

IMPACT OF EMOTIONAL INTELLIGENCE AND QUALITY OF WORK LIFE ON FACULTY PERFORMANCE: AN EMPIRICAL STUDY

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ABSTRACT

The present study examines the impact of Emotional Intelligence (EI) and Quality of Work Life (QWL) on faculty performance in higher educational institutions. Faculty members are expected to perform multiple roles, including teaching, research, mentoring, and administration, leadership, and community service. In this context, understanding the psychological and organizational factors that enhance performance is essential. This study adopts a quantitative research design and collects data from 200 faculty members. Descriptive statistics such as mean and standard deviation were used to assess performance levels across six dimensions, while the Friedman test was applied to determine significant differences among these dimensions. The findings reveal that Emotional Intelligence and Quality of Work Life significantly influence faculty performance, with higher mean scores observed in administrative contributions, leadership, and teaching effectiveness, and comparatively lower scores in community and institutional service. The Friedman test results indicate statistically significant differences among performance dimensions ($\chi^2 = 76.689$, $p < 0.05$). The study highlights that EI and QWL do not affect all aspects of faculty performance equally. The results provide valuable insights for institutional leaders to develop supportive work environments and faculty development initiatives aimed at enhancing overall academic effectiveness and organizational sustainability.

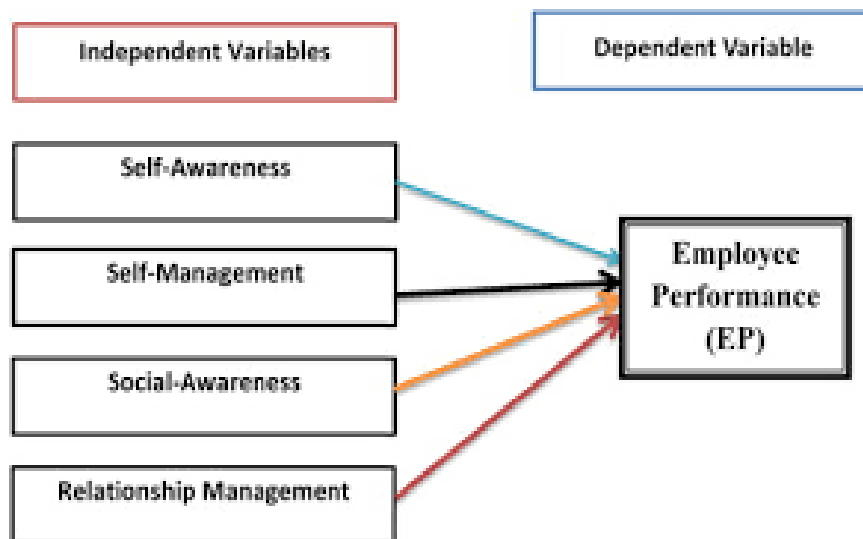
Keywords: Research Productivity, Teaching Effectiveness, Student mentoring and Guidance, Administrative Contributions, Community and Institutional Service and Leadership and Collaboration

INTRODUCTION

The world of higher learning is becoming more and more cutthroat, tech-driven, and performance-focused. Because of their direct impact on teaching quality, research output, student mentoring, community involvement, and the prestige of the school, faculty members play a pivotal role in its success. No longer can differences in faculty performance be explained by static indicators of competence like subject knowledge and research output; these indicators must adapt to the ever-changing academic environment. The organisational and psychological aspects that influence faculty effectiveness have recently received a lot of focus. Emotional intelligence (EI) and work-life balance are two important factors. The capacity to recognise, name, label, control, and appropriately channel one's emotions in both one's personal and professional life is what we mean when we talk about emotional intelligence. Employees' views of their workplace, including factors like employment stability, pay rate, flexibility, opportunities for advancement, and overall company culture,

make up their Quality of Work Life. When it comes to faculty performance in the academic sector, EI and QWL are crucial factors that influence intellectual engagement, organisational support, and emotional labour. This essay delves into the theoretical underpinnings, dimensions, and conceptual foundations of EI and QWL, as well as their combined influence on teacher performance in higher education.

Figure: 1



Conceptual Framework

Emotional Intelligence (EI)

The concept of Emotional Intelligence was popularized by scholars who emphasized that success in professional life depends not only on cognitive intelligence but also on emotional competencies. EI involves recognizing one's own emotions, understanding others' emotions, regulating emotional responses, and using emotions constructively in decision-making and interpersonal relationships.

