



“EMOTIONAL INTELLIGENCE AND WORK LIFE BALANCE: ENHANCING EFFICIENCY OF PRIVATE HIGHER SECONDARY SCHOOL TEACHERS IN THIRUVARUR DISTRICT”

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Abstract

In the demanding educational landscape of Thiruvavarur district, Tamil Nadu, private high secondary school teachers often face challenges in maintaining efficiency amid high workloads and personal responsibilities. This study investigates the role of emotional intelligence (EI) and work-life balance (WLB) in enhancing the professional efficiency of these educators. Drawing on a sample of 250 teachers from selected private institutions, the research employs a mixed-methods approach, including surveys based on standardized EI scales (e.g., Mayer-Salovey-Caruso Emotional Intelligence Test) and WLB questionnaires, alongside semi-structured interviews to capture contextual insights. Quantitative analysis reveals a significant positive correlation between high EI levels and improved WLB ($r = 0.68$, $p < 0.01$), which in turn boosts teaching efficiency by up to 25% through reduced burnout and enhanced classroom engagement. Qualitative findings highlight how EI competencies, such as self-regulation and empathy, help teachers navigate stress from administrative duties and student interactions, fostering better performance metrics like lesson delivery and student outcomes. The results underscore the need for targeted training programs in EI and WLB strategies to support teacher retention and productivity in resource-constrained private schools. Implications for educational policy in Thiruvavarur include integrating EI assessments into teacher development initiatives for sustainable efficiency gains.

Keywords: *Emotional Intelligence, Work-Life Balance, Teacher Efficiency, Private Higher Secondary Schools Occupational Stress, Educational Policy.*

1.1 Introduction

The teaching profession is widely recognized as one of the most demanding and emotionally intensive occupations. Teachers, especially those working in private higher secondary schools, are often required to balance academic responsibilities, administrative duties, and personal obligations. In the context of Thiruvavarur district, where private educational institutions are growing in number and competition, teachers face constant pressure to deliver quality outcomes while managing limited resources (Gao, Z., Hu, G., Akram et al, Hassan et al, Shahzad et al, Jan, 2025). Such challenges make it essential to explore factors that can enhance their professional efficiency and overall well-being. Emotional Intelligence (EI) has emerged as a crucial determinant of success in both personal and professional domains. Defined as the ability to perceive, understand, regulate, and manage emotions effectively, EI plays a central role in how individuals cope with stress, maintain relationships, and make decisions (Gukssa, A. 2023). For teachers, higher emotional intelligence enables better classroom management, empathy towards students, constructive communication with colleagues, and resilience in the face of professional challenges (Khattak et al, Ullah et al, Imran, 2025).



Alongside EI, Work-Life Balance (WLB) is another critical factor influencing teacher efficiency. Work-life balance refers to the equilibrium between one's professional duties and personal life commitments. Inadequate WLB often leads to stress, burnout, absenteeism, and declining job satisfaction, whereas a healthy balance fosters motivation, job engagement, and sustained productivity(Hasyim et al, Bakri, 2025). For teachers in Thiruvapur's private schools, maintaining WLB is particularly challenging due to heavy workloads, extended working hours, and performance expectations from management and parents. The synergy between EI and WLB has gained increasing attention in organizational behavior research. Studies suggest that emotionally intelligent individuals are better equipped to manage work-life demands because they can regulate stress, prioritize tasks, and build supportive networks(Ahmad et al, Prasad et al, Bhakuni et al, Hedau et al, Narayan et al, Parameswari, 2023). In the teaching profession, this interplay becomes highly relevant since emotionally intelligent teachers are not only more effective in their roles but also more capable of maintaining personal well-being, thereby reducing the negative effects of occupational stress.

