EMOTIONAL INTELLIGENCE AS A MODERATOR IN THE OCCUPATIONAL STRESS-WORK LIFE BALANCE RELATIONSHIP AMONG REMOTE WORKING WOMEN TEACHERS

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Abstract: This paper provides an insight into the occupational stress and work-life balance of women teachers performing Emergency Remote Teaching (ERT) for the first time. This research specifically examines the association between occupational stress and work-life balance of remote working women teachers and the moderating effect of emotional intelligence in the occupational stress-work-life balance relationships. The study is based on the primary data collected from 288 remote working teachers from various schools and colleges in Coimbatore, Tamil Nadu. The result reveals that there is a strong negative relationship between occupational stress factors (Role Overload, Role Conflict & Strenuous Working Condition) and Work-Life Balance. Emotional intelligence was also found to moderate this relationship. These findings can help remote working teachers to achieve work-life balance and it suggests management of educational institutions to reduce occupational stress so as to achieve organizational efficiency and effectiveness.

Key words: Occupational stress, work-life balance, emotional intelligence, remote working teachers, covid-19 pandemic

1. Introduction

Coronavirus Disease (Covid-19) has brought many unexpected challenges across the globe, making organizations restructure the way they are designed and managed to maintain their business sustainability. Employers fighting with business continuity planning during covid-19, face new and unique challenges. For normal functioning and to prevent from disruptions, organizations proposed remote working to quick fix the challenges (Choudhury, Koo, & Li, 2020). Almost employees from different sectors are adjusting to this “New Normal” work practice but this has caused disruptions to daily routines of teachers who follow disciplined daily schedules (Haverback & Rogers, 2020). Since pandemic has transformed the centuries-old chalk-talk teaching method to technology driven remote teaching/working, huge challenges are created for education system with different demands for teachers. Moreover, Indian education system is highly focused on physical teaching and learning process. Most of the teachers are not equipped with the use of technology in education (Jena, 2020) and are not practiced to work remotely which create more challenges. When people are unable to cope with work demands and pressures those don’t match their knowledge and abilities occupational stress occurs (Leka, Griffiths, & Cox, 2004). Since teachers face this type of work...
environment for the first time, they spend more time on learning, experiencing and try to give their best for the student community and don’t allocate time for other activities. However, these extra demands could contribute remote working women teachers to occupational stress and work life imbalance as they have additional responsibilities to take care of their family and fulfil the workplace demands placed on them. Job stress and work life balance are parallel to each other. The significant part is that, the importance people give on balancing them to achieve the desired goal (Ross & Vasantha, 2014). Being in a responsible position, it is perceived that remote working teachers should have Emotional Intelligence to deal with people around them by simultaneously attending their own emotional needs which enables them to identify what is important and where their focus to be directed (Sharma, 2014). Researchers have found that Emotional Intelligence has contributed to various important outcomes in the family, workplace and other aspects of life. Considering what was mentioned above, this research seeks to determine the association of occupational stress factors like role overload, role conflict and strenuous working condition on work-life balance of remote working women teachers and the moderating effect of Emotional Intelligence on the association of Occupational stress and work life balance.

The study aims to investigate the association of occupational stress on the work-life balance among remote working teachers as most of the teachers are working remotely for the first time and the moderating effect of Emotional Intelligence on the association of Occupational Stress and Work-Life Balance. The next section explains literature review of constructs those are taken for study followed by data analysis and discussion.

