlation between, work interference with personal life with work related factors interfering with personal life and work interference with personal life with factors impacting work – life balance. The relationships between these variables were moderate. Further the intra correlation matrix between work – life Balance dimensions indicate that there was significant positive correlation between, work related factors interfering with personal life with level of risk to an employees position with the usage of work-life balance programs and work interference with personal life with level of risk to an employees position with the usage of work-life balance programs and factors impacting work – life balance with Level of risk to a employees position with the usage of work-life balance programs and work related factors interfering with personal life with likelihood of usage of work-life balance programs. The relationships between these variables were low.

3. The intra correlation matrix between emotional intelligence dimensions indicated that there were significant positive relationships between, use of emotion to facilitate performance with regulation of emotion in the self, appraisal and recognition of

emotion in others with regulation of emotion in the self, appraisal and expression of emotion in the self with regulation of emotion in the self, appraisal and recognition of emotion in others with use of emotion to facilitate performance, appraisal and expression of emotion in the self with appraisal and recognition of emotion in others and appraisal and expression of emotion in the self with use of emotion to facilitate performance.

4. Appraisal and expression of emotion in the self, appraisal and recognition of emotion in others, use of emotion to facilitate performance and regulation of emotion in the self did not significantly influence work interferes with personal life.

5. Use of emotions to facilitate performance negatively influenced factors impacting work – life balance.

6. Appraisal and recognition of emotion in others had a significant influence on work related factors interfering with personal life. Where as appraisal and expression of emotion in the self, use of emotion to facilitate performance and regulation of emotion in the self did not significantly influence work related factors interfering with personal life.

7. Appraisal and expression of emotion in the self negatively influenced level of risk to an employee's position with the usage of work-life balance programs. Regulation of emotion in the self positively influenced level of risk to an employee's position with the usage of work-life balance programs.

8. Appraisal and expression of emotion in the self, appraisal and recognition of emotion in others, use of emotion to facilitate performance and regulation of emotion in the self did not significantly influence likelihood of usage of work – life balance program by an employee.

9. Significant differences were found between gender and work interference with personal life, work related factors interfering with personal life and level of risk to an employee's position with the usage of work-life balance programs. All the three variables were higher for men as compared to women.

10. No significant differences were found between gender and factors impacting work – life balance and likelihood of usage of work-life balance programs between men and women IT professionals.

11. Significant differences were found between age and work related factors interfering with personal life. Work related factors interfering with personal life were highest for the 35 – 45 years age group, followed by the 45 – 55 years age group and was lowest for employees above 55 years.

12. No significant differences were found between age and work interference with personal life, factors impacting work – life balance, level of risk to an employee's position with the usage of work-life balance programs and likelihood of usage of work-life balance programs.

13. No significant differences were found between qualification and work interference with personal life, factors impacting work – life balance, work related factors interfering with personal life, level of risk to a employees position with the usage of work-life balance programs, likelihood of usage of work-life balance programs.

14. Significant differences were found between martial status and work related factors interfering with personal life and likelihood of usage of work-life balance programs. Work related factors interfering with personal life were higher for married IT professionals as compared to single or unmarried IT professionals. Further married IT professionals were more likely to use work - life balance programs as compared to single or unmarried IT professionals.

15. No significant differences were found between marital status and work interference with personal life, factors impacting work – life balance and level of risk to an employee’s position with the usage of work-life balance programs.

16. Significant differences were found between management level and work interference with personal life, factors impacting work – life balance and work related factors interfering with personal life. Work interference with personal life was highest for IT professionals at the middle management level and lowest for junior level management. Factors impacting work – life balance was highest for both junior and middle management IT professionals and lowest for senior management IT professionals. Finally work related factors interfering with personal life were highest for senior management IT professionals and lowest for junior level management IT professionals.

17. No significant differences were found between management level and level of risk to an employee’s position with the usage of work-life balance programs and likelihood of usage of work-life balance programs.

18. Significant differences were found between years in present position and work interference with personal life, work related factors interfering with personal life and likelihood of usage of work-life balance programs. Work interference with personal life and Work related factors interfering with personal life were highest for IT professionals who were in the same position for six and more years. IT professionals who were in the same position for about four years were more likely to use work-life balance programs.

