

DETERMINANTS OF WORK LIFE BALANCE: SPECIAL REFERENCE TO FEMALE TEACHERS IN AKKARAIPATTU EDUCATIONAL ZONE IN SRI LANKA

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ABSTRACT

Work Life Balance (WLB) is an applicable problem in the evolving the world which gained noticeable attention of numerous researchers and scholars. Also, still is a rolling an unsolved problem among employers and employees, especially among women. The study aims to investigate the determinants of WLB of female teachers. Emotional intelligence (EI), job stress (JS) and technology advancement (TA) are selected for the study from the literature review. 186 teachers were selected as sample size through the simple random sampling and structured questionnaire was used to collect data from these respondents. Out of 186 samples, 143 respondents were responded and used for the analysis. The outcomes revealed there is a strong positive association between EI and WLB and TA and WLB, medium negative correlation between JS and WLB. Further multiple regression analysis disclosed that 73% of total variation of WLB explained by EI, JS and TA. The results of the study provide a better and important understanding about WLB and significance to improve the WLB of female teachers and other female workers as well. Furthermore, recommendation of the study would be enlighten the female teachers, other female workers and managers to accomplish the WLB all the way through the successful organization of these three factors.

Keywords: *Emotional Intelligence; Job Stress; Technology Advancement; Work Life Balance; Female Teachers*

1. INTRODUCTION

Work Life Balance (WLB) is a vital issue in every organization and essential to employees especially for female workers (Fleetwood, 2007; Varatharaj & Vasantha, 2012) and it is the term widely cited throughout the world. Special case with women employees, they are highly exposing to the effects of work life imbalance rather than men due to emergence of nuclear family. When twin responsibilities of working women increase at both personal and professional sphere, it will lead to severe consequences such as unproductivity, pressure, physical and psychological illness. Imbalance and consequences ultimately lead to dissatisfaction at both work and personal life.

Employees are treated as most valuable asset in every organization with the special title of 'Human Resource' (HR). Even more, apart from fixed and capital assets, HR has a major role in achieving the success of an organization with long time survival in a competitive business world. So, it is a responsibility for any organization to provide quality work life in relation to quality of life for employees. Thus, WLB is the term that is commonly used in organizations with regarding to well-being of their workers (Gragnano, Simbula, & Miglioretti, 2020). On other side, individuals compete for job to full fill their basic needs and survival by earning money or returns. But now

a day the role of work has been evolved due to the economic conditions and social needs. These changes lead the workers to work more with more time and more energy to cope with the changes of needs as well as reduced the time and effort on family and friends which result in work family conflict (WFC).

WLB is the work place practices that support and appreciate the employees' needs to attain the balance between the work demands and personal demands of them. Concept of WLB emanated when recognizing both person's work life and personal life have conflicting demand. It has been explored as a predominant territory of human resource management (Allen, 2006). Furthermore, WLB is viewed as purposeful achievement and enjoyment of daily life. Meaning of enjoyment referred as satisfaction, pride, pleasure, celebration and well-being in whatever done by an individual. Moreover, the reason for losing balance between work and family life is more time and energy are spent by workers at their work place to meet their needs (Bird, 2006). Simply, WLB is maintaining equilibrium between work domain and personal domain. An effective WLB assists a person in achieving both personal and professional goals (Oludayo, Gberevbie, & Popoola, 2015).

When employee fails to manage the work and family properly, that resulted in WLC which can be proposed as work life imbalance. There are two type of conflict arising; Personal life interferes with work (PLIW) and work interferes with personal life (WIPL) (Frone, 2000). Lack of time management, withdraw from responsibilities, more stress which leads to physical and mental problem, and loss of connection with people around the employee are some of the negative consequences of WFC. Thus, WLB is highly considerable point among all domains.

Generally females are having a special attention in recent developing era that is entering into the entire field far from their home boundary. Established empirical evidences proposed that work is more predominant for men; mean while family responsibility is more important for women (Cinamon & Rich, 2002; Maunno & Kinneunen, 2000). But from the traditional role as a home maker, women are expanding their roles into education sectors as well as working sectors with the mercy of their fathers' and husbands' perception toward women and work. However, this has become a difficult challenge for women because they must undertake numerous duties at home and at work. As well as female employee participation has significantly increased during the recent decades in Sri Lanka also (Fernando & Sareena Umma, 2016). So more burden were on women shoulders. In our culture, women thus face more challenges to strike balance between personal and professional life (Pahuja, 2016).

WLB of women teachers is become greatest rivalry in these ongoing days. Teaching is a profession that a person could spend nearly seven hours, upon hours working at every day and still never be truly finished off. In the teaching profession, there is always have something that needs to be done at work which are concentrate on students, get prepared for next day, have to check the answer sheets, commit with other institutional requirements and so on (Padma & Reddy, 2013). Apart from teaching, they also focus on soft skills and life skills of students with the intension of moderating a general student into a better citizen with high skills. As well as they

have a responsibility at home as a mother, daughter, wife, friend, an administrator, accountant, cleaner, chef, and etc. Thus, this study focuses on analysing the determinants of WLB for female teachers.