2. Literature Review

2.1 Work-Life Balance (WLB)

Work-life Balance early called as Work-Family Conflict play a vital role in today’s work environment context especially in education sector as most of the teachers are experiencing remote working for the first time and spending more time on work to fulfil the demands expected from them. The concept work-life balance includes various aspects like (1) how long people work; (2) when people work; and (3) where people work (Glynn, Steinberg, & McCartney, 2002). According to (Fisher-McAuley, Stanton, Jolton, & Gavin, 2003), Work-life Balance is “a competition for both time and energy between the various roles filled by an individual”. (Greenhaus & Allen, 2006) mentioned WLB as the “degree of match between individual’s ability and satisfaction in the job of work and family realm to that of life's
preferences”. Positive work-life balance occurs when employees have the control and flexibility to be successful on both fronts (Eagle Hill Washington DC survey, 2014). Many researches have been conducted to determine the factors those positively/negatively or directly/indirectly influence work-life balance. Factors like workload and double employment (Naithani, 2010), job demands (Chiang, Birtch, & Kwan, 2010), and technological advancements (Sylvain, 2011) negatively affect work-life balance. Other studies show that some indirect factors such as reduction in salary and health benefits, reduced bonuses (Wilkinson, 2009) and economic recession (Fujimoto, 2009) affect employees’ work life balance negatively. Factors such as job engagement (Susi & Jawaharrani, 2011), flexible work arrangements (Subramaniam, Overton, & Maniam, 2015), job satisfaction (Saif, Malik, & Awan, 2011) and emotional intelligence (Kumarasamy, Pangil, & Isa, 2016) positively affect work-life balance.

Job stress and work-life balance go parallel to each other. Job stress is a state in which job related aspects interact with a person to change his/her physiological or psychological conditions that make him/her deviate from the normal functioning (Beehr & Newman, 1978). This pandemic has made educational system restructure the way it was designed. This in fact has increased workload, role conflict and strenuous working conditions among teachers who work remotely.

2.2. Role Overload

Role overload is a state of conflict that occurs when the degree of demand go beyond the individual’s available resources and confrontation of individual with completion of a lot of tasks that call for attention (Reilly, 1982). Generally, Role overload occurs when employees are not able to adequately fulfil the requirements of various roles within the available time and energy resources (Higgins, Duxbury, & Lyons, 2010). Role overload or work load is the major source of work stress (Topper, 2007). Role overload exists when a person is given over numerous responsibilities or tasks with short time limit to complete it. These days, teachers are burdened with extra responsibilities including clerical and administrative tasks that hinder their main teaching responsibilities. Also this new remote working environment makes teachers experiencing online teaching for the first time, work for long hours to know the nuances in online teaching which leads imbalance between work and family. Moreover, researchers have found that Role overload may lead to burnout, psychological distress, role strain, anxiety and decreased satisfaction with work and family life (Haar, Russo, Sune, & Ollier-Malaterre,
Yet, contribution in multiple roles provides individuals with psychological benefits like ego gratification, higher self-esteem and well-being (McNall, Nicklin, & Masuda, 2010).

2.3 Role Conflict

Role conflict is an extent to which an individual experiences pressures within one role that is mismatched with the pressures that arises within another role (Kopelman, Greenhaus, & Connolly, 1983). Overburdening of roles leads to role conflict. Role conflict arises when individual is expected to play two or more than two roles giving rise to conflicting situations, for example, role of individual as a teacher, wife and mother. Role conflict actually is the gap between employees’ assigned role and their actual performance. Then the uncertainty of which task to do according to the priority at one time between the two conflicting jobs is the role conflict. Studies have reported job related tension, dissatisfactions, turnover, lower performance and anxiety are the dysfunctional consequences of role conflict (Kahn, Wolfe, Quinn, Snoek, & Rosenthal, 1964). Many researches in this area suggest that role conflict affects individual psychologically, causing emotional exhaustion, frustration, psychosomatic disorders and lethargy (Beena, 1999). This will also affect the way individual balances his/her work and personal life. Role conflict is one of the major sources of work family conflict (Greenhaus & Beutell, 1985). Higher level of work-life balance can be experienced when role conflict reduces and there is inter role facilitation (Carlson & Frone, 2003).