19. No significant differences were found between years in present position factors impacting work – life balance and level of risk to an employee’s position with the usage of work-life balance programs.

20. Significant differences were found between overall experience and work interference with personal life and work related factors interfering with personal life. Both the variables were highest for IT professionals with 10 – 20 years of overall experience and lowest for IT professional 2 – 5 of overall experience.

21. No significant differences were found between overall experience and factors impacting work – life balance, level of risk to an employee’s position with the usage of work-life balance programs and likelihood of usage of work-life balance programs.

22. Significant difference was found between size of the organization and factors impacting work – life balance. Factors impacting work – life balance was highest for IT professionals working in organizations with more than 1,000 employees and lowest for professionals working in organizations with 500 – 1000 employees.

23. No significant differences were found between size of the organization and work interference with personal life, work related factors interfering with personal life, level of risk to an employee’s position with the usage of work-life balance programs and likelihood of usage of work-life balance programs.

24. Significant difference was found between working hours per week and work interference with personal life, factors impacting work – life balance and work related factors interfering with personal life. The above three variable were highest for IT professional who worked for more than 65 hours per week and less for those who worked 40 – 50 hours a week.

25. No significant differences were found between working hours per week and level of risk to an employee’s position with the usage of work-life balance programs and likelihood of usage of work-life balance programs.

26. No significant differences were found between gender and emotional intelligence.



27. No significant differences were found between age and emotional intelligence.

28. No significant differences were found between qualification and emotional intelligence.

29. No significant differences were found between marital status and emotional intelligence.

30. No significant differences were found between management level and emotional intelligence.

31. No significant differences were found between years in present position and emotional intelligence.

## **5.12 IMPLICATIONS**

The correlation analysis of data reveals that there was significant positive relation between emotional intelligence and work – life balance.

1. IT organizations should take up the initiative of improving and enhancing the emotional intelligence of their employees. This can be done by designing and providing effective

training to their employees. This will help enhance the skills of the employees with regard to “self – awareness” self – awareness forms the most critical element of emotional intelligence. High self – awareness helps an individual to monitor the actions and try to rectify it if required, self awareness guides an individual to fine tune the job performance style and become more acceptable and socially networked. Further it also helps employees, use their emotions to facilitate performance by directing them toward constructive activities and improving personal performance. Any person highly capable in this dimension would be able to encourage him or herself to do better continuously and direct his or her emotions in positive and productive directions. Hence emotional intelligence will help an employee experience better work – life balance.

2. Appraisal and recognition of emotions in others significantly influenced work related factors interfering with personal life. Appraisal and recognition of emotions relates to an individual’s ability to perceive and understand the emotions of the people around them. People who rate highly in this ability will be very sensitive to the emotions of others as well as able to predict others’ emotional responses. In the present the IT organizations where team based performance oriented work environment is more welcome, an open, trusting and nurturing relationship between the seniors management and junior management is more likely to succeed in achieving its goals. It not only helps in enhancing loyalty and satisfaction, but also helps to perform better. Recognition of emotions in others is important for those in the people management role. Hence it is recommended that IT organizations recruit employees who possess this quality of emotional intelligence. Such people spend more time on enhancing the performance of their team members by providing proper feedback and offering guidelines for improvement. Managers with such quality devote their time in understanding their employees with empathy. This will further boost the team’s performance, improve organizational commitment, retain talented employees, build a positive and healthy working environment and last but the least minimize work – family conflict.
3. The results of the one way ANOVA reveal that work related factors interfering with personal life and risk in position with the usage of work life balance is more for men than

women IT employees. There is a wrong perception that work – life balance programs is meant only for women and not for men. . Employees using such programs are seen as less committed to their work and organization. Life becomes more understanding and meaningful only when, both men and women share family responsibilities equally. When a person enjoys a healthy personal life and when his personal life is filled with joy and happiness and free from conflicts, employees will be in a better position to concentrate in their professional life. They will be able to perform better, their productivity and quality of work will improve and they will be more loyal to their organizations. Hence it is recommended that managers and organizations should not discourage employees from using the work – life balance programs. Organizations should encourage employees to make use of the available work – life balance programs and remove the fear that usage of work – life balance programs will have a negative impact on an employee’s career.