2. RESEARCH PROBLEM

The study represents the determinants of WLB of female teachers of national schools (N/S) in education zone of Akkaraipattu. There are number of factors identified related to WLB of women employees such as child care, working hours, support system (Al-Edeinat, 2022), quality of work life, job nature, emotional intelligence, job satisfaction and job stress (Shobana & Lavanya, 2020). But in this context most predominant factors (emotional intelligence, technology advancement and job stress) which are considered as essential by researchers for current situation of the country to balance the Work life and family life are examined. This is because, there are different conclusions were drawn regarding the relationship and impact of emotional intelligence on WLB (JayasankaraPrasad, 2017; Liyanaarachchi & Weerakkody, 2019; Ravikumar, 2014; Subhashini & Mathur, 2020; Shylaja & Samat et al., 2020;); Technology advancement on WLB (Esmine et al, 2019; Samat et al, 2020; Thevi & Ramasamy, 2018) and job stress on WLB (Kalpna & Meera, 2019; Khatri, 2019; Kumar and Krupanandhan, 2019; Weerasinghe & Dilhara, 2018).

Interaction of work demand and family demand is a big challenge facing by most of the working women. Generally women have double set of responsibility at home comparing with men. If she is married it become triple than men. When we consider working women, level of responsibilities constantly increase. It is highly critical that handling personal responsibilities with raising children when both spouses are working away from home (Kanthisree, 2013). Also balancing work and personal commitments become a great deal for adults and married women who have no children too (Sareena Umma & Fathima Zahana, 2020). Elderly parents and young children are two edge of WLB issue faced by mid-life workers (Padma & Reddy, 2013).

There is a widespread perception that many female professionals across a wide range of professions have a problematic WLB, which is driving an expansion in divorces, anxious family relationships, and workplace confrontations. While most significant issue faced by female due to the imbalance is “break in their career” out of motherhood and family role (Narayana & Neelima, 2017). With that, many employees are choosing to stay unmarried, but still have critical and valuable commitments outside work (Sareena Umma & Fathima Zahana, 2020) due to the WLB issues. According to the past overviews, women are highly influenced by the effect of WLB issues physically and psychologically rather than man because women are very sensitive in nature.

Even multi-facet studies have done regarding factors, consequences, initiatives on WLB especially on women employees by numerous philosophers, it is still remaining as a growing issue overall the world which arise the need of another examination on WLB and solution to cover the issues. Meantime, there is a countable studies only investigate the factors affecting WLB of women employees in Sri Lankan context, but

not in the teaching profession. Thus, researchers interested to focus on the research problem as:

“What are the determinants of work life balance of female teachers?”

RESEARCH QUESTIONS

1. Is there any relationship between the EI and WLB of female teachers?
2. What is the relationship between the JS and WLB of female teachers?
3. Is there any relationship between the TA and WLB of female teachers?
4. Does EI, JS and TA impact on WLB of female teachers?

OBJECTIVES OF THE STUDY

This study aims to achieve the following objectives:

1. To determine the relationship between EI and WLB of female teachers.
2. To identify the relationship between JS and WLB of female teachers.
3. To determine the relationship between TA and WLB of female teachers.
4. To explore the impact of WLB factors (EI, JS and TA) on WLB of female teachers.

3. LITERATURE REVIEW

3.1. Work Life Balance

There are several definitions proposed by researchers throughout the years. According to Bharati and Padma Mala (2016) WLB is the ability to experience a sense of control and to stay productive and competitive at work while maintaining a happy, healthy home life with sufficient leisure. It can be defined as a measure of proper control as to how, when and where people work (Kamau, Muleke, Makaya, & Wagoki, 2013). Also it is an individual ability to meet their work commitments as well as other non-work and family commitment (Delecta, 2011). Nat and Patra (2010) said that, WLB is a suitable prioritization between career and ambition on the one hand, and family, leisure, and spiritual growth on the other. Hill (2014) defined WLB as the healthy blend of worker's professional and personal responsibilities. Dolai (2015) indicated that WLB is one of the work related issue which impact the employees productivity in organization.

WLB has been conceptualized with the understanding, that it improves the quality of life for its employees, which in turn fosters both personal and business progress. A worker who successfully maintains a healthy WLB achieves results that are superior to those that would have been obtained without such a balance. Parvin and Kabir (2011) say the primary success of any business are determined by the effectiveness of its employees, while the effectiveness of its people is determined by the correct balance of personal and professional life. WLB is critical for people' well-being, the effectiveness of companies, and the functioning of society (Darcy, McCarthy, Hill, & Grady, 2012). Moreover, WLB increase the performance of an employee which generalized through various studies i.e. (Aroosiya, 2018; ArunaShantha, 2019;

Mukhtar, 2012; Tharshiny & Sareena Umma, 2015) and etc. Without WLB, individual cannot be spend time to enjoy their life and work hard to create success.