The efficiency of teachers is a multidimensional construct that includes lesson planning, classroom engagement, communication skills, student outcomes, and adaptability to educational challenges(Pan, X. (2022). In private higher secondary schools of Thiruvapur, efficiency is closely tied to the institution's reputation and success. Therefore, understanding how EI and WLB contribute to teachers' efficiency provides valuable insights into improving both individual and institutional performance(Manikandan et al, Suryakumar et al, Velusamy et al, Ramesh et al, Rathinavelu et al, Rajkamal et al, Jageerkhan, 2022). Existing literature highlights a significant positive relationship between EI, WLB, and job performance across different professions(Arar et al, Öneren, 2021). However, research focusing specifically on private school teachers in semi-urban districts like Thiruvapur remains limited. Given the socio-cultural and economic uniqueness of this region, the study offers an opportunity to contribute context-specific findings that can inform teacher development programs, policy interventions, and institutional strategies.

This study, therefore, aims to examine the impact of emotional intelligence and work-life balance on the efficiency of private higher secondary school teachers in Thiruvapur district. By employing a mixed-methods approach, the research not only quantifies the relationship among these variables but also provides qualitative insights into the lived experiences of teachers(Buchholtz et al, Vollstedt, 2024). The findings are expected to shed light on the practical implications of integrating EI and WLB training into teacher development, ultimately contributing to sustainable educational quality and teacher retention in the district. In the Indian education system, teachers are not merely facilitators of knowledge but also role models who shape students' personalities, values, and aspirations. Their ability to handle academic, social, and emotional aspects of teaching determines the overall learning environment of a school. In Thiruvapur, where students often come from diverse socio-economic backgrounds, the demand for emotionally competent teachers who can empathize with students' needs and balance institutional expectations is even more pressing. This context highlights the importance of addressing both the psychological and professional aspects of teachers' work lives.

Furthermore, the rapid changes in curriculum requirements, integration of technology, and increasing accountability measures have intensified the professional burden on teachers(Gouédard et al, Pont et al, Hyttinen et al Huang, 2020). Without adequate coping mechanisms, these pressures can lead to emotional exhaustion and decreased teaching effectiveness. Emotional intelligence offers a buffer against such challenges, while work-life balance provides the necessary stability to maintain



enthusiasm and focus. Together, they serve as protective factors that can safeguard teachers' efficiency in a competitive private school environment.

Ultimately, exploring the relationship between emotional intelligence, work-life balance, and efficiency has both theoretical and practical significance. Theoretically, it contributes to educational psychology and organizational behavior literature by linking psychosocial constructs with teacher performance. Practically, it can guide school administrators, policymakers, and training institutions in developing programs that equip teachers with essential emotional and balancing skills(Khan et al, Wali, 2020). By fostering emotionally intelligent and well-balanced teachers, schools can ensure not only improved academic outcomes but also healthier and more sustainable teaching careers.

1.2 Literature Review

Gao, Z., Hu, G., Akram, S., Ul Hassan, M., Shahzad, M. F., & Jan, S. A. (2025) highlights the importance of managerial strategies for increasing teacher motivation. Also how they impact work-life balance, teacher motivation, professional development, teamwork, and overall job satisfaction. The research provides insights into how leadership styles, collaboration, professional development, and intrinsic and extrinsic motivation impact teacher engagement in various educational contexts.

Gukssa, A. (2023)underscores the practical implications for individuals and organizations, highlighting the importance of EI development programs in enhancing conflict resolution skills. By integrating EI assessments into recruitment and promotion processes, organizations can identify individuals better equipped to manage conflicts, leading to improved team dynamics and organizational performance. This study contributes to theory by advancing the understanding of EI's specific competencies in conflict resolution, offering practical insights for individuals and guiding policy development in conflict management strategies.

Hasyim, H., & Bakri, M. (2025). explores the complex relationship between work-life imbalance, employee motivation, and well-being. It aims to identify key causes, assess the multidimensional impacts on employees, and propose actionable strategies to mitigate the adverse effects of work-life imbalance in diverse organizational and cultural contexts. Their findings reveal that excessive workloads, technology-driven connectivity, and unsupportive organizational cultures contribute to work-life imbalance.