4. Work related factors interfering with personal life was the highest for the 35 – 45 years age group followed by the 45 – 55 years age group. This group usually involves people in the middle management or the senior management positions. In order to help them improve their work – life balance it is recommended that people at the middle and senior management delegate work to their subordinates with confidence. This will provide more personal time to people at the 35 – 55 years age and also by delegating and distributing the work equally among their subordinates, will help them learn new skills and gain better knowledge regarding the next position in the hierarchy that they will be working in the future. This will help the IT organizations save training costs that they invest in enhancing the skills of the new managers as they would have already gained the knowledge through practical experience. This will further help budding manager’s manage their teams effectively and efficiently contributing to improved employees satisfaction and improved organizational performance.
5. Work related factors interfering with personal life was highest for married IT professionals than single IT professionals. It is suggested that IT organizations should offer employee assistance programs (EAP’S), where employees can seek expert advice for a better well being and enjoy a happy personal life. Further IT organizations should

also come up with better employee engagement activities and better family friendly programs. These initiatives will create a feeling in the employees that the organization cares and supports for the employees well being. This will also increase the emotional attachment of the employees towards their organization.

6. IT organizations should clearly define the roles and responsibilities for each every employee so that there is a clear objective laid down by the organization as to who is accountable for what and no does extra work. By doing this IT organizations will help improve the work - life balance across management levels.
7. Lack of work - life balance was more for employees who were in the same position for six years and more. It is recommended that IT organizations change the profile of their employees by providing them lateral movements every four years. This will reduce the monotonous job that employees do by providing change in profile. Employees will find new profile interesting and challenging and this will bring out the best in every employee. Further employees also gain knowledge about different profiles. This strategy will help the employees love their job and experience better work – life balance.
8. IT organizations can improve the work – life balance of their employees by encouraging the concept of job sharing.
9. The level of use of emotions to facilitate performance generally increased with overall experience and was the highest for IT professionals with twenty years or more experience. Use of emotions to facilitate performance is considered to be the most important dimension of emotional intelligence. It relates to the ability of a person to make use of his or her emotions by directing them toward constructive activities and personal performance. A person who is highly capable in this dimension would be able to encourage him- or herself to do better continuously. He or she would also be able to direct his or her emotions in positive and productive directions. IT is recommended that IT organizations take initiatives to improve the emotional intelligence level of their employees as soon as they become part of the organization, instead of the employees

improving their emotional intelligence level through gaining experience which takes a long time. IT organizations should invest on improving the emotional intelligence of their employees at the very initial stage. This will help build better and efficient managers and leaders for the future.

10. There should be a clear boundary drawn between work and non – work activities. Human Resources and the Senior Management should take the initiative and communicate the importance of having a good balance between personal and professional life. the widespread perception that visibility = productivity should be changed. Focus on effectiveness rather than on length of work hours. Use communication technologies and skilful time-management strategies to boost output.
11. Ensure that formal policies in place are consistent with what employees actually experience. Policy provision alone is not sufficient to ensure employees’ work/life balance. Human resource department should Look at the uptake rates of policies across different areas in the organisation because this may provide clues to the existence of unsupportive cultures.
12. Human resource department should provide information and assistance to managers and supervisors about how to promote flexibility and work/life balance. This might include education about the link between work/life balance and productive employees; a detailed examination of how the jobs of their employees are designed; and how they can use information technology to facilitate appropriate remote supervision.
13. Adopt a ‘give and take’ philosophy. Both employer and employee need to be willing to bend a little.

### **5.13 LIMITATIONS OF THE STUDY**

The study has the following limitations

1. The sample was limited to IT organizations in Bangalore city.

2. The study was conducted under the assumption that the information given by the respondents will be authentic.
3. The outcome of the study cannot be generalized as the data will be collected only from a section of employees and not from all the employees
4. The study is chiefly concentrated only on the IT sectors. Hence it becomes difficult to judge the importance of Work-life balance and Emotional Intelligence across other industries.
5. Time factor was a major challenge.