3.2. Work Life Balance and Working Women

Women are entering workforce because not only support financially but also to fulfill ambition of their life to feel complete. WLC viewed as a special issue regarding women employees. It is because of the traditional view from most of the societies throughout the world that, bulk of family responsibilities and taking care of children and elder parents are primarily depend on women (Alqahtani, 2020). Even though men have challenges in facing WLB, it has a severe impact on women since they have committed with household works apart from taking care of dependents such as elderly parents and children (Schieman & Glavin, 2008). Furthermore, women frequently experience guilt over not spending enough time with their little children while they are still young and having to leave them to go for work. As a result, women who work confront a dual load of work and family, which causes stress and role conflict (Rendon, 2016). Career opportunity and mobility are the blessing of the knowledge era for women. But for today's working women, this gift has turned into a major difficulty because they are not only subjected to the same workplace conditions as males, but they are also subjected to the pressures brought on by competing demands from their various roles (Delina & Raya, 2013). This statement refers to that; professional women have the opportunities to advance in their careers and working abroad or relocating to another area. Due to the dependency problem at home, most women miss out on these opportunities.

In some cases, women who are committed with multiple roles recognized as mentally and physically better by comparing the women who have minimum role. This refers to that, working women with various roles admitted to motivation, self-esteem, self-control, high energy and physical stamina. However multitasking also lead the way to the problems such as mental, physical issues, frustration, stress and depression (Balaji, 2014), muscle discomfort, headaches, weight gain, and depression than men do (Oludayo et al., 2015). Thus, it is very important to understand the determinants of WLB to overcome these effects.

3.3. Determinants of Work Life Balance

Various authors found out multiple factors which are influencing WLB of workers. Some of the reviews are mentioned the determinants of WLB especially for women employees, accordingly, Rajapakshe and Dayarathan (2022) identified child care, working hours and support system. Al-Edeinat (2022) identified organizational factors and parenthood factors. In which organizational support, work load, job engagement, working conditions are considered as organizational factors and parenthood and emotional intelligence (EI) are considered as personal factors. While Shukria (2021) found seven factors such as non-supportive job environment (job nature), poor family and work support system, working hours, work overload, family domain, burdened role and job sharing and ineffective WLB policy as the antecedents impacting WLB. Determinants like quality of work-life, job nature, EI, job environment and job satisfaction are positively affect while work load and stress are negatively influence WLB as well as demographic factors like age, number of dependents and working place (Shobana & Lavanya, 2020). Samson and Sareena Umma (2019) found that

factors such as time management, nature of the spouse, and awareness, organizational support and EI have significant connection with WLB and work stress has significant negative relationship with WLB.

Liyanaarachchi and Weerakkody (2019) identified two sets of factors namely; EI, family support, job engagement, work support fall under “self-awareness and support systems” factors, whereas technology, work load, and dependent care come under “individual’s commitments” factor. Further, Individual commitments factor has most significant positive impact on WLB.

Job stress, challenges faced, satisfaction level, attitude toward works, problems of WLB, environment, time management, and health issues are the factors affecting WLB (Rathee & Bhuntel, 2018). Social support, organizational issues, stress issues, information technology, work issues, family issues, social issues, organizational supportive factor, work overload, individual issues, and lack of knowledge on WLB impact WLB (Vyas & Shrivastava, 2017). Kumarasami et al., (2015) conducted a study to identify the relationship between the factors and WLB. They categorized individuals’ spiritual intelligence, EI and job engagement as individual factors; organizational support and workload as organizational factors; as well as technological advancement as environmental factor.

Numbers of factors affecting WLB of workers are identified through previous studies. Among various analysed factors, researcher gets interested to examine three factors; those are emotional intelligence (EI), job stress (JS) and technology advancement (TA) with respect to WLB of female employees in the teaching profession.

3.4. Emotional Intelligence and Work Life Balance

EI is vital in balancing one’s work-life since it allows one’s ideas and behaviors to cope with everything with a sense of balance and maturity is nearly always maintain a positive outlook. Furthermore, employees will be able to manage their personal and professional life by utilizing emotion to understand how they affect those around them. In conclusion, the way that employees feel and act has an impact on how well they perform, and having these skills may help them to deal with issues at work or at home (Kumarasamy et al.,2015).

Naz, Ahmad and Batool (2021) conducted an examination of EI and WLB of working women of Public sector universities in KP. Majority of the females had higher EI with higher WLB and there is a significant relationship among EI and WLB. Thus, they concluded as high EI leads to high WLB. Similar finding found by Samson and Sareena Umma (2019) that EI is a significant predictor of WLB of INGO professional working in Eastern province of Sri Lanka.