Key Dimensions of EI:

1. **Self-conscious:** Being self-conscious means that you are aware of and able to work with your own feelings, abilities, values, and patterns of behaviour. Faculty members who are self-aware in the academic setting are able to recognise the ways in which their emotional states impact their interactions with students, decisions, and colleagues. They pay close attention to how they convey information, how they handle difficult circumstances, and how they instruct. They are able to consciously enhance their teaching techniques and social behaviour as a result of this realisation. Teachers who are self-aware also show that they are receptive to criticism from their students, colleagues, and superiors, which is great for their CPD. They can keep their composure and not react rashly by learning to identify and control their emotional triggers. To successfully regulate oneself and adapt to changing academic contexts, emotional intelligence rests on the bedrock of self-awareness. In the end, it improves the overall performance of faculty members by boosting their credibility, authenticity, and reflective practice.
2. **Self-Regulation:** The ability to regulate one's own emotions, impulses, and behaviours in various contexts is known as self-regulation. In order to deal with administrative demands, research setbacks, interpersonal problems, and difficulties in the classroom,

faculty members must possess this skill. Tight timelines and high expectations for student success are common challenges for academics. Teachers who are good at controlling their emotions are able to keep their cool when things get heated, reply with consideration rather than passion, and keep their cool when they disagree. An environment of positivity and respect is fostered in the classroom when students are emotionally stable. Faculty members who self-regulate also exhibit dependability, accountability, and ethical behaviour in the course of their professional duties. They are good at handling stress, which keeps them from burning out and keeps them productive. Leaders who are able to self-regulate are better able to make fair decisions and treat their pupils and coworkers with respect. Faculty members can improve their teaching, connections with students, and impact on the institution as a whole by keeping their emotions in check.

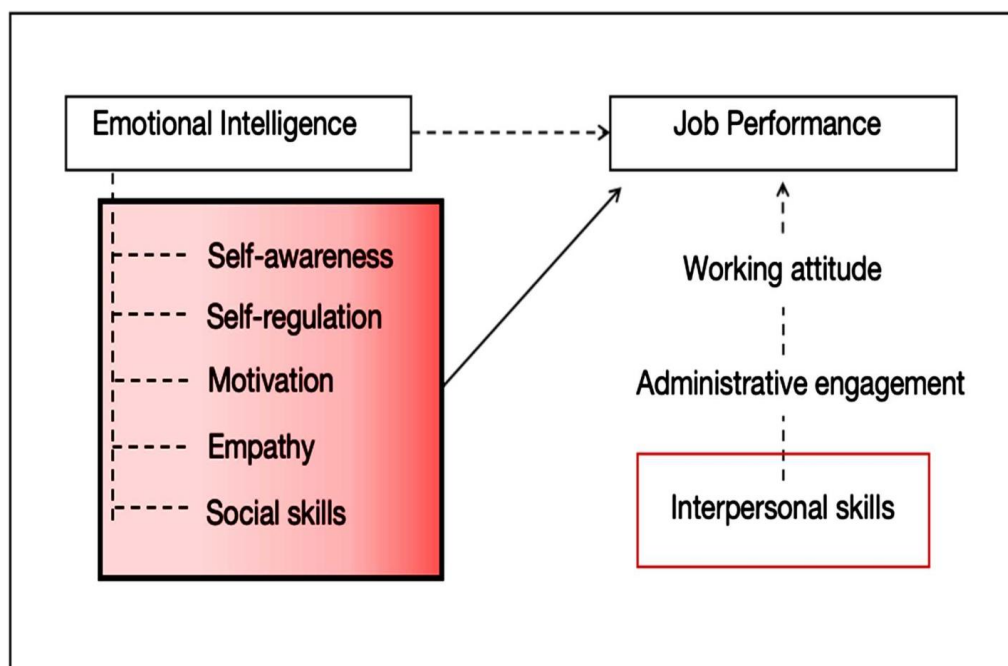
3. **Motivation:** It is a component of emotional intelligence that describes an innate desire to succeed, strive for greatness, and maintain a dedication to one's own professional development. Inspired college professors are always on the lookout for new ways to educate their students, new avenues to conduct research, and new ways to work together in the classroom and beyond. Perseverance in the face of adversity and a lack of outward incentives is fostered by intrinsic drive, which in turn motivates individuals to publish research, secure grants, and mentor students. An emotionally motivated faculty is one that takes the initiative to improve their institution and is full of life and energy. Their objectives are well-defined, and they work tirelessly to enhance their teaching and scholarship. Adaptability to changes in curriculum and technology is influenced by intrinsic motivation as well. Enhanced faculty motivation, engagement, and performance are outcomes of institutions that facilitate professional development. Positive student outcomes and institutional reputation are two outcomes that benefit from a motivated faculty member in addition to the faculty member's own professional achievement.
4. **Empathy:** The ability to feel what other people are feeling is known as empathy. Teachers that are empathetic are more equipped to understand the mental, emotional, and personal struggles their pupils face in the classroom. Teachers may gain their students' trust and foster positive connections by demonstrating real care and empathy. Teachers who put themselves in their students' shoes are more likely to foster welcoming classroom environments that value and celebrate diversity. They are attentive to students' needs, provide direction, and modify their approach to teaching as needed. Furthermore, empathy strengthens professional connections by encouraging coworkers to value one another and work together. Empathetic faculty members in leadership or administrative positions promote equity and openness by taking into account other people's points of view before making choices. Conflicts are reduced and communication is improved by being emotionally sensitive. In general, instructor performance and student happiness are both enhanced by empathy since it builds interpersonal interactions and contributes to a favourable institutional climate.
5. **Social Skills:** Having strong social skills means you can connect with people, work together, and handle disagreements in a mature and professional way. Interactions with students, coworkers, administrators, and outside parties all necessitate strong social skills on the part of faculty members. Clarity in instruction, comments, and class debates is the result of good communication. Research collaborations, committee work, and interdisciplinary projects all benefit from teamwork, which is made easier with strong social skills. Teachers who are able to persuade their pupils and show that they are listening to them can do wonders for their classroom morale. Having strong social skills is also important for making connections at conferences, interacting with business