#### **5.14 SUGGESTIONS FOR FURTHER RESEARCH**

1. A comparative study between work – life balance and organizational commitment can be undertaken.
2. A comparative study between emotional intelligence and ethics at the workplace may be undertaken.
3. This study can also be done exclusively by taking into consideration only the managers and the leadership team of the IT organizations.
4. A comparative study between work – life balance, emotional intelligence and job satisfaction can be undertaken.
5. As the study was conducted in IT sectors in the IT sector other sectors need to be studied to compare and contrast the results so that the generalizability of the findings can be increased.
6. Other human resource management and organizational behaviour variables can be investigated as Dependent variable.
7. A comparative study between organizational citizenship behaviour and emotional intelligence can be undertaken.
8. This study can be replicated between Indian IT MNC's and foreign MNC to understand the differences in findings, especially when it comes to formulation and implementation of work – life balance policies. This can be done though sharing of best practices.

#### **5.15 CONCLUSION**

Work – Life Balance of IT employees is an issue that has attracted the interest of researchers, educationists and the leaders of the IT world. Managing both professional and personal life effectively and efficiently has become a major challenge for the IT employees. IT organizations need to make efforts to develop effective work – life balance policies and encourage their employees to make use of the available policies. This will help increase organizational commitment, improve productivity, efficiency, retain best talent and motivate the IT employees to give their best. This study confirms that both emotional intelligence and work – life balance together create organizational success and develop competitive advantage for IT organizations. Thus the human resources team and the leadership team of IT organizations should take the initiative of enhancing and improving the emotional intelligence skills of their employees. Improved emotional intelligence skills will help an individual understand and manage the emotions of oneself and others better which will lead to high quality service delivery. It is therefore imperative for IT administrators to strive to create a bridge between emotional intelligence and work – life balance in IT organizations. Emotional intelligence is an effective way to integrate, enhance and provide better work and family life. Understanding the potential and the talent that their employees bring in and ensure the articulation of difference that employees bring to the work place and value them to make it a part of the organizational success. IT leaders should focus on developing, formulating and implementing, better work – life balance policies in order to build a sustainable and enriching organization. Nurturing emotional intelligence and to make employees feel values must be adopted by IT leaders.

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**APPENDIX A**

**PROFORMA**

**Christ University Institute of Management**  
Bangalore – 560029

**Dear Respondent,**

I am working on a dissertation titled “**Emotional Intelligence in relation to Work – Life Balance of Employees in IT Industry**” in partial fulfillment of my M.Phil (Management) course.

Your cooperation in completing the questionnaire will make the results of this study more useful and beneficial in understanding the complex dynamics of the variables under study.

All information collected is for research purpose and will be kept confidential. I request you to kindly spare your valuable time and fill in the questionnaire candidly.

Thank you for your cooperation.

Regards,

Deepak.D.Rangreji  
Research Scholar

1. Gender:  Male  Female
2. Age: Below 35 yrs  35-45  46-55  56 and Above yrs
3. Qualification : Graduate  Post Graduate  Professional Qualification   
Others specify
4. Marital Status: Married  Single  Others
5. Position/Designation: (Please Specify):  
.....
6. How long have you been in this position: < 1 Year  1-2 Years  2-3Years   
3-4 Years  4-5 Years  5 Years and Above
7. Work Experience: 2years and below  2-5yrs  5-10yrs  10-15 yrs   
15-20yrs  above 20 yrs
8. Size of the Organization: Less than 500 employees  500-1000 Employees   
More than 1000 Employees

## **APPENDIX – B**

### **QUESTIONNAIRE FOR WORK – LIFE BALANCE**

#### **Section A**

Instructions: Kindly read the items carefully and Tick in the appropriate box, regarding your view about Work-Life Balance. **Please do not omit any item.**



1. How many hours do you work in a week?

40 – 50  51 – 55  56 – 60  61 – 65  66 and above

**Part 1** - Tick the answer that best describes how much you agree with each statement below

Kindly tick in the appropriate Box		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
		1	2	3	4	5
1	My personal life suffers because of work.					
2	My job makes personal life difficult					
3	I neglect personal needs because of work					
4	I put personal life on hold for work					
5	I miss personal activities because of work					
6	I struggle to juggle work and non-work.					
7	I am happy with the amount of time for non-work activities					