EI is an important factor that influence WLB and work related well-being dimension which are job satisfaction, work engagement and job stress. The findings further proposed as, EI positively influence on WLB, where high WLB positively correlated with work-related well-being by increase job satisfaction and work engagement and reduce the job stress (Nanda & Randhawa, 2020).Working women with higher EI had

better WLB and they happy about their salary and benefit as well as they believed about to get career opportunity. Thus, EI has positive impact on WLB and vice versa (Subhashini & Mathur, 2020).

There is a significant contribution of the EI found out in psychosocial variables like quality of work life, work family role conflict and perceived happiness in achieving higher quality of work life (Dasgupta, 2010). Workers with the ability of EI can control their own emotions a well as self-control leads to having the effective management on other people's emotions too (Mayer & Salovey, 1997). The employees who can use their emotions effectively, they able to enjoy team work, reduce stress, identify themselves, feel encouraged, generate empathy, better integration with peers, having time for families, able to complete the requirements of family and create peaceful relationship with partner (Goleman, 1998). And work and family life is an critical factor in employee performance and turnover. In such way, EI has significant contribution on persons' work life equation which ultimately leads to better performance and less employee turnover (Ravikumar, 2014; Shylaja & JayasankaraPrasad, 2017). Individual resources such as stress coping strategy, mindfulness and EI are positively effect WLB (Kiburz, Allen, & French, 2017). This indicates that EI leading improve the individual's ability to manage work and life. Thus, the first hypothesis of the study formulated as:

H1: There is a positive relationship between EI and WLB of female teachers.

3.5. Job Stress and Work Life Balance

JS is one of the issues rolling into globe which occurs in different ways of work settings. JS also called as work stress; work stress means strains come from work related factors such as work environment, un-supportive colleagues and superiors, work demands, work hours, and etc. Whether it is real or imagined JS is major reason for worries among workers and one of the determinant which influence the WLB of employees toward anxiety, depression, mental and physical illness, and overall loss in productivity (Vyas & Shrivastava, 2017).

Numerous studies have denoted that there is a negative association between JS and WLB (Alvi, 2018; Zaheer, Islam, & Darakhshan, 2016) which means, JS among workers leads to work life imbalance. According to these previous findings, Nanda and Randhawa (2020) suggested WLB impacts on JS. Due to reduce JS on accomplishing task before deadline, employees spent huge time at doing job with two options; Whether one is staying at work place for long time or work is taken to home. Both of the options lessen the family time of employees and create conflict in family setting which leads to imbalance between work and family.

Khatri (2019) has done a study on relationship between JS and WLB among college teachers in Rajasthan-India. He found that incidents of JS among college teachers directly related with WLB and correlation coefficient among stress and WLB was highly negative. That, interprets high level of WLB has few JS as well as proper WLB can reduce the JS. Kalpna and Meera (2019) conducted a study on relationship of WLB with occupational stress among female personal of central industrial security

force in India. This study reveals that there is strong negative relationship between JS and WLB.

In line with the study of Rathee and Buntel (2018), stress is considered as critical factor that has strong negative impact on WLB of teachers. Similar result found from the study of Samson and Sareena Umma (2019) as work stress is a significant determinant of WLB of INGO professional working in Eastern province of Sri Lanka. Perceived JS (threat and pressure-type stressors) was associated with poorer WLB, and increased conflict between academics' work and personal lives (Bell, Rajendran, & Theiler, 2012). Even though, number of researchers concluded that JS is one of the major factor that affect WLB, finding of Kumar and Krupanandham (2019) revealed JS has no significant influence on WLB of women employees in the reference of Chennai city. Based on the findings, most of the researches identified that JS and WLB has significant relationship but in negative way. It causes more damage to workers physically and mentally as well as organizations too. Thus, the second hypothesis of the study formulated as:

H2: There is a negative relationship between JS and WLB of female teachers.

3.6. Technological Advancement and Work Life Balance

TA impacts WLB in both positive and negative manner (Thevi & Ramasamy, 2018). With the emergence of advance technology, WLB can be achievable with the help of video conferencing tool, portable digital devices and Wi-Fi facilitation. All these tools and applications provide much flexibility to complete the task from whatever the place and whenever the time while keeping connection with personal life even during busy work schedule (Golden & Geisler, 2007). Most of the researchers conclude that technology assists to attain WLB through flexible work arrangements (Anthias & Mehtha, 2003; Felstead & Jewson, 2000; Loscocco, 1997). As support of that statement, Wright, Abendschein, Wombacher, O'Connor, Hoffman, Dempsey and Shelton (2014) identified that it can be possible to minimize WLC when workers use technology in positive manner for work purpose after working hours.