associates, and giving back to the community. Having strong social skills is essential for leaders in roles that include managing teams, mediating conflicts, and encouraging teamwork. Social skills greatly improve faculty performance and institutional success by fostering stronger professional ties and improving mutual understanding.

Quality of Work Life (QWL)

Quality of Work Life refers to the degree to which employees are satisfied with their work environment and experience well-being in their professional roles. In higher education, QWL significantly influences faculty morale, commitment, productivity, and retention.

Figure: 2



Core Dimensions of QWL:

1. Work Environment – Safe, supportive, and resource-rich environment.
2. Compensation and Benefits – Fair and equitable remuneration.
3. Work-Life Balance – Ability to manage professional and personal responsibilities.
4. Job Security – Stability and long-term employment prospects.
5. Professional Growth – Opportunities for training, research, and career advancement.
6. Participative Management – Involvement in decision-making processes.

When faculty members perceive high QWL, they are more likely to demonstrate commitment, innovation, and sustained performance.

Impact of Emotional Intelligence on Faculty Performance

1. **Teaching Effectiveness:** Teaching effectiveness denotes a faculty member's capacity to convey subject matter clearly, actively engage students, and promote significant learning results. Effective teaching beyond simple material delivery; it encompasses lesson design, innovative pedagogy, technological integration, classroom management, and assessment methodologies. Faculty personnel exhibiting emotional intelligence can more effectively comprehend students' learning requirements, adjust pedagogical

approaches accordingly, and navigate classroom diversity. They cultivate inclusive educational settings that promote engagement, analytical reasoning, and cooperation. Moreover, prompt feedback, clear assessment techniques, and learner-focused strategies substantially improve educational quality. Teaching efficacy necessitates ongoing professional development, curricular enhancement, and the incorporation of contemporary knowledge into pedagogy. Instructors who are accessible and compassionate cultivate trust and enhance academic motivation in pupils. Teaching effectiveness directly impacts student satisfaction, academic performance, and institutional reputation, rendering it a crucial indication of teacher performance in higher education institutions.