**Part 2** - Tick the answer that best describes how much you agree with each statement below

Kindly tick in the appropriate Box		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
		1	2	3	4	5
1	I feel exhausted at the end of days work					
2	My family supports me in my professional life					
3	My boss or company recognise the importance of					

	my personal life					
4	Lack of work-life balance has had an adverse impact on my career					
5	My colleagues have resigned or taken a career break because of work-life balance issues in the last one year					

**Part 3** - Tick the answer that best describes how often you do the following activities

Kindly tick in the appropriate Box		Never	Rarely	Sometimes	Frequently	Always
		1	2	3	4	5
1	Work on your days off (e.g., weekends)					
2	Bring things home to work on					
3	Take work-related phone calls at					

	home					
4	Carry a cell phone or pager for work so you can be reached after normal business hours					
5	Check your e-mail or voice mail from home after returning from work					
6	Stay at work after normal business hours or work over time					
7	Work late into the night at home					
8	Attend work-related functions on personal time					
9	Travel whenever the company asks you to, even though technically you don't have to					
10	Work during vacations					
11	Go into the office before normal business hours					
12	Volunteer for special projects in addition to your normal job duties					
13	Rearrange, alter or cancel personal plans because of work					
14	Check back with the office even when you are on vacation					
15	Participate in community activities for the benefit of the company or organization					

**Parts – 4 – Instructions** - Please answer the following questions for each work life balance program. **This part is divided into three sections or halves.** Request you to respond to all the three sections. **The third section is continued in the next page.**

	<b>1) Does your current company offer this program</b>		<b>2) What is the level of risk to a person's position if they use this program (e.g. stalled career, overlooked for rewards,</b>
--	--	--	---

Kindly tick in the appropriate Box					seen as less committed, etc.)				
		Yes	No	Don't Know	None	Low	Medium	High	Very High
		1	2	3	1	2	3	4	5
1	Flexible work schedules								
2	Leave of absence for education								
3	Part-time work								
4	Job sharing								
5	Brief (1 – 2 months) paid sabbatical								
6	Work from home occasionally								
7	Work from home all the time								
8	Compressed work week								
9	Paid maternity leave								
10	Paid paternity leave								
11	Paid leave for sick family member (parent, child, spouse)								
12	Career breaks								

**3) How likely are you to use these programs at some point in your career? If you have already used or are using this type of program choose “Very likely – Already have”**

		<b>Very Unlikely</b>	<b>Unlikely</b>	<b>Neither Likely nor Unlikely</b>	<b>Likely</b>	<b>Very Likely – Already have</b>	<b>Not Applicable</b>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
1	Flexible work schedules						
2	Leave of absence for education						
3	Part-time work						
4	Job sharing						
5	Brief (1 – 2 months) paid sabbatical						
6	Work from home occasionally						
7	Work from home all the time						
8	Compressed work week						
9	Paid maternity leave						
10	Paid paternity leave						
11	Use of all earned vacation time						
12	Paid leave for sick family member (parent, child, spouse)						
13	Career breaks						

**APPENDIX – C**

**EMOTIONAL INTELLIGENCE QUESTIONNAIRE**

**Section – B**

Instructions: Kindly read the items carefully and Tick in the appropriate box, regarding your view about **Emotional Intelligence**. **Please do not omit any item.**

Please indicate the extent of your agreement or disagreement with each statement by selecting a number from 1 to 7.

<b>Kindly tick in the appropriate Box</b>		<b>Totally Disagree</b>	<b>Disagree</b>	<b>Some what Disagree</b>	<b>Neither Agree Nor Disagree</b>	<b>Somewhat Agree</b>	<b>Agree</b>	<b>Totally Agree</b>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
1	I have a good sense of why I have certain feelings most of the time.							
2	I have good understanding of my own emotions							
3	I really understand what I feel.							
4	I always know whether or not I am happy.							
5	I always know my friends emotions from their behavior.							
6	I am a good observer of others' emotions.							
7	I am sensitive to the feelings and emotions of others.							
8	I have good understanding of the emotions of people around me.							
9	I always set goals for myself and then try my best to achieve them.							
10	I always tell myself I am a competent person.							
11	I am a self-motivating person.							
12	I would always encourage myself to try my best.							
13	I am able to control my temper so that I can handle							

	difficulties rationally.							
14	I am quite capable of controlling my own emotions.							
15	I can always calm down quickly when I am very angry.							
16	I have good control of my own.							