'Telecommuting' refers as employees work far from their traditional work environment and communicate with it by using computer based technology (Ng, 2006); it helps to accomplish most of their works outside of work places. Thus, we can understand that technology development has provided bigger sense of mobility in person's day to day life (Holden & Sunindijo, 2018). This increased mobility and interconnectedness have facilitates the employees to work from home, involving in more travelling, thus enable individuals to communicate while in traveling, and be reachable 24 into 7 (Wakcman, Rose, Brown, & Bittman, 2010).

WLB influenced by technology in positive way where interpretations of employees are following: 25% employees didn't feel stress while working; 22% felt they can also focus on family life after work; 20% felt much happier; 17% believed work life quality improved; and 16% believed that work hours reduced due to technological changes (Ratna & Kaur, 2016).

Thevi and Ramasamy (2018) found that, technology, family demand and personality have significant impact on employees' WLB. Findings provide all the factors have positive correlation with WLB and technology is major constrain toward WLB of Tobacco employees. While Faldu and Krupa (2020) concluded as there is a moderate negative relationship among WLB and technology. Technology doesn't cope with employees to handle their WLB. The findings further represented as when employees use technology at home for work purpose which affects their family life, due to the flexibility offered by technology increases employer expectation to be available anytime which leads to unnecessary stress to workers and it is very difficult to set boundary between work and home.

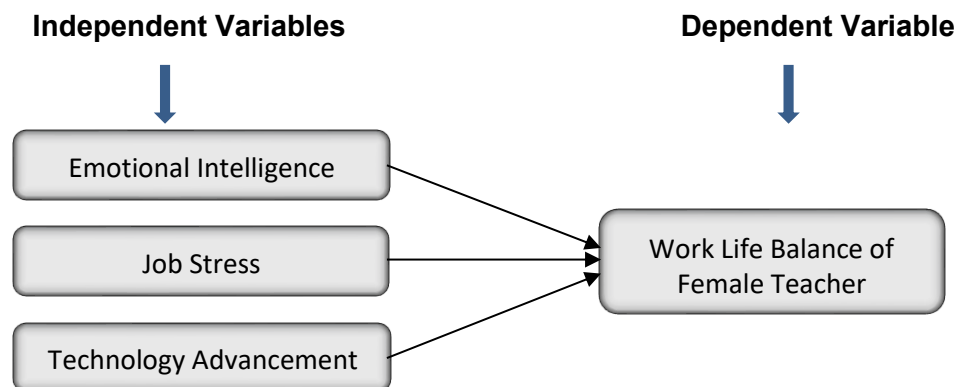
Engagement of people in social media could have negative and positive effect on WLB in terms of time spent, content seeking and sharing, and networking (Bharathi & Padma Mala, 2016). Waller and Ragsdell (2012) proposed that receiving and checking e-mail outside of work is negatively influence the personal life of worker. Kumarasamy et al.(2015) found that technological advancement is negatively affect the WLB and they concluded that when technology is properly used, it could be favorable to workers and helps to balance their WLB. However, some findings proposed as no relationship among TA and WLB (Samat, Zaki, Rasidi, Roshidi, & Ghul, 2020; Liyanaarachchi & Weerakkody, 2019). Based on the above technological advancement had both positive and negative effect on WLB. Hence in this study the third hypothesis formulated as:

H3: There is a positive relationship between TA and WLB of female teachers.

In overall of the above hypotheses the fourth hypothesis of the study formulated as:

H4: There is a significant impact of EI, JS and TA on WLB of female teachers.

Figure 1: Conceptual Framework



(Source: Developed for the study)

4. RESEARCH DESIGN

National school female teachers are selected as the unit of analysis for current study. Researcher conducted field study (non-contrived setting) in National schools of

Akkaraipattu educational zone. Self-administered questionnaire was distributed over a period of weeks (cross sectional study) to determine the solution for research questions as research strategy. Correlation study was performed to identify the relationship between selected variables of the study with the minimal interference of researcher.

5. METHODOLOGY

5.1. Population and Sample

All the female teachers who are working in N/S come under education zone of Akkaraipattu are targeted as the population of the study. Akkaraipattu, Addalachenai and Pottuvil-I are the three divisions which consist of 08 N/S under the education zone of Akkaraipattu. Therefore, population of the current study consists of 350 female teachers.

The study adopted simple random sampling technique whereby each element in the population has a known and equal chance of being selected as a subject. Least bias and generalizability of findings are offered by simple random sampling method. Sample size of the study is 186 according to the Krejcie and Morgan's (1970) table of sample size decision that ensures a good decision model (Sekaran & Bougie, 2016).

5.2. Method of Data Analysis

The data obtained from survey questionnaires were appraised through reliability, validity, univariate, bivariate and multivariate analysis. The Statistical Package for Social Science (SPSS) 26.0 was used with the purpose of simplifying the analysis of data. Reliability and validity analysis were performed to measure the quality of instruments based on (George & Mallery, 2003).