2. **Research Productivity:** Research productivity signifies a faculty member's contribution to the generation of knowledge and the progression of academia. It is often assessed via publications in peer-reviewed journals, conference presentations, research grants, patents, books, and citations. Elevated research output improves institutional standing, scholarly credibility, and international recognition. Emotional intelligence enhances research output by cultivating resilience in the face of rejection, criticism, and research obstacles. Self-motivation and tenacity are crucial for successfully managing the demanding tasks of proposal writing, data collecting, analysis, and publication. Moreover, collaboration with interdisciplinary teams necessitates robust interpersonal skills and proficient communication. Institutions that offer a desirable work environment—such as financial assistance, diminished teaching responsibilities, research amenities, and mentorship initiatives—promote increased intellectual productivity. Faculty members who perceive support and value are more inclined to engage in creative research initiatives and make significant contributions to their academic disciplines. Consequently, research output constitutes an essential element of overall faculty performance and institutional quality.
3. **Student mentorship and Guidance:** Student mentorship and guidance encompass the provision of academic, professional, and personal support to students during their educational journey. Faculty members are essential in guiding students on course choices, research initiatives, internships, job development, and advanced educational prospects. Effective mentoring needs empathy, patience, and robust communication skills—fundamental components of emotional intelligence. Educators who comprehend students' emotional and intellectual difficulties can offer suitable help, enhancing confidence and performance. Mentoring encompasses overseeing dissertations, promoting involvement in academic competitions, and cultivating research competencies. An improved quality of work life promotes the efficacy of mentoring by alleviating faculty stress and workload, thereby enabling them to provide sufficient time to students. Supportive institutional procedures, including mentorship acknowledgement and feasible student-faculty ratios, enhance this aspect. Robust mentoring connections enhance student satisfaction, retention rates, and professional success. Consequently, student mentoring and guiding serve as crucial indications of faculty dedication and comprehensive success in higher education.
4. **Administrative Contributions:** Administrative contributions denote faculty participation in institutional governance, policy development, academic committees, and leadership positions. Faculty members frequently assume roles such as department heads, coordinators, program directors, or committee members tasked with curriculum development, accreditation procedures, quality assurance, and event organization. Effective administrative performance necessitates organisational skills, decision-making

capabilities, collaboration, and emotional management. Emotional intelligence enables faculty to resolve issues, communicate clearly, and foster consensus among stakeholders. Engagement in administrative duties improves institutional efficacy and academic quality benchmarks. Excessive administrative burdens may impede teaching and research productivity, rendering a quality work environment essential for balancing obligations. Institutions that offer supportive leadership, explicit position delineation, and equitable workload distribution empower professors to execute administrative responsibilities efficiently without experiencing burnout. Administrative contributions enhance institutional governance and strategic development, demonstrating faculty commitment beyond teaching and research responsibilities.

5. **Community and Institutional Service:** Community and institutional service includes faculty participation in outreach initiatives, consultation, extension operations, and partnerships with business and society. Faculty aids community development via workshops, public lectures, training programs, and social projects. These efforts augment the institution's social responsibility and public perception. Emotional intelligence empowers teachers to cultivate robust community relationships, comprehend societal issues, and represent the university proficiently. Engagement in professional societies, editorial boards, and academic networks enhances institutional impact. High-quality work life enhances service engagement through acknowledgement, flexible workloads, and institutional support. Faculty members who perceive themselves as valued are more inclined to extend their contributions beyond their official responsibilities. Community and institutional service promote knowledge dissemination, innovation, and social impact. This dimension illustrates a faculty member's extensive dedication to academic and social advancement, facilitating a thorough assessment of teacher performance.
6. **Leadership and cooperation:** Leadership and cooperation denote a faculty member's capacity to direct teams, engage in institutional governance, and collaborate effectively with colleagues across other departments. Emotional intelligence augments leadership by enhancing self-awareness, emotional regulation, empathy, and conflict resolution abilities. Faculty leaders exhibiting emotional maturity foster trust, facilitate collaboration, and advance inclusive decision-making practices. Successful collaboration necessitates robust communication abilities and the capacity to actively navigate diverse viewpoints. The quality of work life affects leadership effectiveness by offering institutional support, clear policies, and avenues for professional development. Faculty members who perceive themselves as appreciated and empowered are more inclined to assume leadership positions and engage in strategic projects. The efficacy of collaborative research projects, interdisciplinary teaching, and committee involvement is enhanced by the presence of emotional competence and organisational support. Consequently, leadership and cooperation are essential aspects of faculty performance, profoundly influenced by emotional intelligence and quality of work life.

RESEARCH GAP

While several studies have investigated Emotional Intelligence (EI) and Quality of Work Life (QWL) separately, there is a paucity of research examining their joint impact on the multifaceted performance of faculty in higher education institutions. The existing literature predominantly examines emotional intelligence in the context of leadership efficacy or pedagogical proficiency, whereas quality of work life research typically emphasises job satisfaction, organisational commitment, or employee retention. Nonetheless, a significant vacuum exists in the integration of these two conceptions to evaluate their combined effect on

various faculty activities, including research productivity, mentorship, administrative contributions, community service, and collaboration. Moreover, several prior researches depend on unidimensional performance metrics, neglecting a comprehensive assessment of academic obligations. In the context of Indian higher education, empirical studies examining the relationship between Emotional Intelligence (EI) and Quality of Work Life (QWL) are notably limited, despite rising workload constraints, performance-based evaluation systems, and accreditation requirements. The application of non-parametric statistical methods, such as the Friedman test, to analyse variations among performance variables is likewise restricted. This study aims to address the gap by thoroughly examining the impact of Emotional Intelligence (EI) and Quality of Work Life (QWL) on several dimensions of faculty performance, thus enhancing the understanding of academic efficacy.