2.3 Strenuous Working Condition

This aspect covers tense circumstances in which work has to be done, complicated and risky tasks, unsatisfactory working conditions in terms of convenience etc., Working conditions are the environment, demand and job terms that influence the satisfaction of employees. Generally, strenuous activities expect employees to put lot of effort, energy or strength to perform the task. The role of work has got changed throughout the world due to corona pandemic. Even though work is a matter of necessity and survival, it should also be a source of personal satisfaction as well. Tension and work related pressure; work load at family makes an individual hard to find balance between work and personal life (Vyas & Shrivastava, 2017). Studies reveal that unpleasant working conditions, working excessively, inconvenient hours and the necessity to work fast were directly related to poor mental health (Kornhauser, 1965). Stressful job conditions also lead to increased absenteeism (Colligan & Higgins, 2006), poor work performance and counterproductive work behaviour (Meier & Spector, 2013).
2.4 Emotional Intelligence (EI)

EI is termed as the capability to adaptively acknowledge, manifest, govern and tackle one’s emotions (Schutte, et al., 1998). Having EI facilitates an individual in dealing with anything with the amount of maturity and balance, and to retain a positive viewpoint almost all the time (Kumarasamy, Pangil, & Isa, 2016). Thus EI plays a significant role in any venture of an individual. Researchers have validated that employees with more EI can easily adapt to new work environment and will be fruitful to the organization they work for (Ameen, Almari, & Isaac, 2019). Also, EI contributes to number of significant outcomes in the workplace, family and other aspects of life (Goleman, 2001). Individuals with EI understands one’s own emotional needs and the emotions of others and is able to react and achieve life satisfaction and job performance. Having EI also means that one understands one’s own emotional needs, and is able to achieve life satisfaction. Several studies found a significant positive relationship between Emotional Intelligence and life satisfaction (Ghorbanshiroudi, Khalatbari, Salehi, Bahare, & Kei khayfarzaneh, 2011; Wong, Wong, & Chau, 2001). In all studies, the importance of EI is interpreted in terms of both job performance and other aspects of life. As such, EI is important for balancing work-life. In fact, Researchers have indicated the significant role of EI to achieve good work-life balance specifically for female employees in India (Ramanirthilagam & Ramanigopal, 2012; Jyothi Sree & Jyothi, 2012).

3. Objective of the study

The study aims to understand the association of occupational stress factors on work-life balance of remote working women teachers. It also tries to find how emotional intelligence of individuals moderates the association of occupational stress on their work-life balance. The study justifies its effects with remote working as a control variable, since this pandemic has forced all teachers to teach through online remote work environment.

4. Conceptual Model

Conceptual model has been derived based on the objectives stated for the present study and with the review of previous studies conducted in this field. The idea behind current research is to explore the association of occupational stress factors and work-life balance of remote working women teachers. Most common occupational stress factors have been identified to find its association on work-life balance and also to validate the role of emotional intelligence on occupational stress and work-life balance. The conceptual model can be seen in figure 1 below.
Based on the proposed model, work-life balance is the dependent variable. Occupational stress and its dimensions Role overload, Role conflict, Strenuous working conditions and unprofitability are considered as independent variable and Emotional Intelligence is considered as a moderator variable.

5. Hypothesis

Studies have identified that role conflict, lack of recognition, gender discrimination, time management issues and lack of social support are the crucial factors affecting work life balance of female professionals (Mani, 2013) and also the moderating effect of emotional intelligence on work life balance has not been specified in any studies. Null hypothesis are developed based on these insights.

Hypothesis 1: Role overload is negatively and significantly associated with work life balance of remote working teachers.

Hypothesis 2: Role conflict is negatively and significantly associated with work life balance of remote working teachers.
Hypothesis 3: Strenuous working condition is negatively and significantly associated with work life balance of remote working teachers

Hypothesis 4: Emotional Intelligence moderates the association between Role Overload and work life balance of remote working teachers in such a way that an increase in Role Overload weakens this association.

Hypothesis 5: Emotional Intelligence moderates the association between Role conflict and work life balance of remote working teachers in such a way that an increase in Role conflict weakens this association.

Hypothesis 6: Emotional Intelligence moderates the association between strenuous working Condition and work life balance of remote working teachers in such a way that an increase in Strenuous working Condition weakens this association.

6. Methodology

Study participants were 288 remote working teachers from schools and colleges in Coimbatore, Tamil Nadu. Convenience sampling method in non-probability sampling has been followed to recruit the remote working teachers in this covid-19 pandemic. The data were collected with a questionnaire consisting of 46 questions floated electronically through google forms. The respondents’ age range was 25-39- above 55 years. Their income range was from Rs.10,000- above35,000/- with their experience in present company ranges from less than 5 years- above 15 years. Their marital status was Single, Married and Divorced. The educational qualification of the participants ranges from U.G, P.G, and PhD or higher with experience range of less than 5 years - above 15 years. The respondent’s range of number of children was 0-above 3.