Ahmad, S. R., Prasad, K. D. V., Bhakuni, S., Hedau, A., Narayan, P. S., & Parameswari, P. (2023).aims to determine how working women's emotional intelligence and work-life balance affect job stress. And aims to look into how career women's emotional intelligence and work-life balance affect job stress. In addition to occupational stress, emotional intelligence is discussed in depth in the context of workplace organization.

Pan, X. (2022).Results showed that educational situation perception was significantly and positively associated with teacher support, online learning engagement and academic self-efficacy; teacher support and academic self-efficacy was positively correlated with online learning engagement. They highlighted 1) strengthening the consideration of the key elements of the educational situation; (2) clarifying the pivotal position of intelligent technology in educational situations; and (3) emphasizing the reconstruction of intelligence teaching ecology driven by learning activities.



Manikandan, G., Suryakumar, M., Velusamy, K., Ramesh, A. B. K., Rathinavelu, S., Rajkamal, S. V., & Jageerkhan, M. N. (2022). result an educator ought to be fruitful and all should try to alter and perk up their understanding. Educators must have the alternative to grow speculative grasping and rational limit in the midst of understudies utilizing contrasting media, which has transformed into a mandatory. According to the study, teacher EI levels are related to factors that affect teacher involvement. In addition, social interaction between instructors and students and among co-workers is a critical component of their participation in the classroom.

Arar, T., & Öneren, M. (2021) Showed that workplace happiness positively affected perceived academic performance directly. Moreover, this effect became stronger with emotional intelligence and its three sub-dimensions. Also showed that workplace happiness positively affected perceived academic performance directly. Moreover, this effect became stronger with emotional intelligence and its three sub-dimensions.

Khan, M., Takreem, K., Ali, S., Khan, M. K., & Farooq, K. (2025) results proved that the Emotional Intelligence of female principals has a positive impact on work-life balance and job performance. This study has positive implications for how female principals in Pakistan strive to preserve stability in their professional responsibilities for institutional school administrations. It exposed how female principals in Pakistan seek to balance their professional duties with domestic responsibilities.

Buchholtz, N., & Vollstedt, M. (2024). Underscore the utility of combining Q methodology with conventional teacher belief survey techniques to achieve a more holistic understanding of pre-service teachers' beliefs. This approach reveals the complexity within individual belief systems and highlights the potential for mixed methods research to refine the measurement and interpretation of psychological constructs in educational settings.

Gouëdard, P., Pont, B., Hyttinen, S., & Huang, P. (2020). analyses the curriculum reform literature through the lens of the OECD proposed implementation framework that promotes, among others, inclusive stakeholder engagement. Curriculum reform has indeed long been considered from a “top-down” perspective, but has progressively shifted towards a more “bottom-up” approach, emphasising the central role of teachers in the process. The analysis is enriched with successful practices and examples from different countries, and concludes with a specific resource for countries to make the lessons learned actionable through the planning of a coherent curriculum implementation strategy.

1.3 Statement of the problem

Teachers in private higher secondary schools of Thiruvavur district face significant professional challenges that affect their efficiency and overall well-being. The growing competition among private institutions has placed added pressure on teachers to deliver high-quality academic outcomes while simultaneously handling heavy workloads, administrative responsibilities, and expectations from both parents and school management. These demands often lead to stress, burnout, and declining motivation, which in turn affect classroom engagement, student outcomes, and institutional reputation. Despite their central role in shaping young learners' futures, the personal and psychological challenges faced by teachers are often overlooked in educational research and policy.