SIGNIFICANCE OF THE RESEARCH

This study is important as it offers an in-depth understanding of the contributions of Emotional Intelligence and Quality of Work Life to teacher performance in higher education institutions. Faculty members are crucial in cultivating academic success via teaching, research, mentorship, administration, and institutional service. In the current competitive educational landscape, institutions are progressively assessed based on performance metrics including research production, student happiness, accreditation criteria, and community involvement. Emotional Intelligence improves interpersonal interactions, stress management, decision-making, and leadership skills, whereas Quality of Work Life guarantees job satisfaction, work-life balance, and psychological well-being. When these two characteristics are properly cultivated, they can significantly enhance institutional productivity and academic results. The results of this study may assist legislators, administrators, and academic leaders in formulating ways to enhance faculty development programs, foster supportive work cultures, and refine performance appraisal methods. Furthermore, comprehending the distinct influence of Emotional Intelligence (EI) and Quality of Work Life (QWL) on diverse performance metrics enables organisations to focus on certain areas necessitating enhancement. Consequently, this study is vital for improving organisational efficiency and ensuring enduring academic advancement.

RESEARCH PROBLEM

Higher education institutions are facing escalating demands for enhanced teaching quality, research output, administrative efficiency, and community involvement. Faculty members are anticipated to fulfil various tasks concurrently, frequently amidst substantial workloads, constrained resources, and performance-driven assessments. Despite increasing expectations, numerous institutions have difficulties associated with faculty stress, burnout, diminished research productivity, and diminishing job satisfaction. Emotional Intelligence and Quality of Work Life are regarded as significant factors influencing employee performance; yet, their particular impact on many aspects of faculty performance has not been thoroughly investigated. The extent to which these elements uniformly influence research, teaching, mentoring, administration, leadership, and service responsibilities remains ambiguous. Furthermore, discrepancies in performance rankings indicate that specific academic tasks may be more significantly affected by emotional intelligence and quality of work life than others. In the absence of definitive empirical evidence, institutional strategies may inadequately target the areas necessitating change. This study aims to investigate the influence of Emotional Intelligence and Quality of Work Life on several aspects of faculty performance and to ascertain the presence of significant disparities among these performance dimensions.

OBJECTIVES AND METHODOLOGY

The present study adopted a quantitative research design to examine the impact of Emotional Intelligence (EI) and Quality of Work Life (QWL) on faculty performance in higher educational institutions. The data were collected using a structured questionnaire consisting of standardized scales measuring Emotional Intelligence, Quality of Work Life, and various dimensions of faculty performance, including research productivity, teaching effectiveness, student mentoring and guidance, administrative contributions, community and institutional service, and leadership and collaboration.

The study employed the convenience sampling technique, a non-probability sampling method in which respondents were selected based on their accessibility and willingness to participate. Faculty members who were readily available and consented to provide information were included in the sample. A total of 200 faculty members from selected higher educational institutions participated in the study. Convenience sampling was chosen due to time constraints, ease of access, and practical feasibility.

ANALYSIS, FINDINGS AND RESULTS

Data were analyzed using descriptive statistics such as mean and standard deviation to assess performance levels. The Friedman test was applied to determine whether significant differences existed among the various performance dimensions. The findings were interpreted at a 5% level of significance. Although convenience sampling limits generalizability, it provides useful preliminary insights into the relationship between EI, QWL, and faculty performance.

Table 1:

Impact of Emotional Intelligence and Quality of Work Life on Faculty Performance

Factors	Mean	Std. Deviation	Mean Rank
Research Productivity	3.21	1.253	6.47
Teaching Effectiveness	3.96	1.116	5.01
Student mentoring and Guidance	3.90	1.007	4.56
Administrative Contributions	4.53	1.169	6.53
Community and Institutional Service	2.33	1.450	5.91
Leadership and Collaboration	4.39	1.292	4.02

Table 1 presents the mean, standard deviation, and means rank scores for various dimensions of faculty performance influenced by Emotional Intelligence (EI) and Quality of Work Life (QWL). The mean scores indicate that faculty performance is generally rated above the midpoint (assuming a 5-point scale), except for Community and Institutional Service (Mean = 2.33), which falls comparatively lower. This suggests that EI and QWL have a stronger perceived impact on core academic and administrative roles than on community engagement activities.