Factor analysis is performed using primary components analysis with varimax rotation method to decide the construct validity of the measure. Kaiser Meyer-Olkin (KMO) test and Bartlett's test of sphericity is performed to confirm the sample adequacy and appropriateness of using factor analysis. Descriptive Statistics is one of the easy methods to analysis qualities of study variables and its dimensions through mean, maximum, minimum, standard deviation, number of sample, skewness and kurtosis. Pearson correlation analysis is used to determine the level of connection of independent variables with dependent variable. Multiple linear regression analysis is used to measure the impact of independent variables (EI, JS and TA) on WLB. If the p value is less than 0.05 ($p < 0.05$) the hypotheses were accepted.

5.3. Measurement

Standard questionnaire was used to gather information from sample size in this study. Questionnaire was distributed and collected through field survey from most of the respondents who were available in nearest region. Besides, according to the request of respondents and due to the time constrain researcher used Google forms to collect responses.

According to the literature review of this study EI, JS and TA are formulated as independent variables as well as WLB is formulated as dependent variable. Each concept has corresponding dimensions and indicators which are developed by researcher and survey questions are also developed according to indicators.

In order to analyze EI, researcher used the modified statements from Mehta and Singh (2013). All dimensions and indicators are identified based on Daniel Goleman's emotional intelligence frame work (1998). With the purpose of measure JS of women teachers, number of statements are used and modified from the work of (Cousins, Mackay, Clarke, Kelly, Kelly & McCaig, 2004). This Concept includes 04 dimensions regarding Cousins et al. (2004) and 05 indicators are identified from Verhoeven, Maes, Kraanji, and Joekes (2003). TA have assessed on a scale which is used and modified from Faldu and Krupa (2020). 04 dimensions are identified for the analysis where permeability and flexibility were identified from Raja and Soundarapandian (2022); dimensions such accessibility, use of web based applications and indicators are developed by researcher with support of previous literatures on current study. Two dimensions namely work interfere with personal life (WIPL) and personal life interfere with work (PLIW) are identified from Hayman (2005) to measure WLB. Indicators are identified and statements are extracted and modified according to the present study from Banu and Duraipandian (2014).

6. RESULTS AND DISCUSSION

Among the population of 350 individuals, 186 respondents who were expected to participate in this study as a sample size. From issued questionnaire, 143 responses were returned without any null responses. Therefore, all 143 respondents were used to analyze the study variables by the researchers' which represents 76.88% response rate. According to Mugenda and Mugenda (2003), 70% and above rate is excellent for analyzing and reporting. According to the statement, the study's response rate 76.88% was excellent to make conclusion.

6.1. RELIABILITY OF THE INSTRUMENT

According to the decision attributes when Cronbach's Alpha Coefficient value is above 0.60 is questionable, above 0.70 is acceptable and above 0.80 considered as good (George & Mallery, 2003). The alpha value of variables in this study represents sounds high. Thus, instruments used for this study viewed as fairly reliable scales to assessing the concepts in this study. Below table 5 displays the statistics of reliability.

Table 5: Reliability Analysis

Variables	No. of scales items	Cronbach's Alpha value
Emotional Intelligence	11	0.838
Job Stress	07	0.748
Technology Advancement	06	0.731
Work Life Balance	12	0.884

(Source: Survey data)

6.2. VALIDITY OF THE SCALE

The validity of the instruments is involved in this study to assess the independent variables (EI, JS, and TA) and dependent variable (WLB) by using construct validity and content validity.

Two tests were done to confirm the suitability of data - the Kaiser- Meyer-Olkin (KMO) measure for sampling adequacy and the Bartlett's test of sphericity (Pallant, 2007). KMO value of EI, JS, TA and WLB are 0.822, 0.734, 0.710 and 0.882 respectively which are more than cutoff value of 0.5. Chi-square values resulting from the use of Bartlett's test of sphericity recorded regarding EI, JS, TA and WLB are 755.481 (df = 55), 340.319 (df = 21), 101.359 (df = 15), and 803.860 (df = 66) respectively at the significant level of $p < 0.000$.

Table 6: KMO and Bartlett's Test

Variables	KMO	Bartlett's Test of Sphericity		
		Approx. Chi-Square	Df	Sig
Emotional Intelligence (EI)	0.822	755.481	55	.000
Job stress (JS)	0.734	340.319	21	.000
Technology Advancement (TA)	0.710	101.359	15	.000
Work Life Balance (WLB)	0.882	803.860	66	.000

(Source: Survey Data)

6.3. Descriptive Statistics

Table 6: Descriptive Statistics of Variables

Variables	Mean	Std. Deviation
Emotional Intelligence (EI)	3.650	0.2188
Job stress (JS)	2.639	1.1050
Technology Advancement (TA)	3.331	0.9049
Work Life Balance (WLB)	3.650	1.1065

(Source: Survey Data)

Mean value of EI is 3.65 which represents high level of EI exist among female teachers and there is a significant impact between EI and WLB of teachers where standard deviation is 0.2188, it denotes that low variation in the level of EI among respondent. Mean value of JS is 2.639 this denotes that low level job stress is experienced by female teachers. And standard deviation proves that, there is high level of variance exit on JS among female teachers which is represents by standard deviation value of 1.105074. Mean value of TA is 3.331255 which reflect there is moderate level technology usage among female teachers. 0.904959 values under the standard deviation present low level variance regarding TA among female teachers. WLB is high level (mean value = 3.650) where standard deviation (1.1065) stated as there is low level of variance among WLB of female teachers.