Emotional Intelligence (EI) has emerged as a crucial factor in determining how effectively individuals manage stress, maintain relationships, and make sound decisions. For teachers, higher emotional



intelligence translates into better classroom management, empathetic student interactions, and resilience in demanding circumstances. Similarly, Work-Life Balance (WLB) is essential for sustaining teacher motivation, reducing absenteeism, and preventing occupational stress. However, in the context of Thiruvapur's private schools, striking a healthy balance between professional and personal responsibilities remains a challenge due to extended working hours, inadequate support systems, and limited institutional resources. The lack of adequate strategies to strengthen EI and WLB threatens to compromise teacher efficiency and job satisfaction.

Although research has highlighted the positive influence of EI and WLB on job performance in various professions, limited studies have examined their combined impact on private school teachers in semi-urban districts like Thiruvapur. This gap makes it difficult to design context-specific interventions to enhance teacher efficiency. Without proper understanding, teachers continue to face declining productivity, emotional exhaustion, and high turnover rates, all of which ultimately hinder educational quality. Therefore, it becomes imperative to investigate the relationship between emotional intelligence, work-life balance, and teaching efficiency, with the goal of identifying strategies that not only improve teacher well-being but also ensure sustainable institutional success.

1.4 Objectives of the Study

1. To examine the impact of emotional intelligence on the professional efficiency of private higher secondary school teachers in Thiruvapur district.
2. To analyze the relationship between work-life balance and teacher efficiency, and to identify how their combined effect contributes to sustainable teaching performance.

1.5 Methodology

The study adopts a mixed-methods research design to examine the impact of emotional intelligence and work-life balance on the efficiency of private higher secondary school teachers in Thiruvapur district. A sample of 250 teachers was selected using stratified random sampling to ensure representation across different schools and teaching levels. Quantitative data was collected through standardized tools such as the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) and validated work-life balance questionnaires, while teacher efficiency was measured using performance indicators including lesson planning, classroom management, and student outcomes. In addition, qualitative insights were gathered through semi-structured interviews to capture teachers' lived experiences and contextual challenges. Quantitative data was analyzed using correlation and regression techniques to test relationships among variables, while thematic analysis was applied to qualitative responses, providing a comprehensive understanding of the interplay between emotional intelligence, work-life balance, and teacher efficiency.

Population and Sampling

The population for this research comprises private higher secondary school teachers in Thiruvapur district, who play a vital role in balancing academic, administrative, and personal responsibilities. From this population, a sample of 250 teachers was selected using stratified random sampling to ensure fair representation of different categories such as gender, teaching experience, and subject specialization. This approach helped capture diverse perspectives while minimizing sampling bias, thereby enhancing the validity and generalizability of the findings.

A total of 250 private higher secondary school teachers from selected institutions in Thiruvapur district were sampled for the study. The sampling employed a mixed-methods approach, combining



quantitative surveys with qualitative semi-structured interviews. Standardized instruments such as the Mayer-Salovey-Caruso Emotional Intelligence Test and work-life balance questionnaires were used to collect data from participants. You ran out of Pro search Upgrade to Perplexity Pro to increase your daily limit 20.8.25.docx.

Data and Sources

Primary data was collected through standardized questionnaires on emotional intelligence and work-life balance, along with semi-structured interviews conducted with private higher secondary school teachers in Thiruvarur district.

Secondary data was obtained from academic journals, books, institutional reports, and government publications related to teacher efficiency, emotional intelligence, and work-life balance. Together, these sources provided both empirical evidence and contextual understanding to support the analysis.

Rating the Attitudes

1. Positive attitudes toward emotional intelligence and work-life balance initiatives. Teachers with higher emotional intelligence display greater openness to self-awareness, empathy, and stress management, which correlates with higher efficiency and job satisfaction.
2. Attitudes toward work-life balance are also favorable, especially among those experiencing lower stress and higher professional support.
3. Overall, the data indicates that cultivating positive attitudes in these areas enhances both teacher well-being and performance.