1. Highest Performing Dimensions

- **Administrative Contributions** (Mean = 4.53; SD = 1.169; Mean Rank = 6.53)
This dimension records the highest mean score, indicating that faculty members demonstrate strong administrative involvement. The relatively moderate standard deviation suggests some variability, but overall performance remains high. The high mean rank reinforces its dominant position among performance factors.

- Leadership and Collaboration (Mean = 4.39; SD = 1.292; Mean Rank = 4.02)
A high mean indicates that emotionally intelligent faculty members with better work-life quality are more effective in teamwork and leadership roles. The slightly higher standard deviation reflects variation in collaborative abilities among faculty.

2. Moderate Performance Dimensions

- Teaching Effectiveness (Mean = 3.96; SD = 1.116; Mean Rank = 5.01)
Faculty show strong competence in teaching, suggesting that EI—such as empathy, emotional regulation, and communication—positively influences classroom effectiveness.
- Student Mentoring and Guidance (Mean = 3.90; SD = 1.007; Mean Rank = 4.56)
The relatively low standard deviation indicates consistency in mentoring performance. This suggests that EI plays a critical role in guiding and supporting students.
- Research Productivity (Mean = 3.21; SD = 1.253; Mean Rank = 6.47)
While research productivity shows a moderate mean score, the higher standard deviation indicates variability in research output among faculty members. Emotional intelligence may influence motivation and resilience in research activities, but external factors such as funding and workload may also play significant roles.

3. Lowest Performing Dimension

- Community and Institutional Service (Mean = 2.33; SD = 1.450; Mean Rank = 5.91)
This factor records the lowest mean and the highest standard deviation, indicating both lower engagement and high variability. It suggests that EI and QWL may not strongly translate into community service involvement, possibly due to workload pressures or institutional priorities.

Comparative Insight

- The highest mean score (Administrative Contributions) indicates that EI and QWL strongly enhance organizational and managerial responsibilities.
- The lowest mean score (Community and Institutional Service) suggests the need for institutional encouragement and support in this area.
- Standard deviation values show moderate variability across factors, meaning perceptions differ among respondents but not drastically.

Table 2 Friedman Test

N	200
Chi-Square	76.689
Df	5
Sig.	0.000

Table 2 presents the results of the Friedman Test conducted to examine differences among the six faculty performance dimensions influenced by Emotional Intelligence and Quality of Work Life. The test was carried out with a sample size of 200 respondents, ensuring adequate reliability of the findings. The calculated Chi-square value is 76.689 with 5 degrees of freedom. Since the significance value ($p = 0.000$) is less than the conventional level of 0.05, the result is statistically significant. This indicates that there are meaningful differences in the

mean ranks of the six performance dimensions—Research Productivity, Teaching Effectiveness, Student Mentoring and Guidance, Administrative Contributions, Community and Institutional Service, and Leadership and Collaboration. Therefore, the null hypothesis stating that there is no difference among these dimensions is rejected. The findings confirm that Emotional Intelligence and Quality of Work Life do not influence all aspects of faculty performance equally, and certain performance areas are impacted more significantly than others.

CONCLUSION

Faculty performance in higher education is influenced by both psychological competencies and organizational conditions. Emotional Intelligence equips faculty members with the ability to manage interpersonal dynamics, stress, and classroom challenges effectively. Quality of Work Life ensures that faculty operate in supportive, motivating, and resource-rich environments. Together, EI and QWL form a powerful framework for enhancing teaching quality, research productivity, and institutional success.

In the evolving educational landscape marked by digital transformation, policy reforms, and global competition, institutions must invest in both human emotional capabilities and structural workplace improvements. Strengthening Emotional Intelligence through targeted development programs and enhancing Quality of Work Life through supportive policies will not only improve faculty performance but also contribute to sustainable academic excellence. The findings suggest that Emotional Intelligence and Quality of Work Life positively influence faculty performance, particularly in administrative roles, leadership, teaching, and mentoring. However, their impact appears comparatively weaker in community and institutional service activities. Institutions may enhance faculty performance further by improving work-life balance policies and providing structured support for research and community engagement. Overall, EI and QWL serve as significant determinants of holistic faculty performance, especially in roles requiring interpersonal interaction, leadership, and organizational commitment

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