6.4. Correlation Analysis

Correlation coefficient between EI and WLB is 0.773 which refers to a strong positive relationship. Correlation coefficient between JS and WLB represented as -0.684

which can be concluded as there is moderate level negative relationship between JS and WLB. Further, correlation among TA and WLB is also resulted as strong positive relationship which noted by 0.762, all three variables having significant at 0.01 level.

Table 7: Correlation analysis

Variables	No. of response	'r' Value	Sig.
EI – WLB	143	0.773	.000
JS – WLB	143	-0.684	.000
TA – WLB	143	0.762	.000

** . Correlation is significant at the 0.01 level (2-tailed).

(Source: Survey data)

6.5. Multiple Regression Analysis

Multiple linear regression analyse the relationship between more than two variables with the help of an equation for straight line $Y = a + \beta x$ that practices the independent variable (x) to forecast the dependent variables (y). This analysis includes analyse the values of gradient (β) and intercept (a) of the line that fit to the survey data.

Table 8: Model Summary of Multiple Linear Regressions

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate
1	.857 ^a	.734	.728	.577229735

a. Predictors: (Constant), Emotional Intelligence, Job stress, Technology Advancement

(Source: Survey data)

Table 8 displays the model summary of three independent variables. Linear Regression Coefficient R is 0.857 which specify that there is a strong correlation between dependent and independent variables. Adjusted R² value 0.728 indicates that, model has good model fit where 73% of the variations in WLB can be described by the all three independent variables together. Rest of the 27% of variations still unexplained, thus including appropriate independent variable will enhance the model fit further.

Table 9: ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	127.560	3	42.520	127.613	.000 ^b
	Residual	46.314	139	0.333		
	Total	173.874	142			

a. Dependent Variable: Work Life Balance

b. Predictors: (Constant), Emotional Intelligence, Job stress, Technology Advancement

(Source: Research Survey)

Based on the result of ANOVA Table 9, sum of squares regression is 127.56 which refer to sum of square clarified by regression equation. Regression residual value 46.314 which refers to variability in all three dependent variables which is left

unexplained by regression equation of the study and total value is 173.874 with 3, 139 and 142 degrees of freedom. Mean square and mean residual values are 42.520, 0.333 respectively. F value is gained when regression value divided by residual value. F value is 127.613 which is significant in this study with p value (Sig.) reflects that the value is significant at 99% of confidence level as $p=0.000<0.05$. Thus, results specify that all three independent variables have linear relationship with WLB when it is combined. Regression equation allows predicting dependent variable (WLB) in an adequate level.

Table 10: Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.045	.402		2.600	.010
	EI	.486	.076	.397	6.356	.000
	JS	-.231	.058	-.231	-3.955	.000
	TA	.447	.080	.353	5.563	.000

a. Dependent Variable: Work Life Balance
 (Source: Survey data)

The coefficients Table 10 shows coefficient of the regression equation and significance of the test. B column indicates gradient and intercept values of the regression line. Based on the above table, standardized beta values for EI, JS and TA are 0.397, -0.231 and 0.353 respectively with significant level 0.000. This statistics delineated that all three variables have significant impact on WLB of female teachers. Unstandardized coefficient beta values and constant value for three independent variables are 1.045, 0.486, -0.231 and 0.447 respectively which denotes that the level of impact of all three variables on WLB of female teachers. A linear regression equation of the study formed as follows:

$$\text{WLB} = a + B (\text{EI} + \text{JS} + \text{TA})$$

Linear Regression equation resulted as:

$$\text{WLB} = 1.045 + 0.486 (\text{EI}) - 0.231 (\text{JS}) + 0.447 (\text{TA})$$

In relates to the above equation, when EI change by a single unit, WLB will change by 0.486 units and denoted positive coefficient shows that direct positive impact of EI on WLB of teachers; when JS is changed by one unit, WLB will changed by -0.231 which means JS has a direct negative impact of WLB of teacher; Changes in one unit of TA will change the WLB by 0.353 units in positive way. Thus, TA has a direct positive impact on WLB. The t-value shown in the table above represent that whether the EI, JS and TA are significant predictors of the WLB or not. If the $p = 0.000<0.05$, it will be concluded as a predictor. Based on study outcomes, EI ($t=6.353$,

$p=0.000<0.05$), JS ($t=-3.955$, $p=0.000>0.05$) and TA ($t=5.563$, $p=0.000<0.05$) are significant predictors of WLB.