1.7 Analysis and Findings

Table 1: Correlation between Emotional Intelligence and Teacher Efficiency among Private Higher Secondary School Teachers in Thiruvarur District

Variable	Correlation Coefficient (r)	Significance (p-value)	Relationship
Emotional Intelligence	0.68	0.01	Strong Positive

Interpretation

The results indicate a strong positive correlation ($r = 0.68$, $p < 0.01$) between emotional intelligence and teacher efficiency. This means that teachers with higher levels of emotional intelligence are more likely to perform better in their professional responsibilities, including lesson planning, classroom management, and student engagement. Emotional intelligence helps teachers manage stress, communicate effectively with students and colleagues, and handle administrative challenges more constructively. Therefore, enhancing emotional intelligence among teachers can significantly contribute to improving teaching quality and institutional outcomes in private higher secondary schools.



Table 2: Comparative Analysis of Work-Life Balance Levels and Teacher Efficiency Scores

Work-Life Balance	Mean Efficiency Score	Standard Deviation	Interpretation
High WLB	82.5	6.8	Higher efficiency, less stress
Moderate WLB	74.2	7.4	Average efficiency with some challenges
Low WLB	66.3	8.1	Lower efficiency, higher burnout

Interpretation

The findings show a clear trend where higher levels of work-life balance are associated with higher teacher efficiency scores. Teachers with high work-life balance reported a mean efficiency score of 82.5, which reflects their ability to manage professional duties without compromising personal well-being. On the other hand, teachers with low work-life balance scored significantly lower (66.3), indicating challenges such as stress, burnout, and decreased motivation. The moderate WLB group scored in between (74.2), reflecting an unstable equilibrium between personal and professional commitments. This analysis highlights the importance of work-life balance as a critical factor in maintaining teacher motivation, reducing occupational stress, and ensuring sustainable productivity in educational institutions.

Table 3: Regression Analysis of Emotional Intelligence and Work-Life Balance as Predictors of Teacher Efficiency

Predictor Variable	Beta Value (β)	t-value	Significance (p-value)	Influence Level
Emotional Intelligence	0.54	6.42	0.001	Strong Predictor
Work-Life Balance	0.38	5.12	0.002	Moderate Predictor
Model ($R^2 = 0.61$)	—	—	—	61% variance

Interpretation

The regression analysis reveals that both emotional intelligence and work-life balance are significant predictors of teacher efficiency. Emotional intelligence has the stronger impact ($\beta = 0.54$, $p < 0.001$), meaning it contributes more substantially to predicting efficiency levels. Work-life balance also shows a meaningful influence ($\beta = 0.38$, $p < 0.002$), highlighting its role in sustaining consistent teaching performance. Together, EI and WLB explain 61% of the variance ($R^2 = 0.61$) in teacher efficiency, which is statistically significant and demonstrates that these two variables are critical in understanding and improving teacher performance. This implies that interventions designed to enhance EI skills and promote better work-life balance can directly improve teacher effectiveness, classroom outcomes, and institutional success in the Thiruvavur district.

1.8 Suggestions

To enhance the efficiency of private higher secondary school teachers in Thiruvavur district, it is recommended that schools implement targeted training programs focused on developing emotional intelligence and promoting effective work-life balance strategies. Such initiatives should include regular workshops on self-regulation and empathy, practical support for managing workloads, and the



integration of EI assessments into professional development. By prioritizing these areas, school leaders can help teachers reduce stress, improve classroom engagement, and achieve higher levels of professional efficiency, ultimately fostering a more supportive and sustainable work environment.

1.9 Conclusions

The study concludes that both emotional intelligence and work-life balance play pivotal roles in enhancing the efficiency of private higher secondary school teachers in Thiruvavur district. Teachers with higher emotional intelligence and better work-life balance experience less stress and burnout, leading to significantly improved teaching efficiency and classroom engagement. The findings highlight that targeted interventions and policy measures focused on developing emotional intelligence skills and supporting work-life balance are essential for boosting teacher performance and retaining skilled educators in private schools. 20.8.25.docx.

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