Hypotheses Testing

Variables	'r'/R ² Value	Sig.	Results
H1: There is a positive relationship between EI and WLB of female teachers.	0.773	.000	Supported
H2: There is a negative relationship between JS and WLB of female teachers.	-0.684	.000	Supported
H3: There is a positive relationship between TA and WLB of female teachers.	0.762	.000	Supported
H4: There is a significant impact of EI, JS and TA on WLB of female teachers.	0.734	.000	Supported

7. CONCLUSION

The finding of the study shown that, there is a significant and strong positive relationship between EI ($r = 0.773$) and WLB, a significant moderate negative relationship between JS ($r = -0.684$) and WLB and there is a significant and strong positive relationship between TA ($r = 0.786$) and WLB of female teachers. EI ($b = 0.397$), JS ($b = -0.213$) and TA ($b = 0.353$) have significant impact on WLB at $p=0.000$ level. Further, results revealed that 73% of the variance in WLB is explained by these variables together and model is well fit.

This results support with the earlier studies, for example, EI has positive impact on WLB of working women (Subhashini & Mathur, 2020). Kumarasami et al. (2015) also reported that EI have a significant positive relationship with WLB and EI leads to attain WLB (Naz, Ahmad, & Batool, 2021). Further, studies identified that EI has significant positive relationship with WLB (Awosusi, Olusesi & Zakariya, 2020; Dasgupta, 2010; JothiSree & Jyothi, 2012; Nanda & Randhawa, 2020; Ravikumar, 2014; Samson & Sareena Umma, 2019; Shylaja & JayasankaraPrasad, 2017).

Further finding of Khatri (2019) revealed, JS and WLB of college teachers in Rajasthan has significant relationship with high negative correlation. This result further supported by the studies of (Alvi, 2018; Bell et al., 2012; Kalpna & Malhotra, 2019; Madipelli et al., 2013; Nanda & Randhawa, 2020; Rathee & Buntel, 2018; Samson & Sareena Umma, 2019; Uzma & Waqar, 2015; Weerasinghe & Dilhara, 2018; Zaheer et al., 2016).

Furthermore, Githinji and Wekesa (2017) resulted as technology positively impacts WLB of Insurance company workers. Technology assists to attain WLB by providing flexibility (Anthias & Mehtha, 2003; Felstead & Jewson, 2000; Loscocco, 1997). Thevi and Ramasamy (2018) concluded that technology enhance the WLB of accounting and financial department employees. Ratna and Kaur (2016) also revealed that WLB positively influenced by technology usage among Barco and CMC Ltd. in Uttara Pradesh, India. Further, (Golden & Geisler, 2007; Lester, 1999; Ng, 2006) also identified positive relationship among TA and WLB.

8. LIMITATIONS AND DIRECTIONS FOR FUTURE RESEARCHERS

This study consists of limitations which in turn establish some suggestions that need to be carryout in future researchers. The sample of the study relatively small and study focused on only national school female teachers as the population but there are provincial and private schools female teachers also should be included in future research. Data obtained from government sector schools only, future researchers can concentrate private sectors and other government office workers national and international level.

Current study concentrates on only primary and secondary education sector. Consequently, future researchers can include other higher education sectors such as Universities, Vocational Training Centers, Technical-college, SLIATE, college of educations in Sri Lanka to evaluate the WLB. Researcher used only three variables to assess the WLB among various factors, future researcher can use suitable variables including moderating and mediating variables which could be resulted as better level of worth.

9. RECOMMENDATIONS

Teachers and administration of the sector should increase the level of WLB to achieve satisfied life. Therefore, following recommendations are provided to the respective sectors and workers.

At very first, everyone should understand about self-balance between work and family, consequences of imbalance and management of conflicts. Practicing time management and set priorities for most vital event helps to manage their work and lifestyle of employees. Teachers should practice EI which facilitates to improve personal social and professional competencies. Ultimately it will leads to WLB and satisfied relationship with peoples around them. Always have to keep better relationship with co-workers, spouse, friends, relatives, parents and children.

Very carefully handle the TA such as usage of mobile, social media and internet for personal purpose as well as professional purpose in relation to maintain WLB. Get involved in stress management programs include yoga and meditation which will show the way to manage number of stress arises from work and family. Always set own deadlines to complete the work tasks prior to actual deadline. It will reduce the stress on incomplete responsibilities at work.

Recommendations for organizations are; government and school administration always be aware on enhance the WLB of workers because it is one of the aspect to increase the performance. Develop and organize programs to all the teachers about how to manage work family balance and how to attain satisfaction with their teaching and conduct seminars on time management. It is very helpful to attain WLB by implementing career advancement programs and counseling for female teachers. Administration should take action to identify stressful situations and events of job regarding female teachers. Once existence of stress identified, necessary actions such as stress control workshop and employee assistance programs should be implement to overcome the issues.

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