6.1 Measures

Research instruments taken for this study are Occupational Stress Index (Srivastava & Singh, 1984) with 15 items taken from three dimensions measured using 5 point Likert scale. A few items of the questionnaire are “I have to do a lot of work in this job”, “I often feel that this job has made my life cumbersome” etc., Work life balance was measured using 5 point Likert scale with a 10 items adopted by (Hayman, 2005). Questionnaire’s item include, “My personal life suffers because of work”, “I struggle to juggle work and non-work” etc., For Emotional Intelligence, Wong's Emotional Intelligence Scale (WEIS) (Wong, Wong, & Chau, 2001) with 10 items measuring 7 Likert Scale which has been converted into 5 Likert scale based on the objective of the current study. Items like “I have good control of my own
emotions”, “I would always encourage myself to try my best” etc., Statistical analysis was done using SPSS 20.0 version. This following chapter shows the variables’ relationship by the mean of various statistical tests using SPSS; these include correlations test and regression analysis.

7. Data Analysis and Interpretation

Frequency Distribution of Demographic Information of the respondents is given below in Table-1, 2, 3, 4 and 5.

**Table 1:** Frequency distribution of Age of Respondents

<table>
<thead>
<tr>
<th>Age</th>
<th>No. of respondents in the sample</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-24</td>
<td>12</td>
<td>4.2%</td>
</tr>
<tr>
<td>25-39</td>
<td>224</td>
<td>77.8%</td>
</tr>
<tr>
<td>40-54</td>
<td>48</td>
<td>16.7%</td>
</tr>
<tr>
<td>Above 55</td>
<td>4</td>
<td>1.3%</td>
</tr>
</tbody>
</table>

**Table 2:** Frequency distribution of Educational Qualification of Respondents

<table>
<thead>
<tr>
<th>Age</th>
<th>No. of respondents in the sample</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s</td>
<td>62</td>
<td>21.5%</td>
</tr>
<tr>
<td>Master’s</td>
<td>182</td>
<td>63.2%</td>
</tr>
<tr>
<td>PhD or Higher</td>
<td>44</td>
<td>15.3%</td>
</tr>
</tbody>
</table>

**Table 3:** Frequency distribution of Marital status of Respondents

<table>
<thead>
<tr>
<th>Marital status</th>
<th>No. of respondents in the sample</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>101</td>
<td>35.1%</td>
</tr>
<tr>
<td>Married</td>
<td>184</td>
<td>63.9%</td>
</tr>
<tr>
<td>Divorcee</td>
<td>3</td>
<td>1%</td>
</tr>
</tbody>
</table>

**Table 4:** Frequency distribution of number of children of Respondents
7.1 Descriptive Analysis

This examination explains the size of sample, minimum & maximum values, value of mean and standard deviation from the feedback of the respondents i.e. remote working teachers in the city of Coimbatore. The names of study variables, number of remote working teachers, minimum and maximum values of the responses, means and Standard Deviation have been shown in table 7.1.

Table 7.1: Descriptive Statistics

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role Overload</td>
<td>288</td>
<td>1.17</td>
<td>5.00</td>
<td>4.05</td>
<td>.69</td>
</tr>
<tr>
<td>Role Conflict</td>
<td>288</td>
<td>2.00</td>
<td>5.00</td>
<td>4.09</td>
<td>.59</td>
</tr>
<tr>
<td>Strenuous working</td>
<td>288</td>
<td>1.75</td>
<td>5.00</td>
<td>4.08</td>
<td>.70</td>
</tr>
<tr>
<td>Condition</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional Intelligence</td>
<td>288</td>
<td>2.00</td>
<td>5.00</td>
<td>4.04</td>
<td>.70</td>
</tr>
</tbody>
</table>
Respective statistics of all five variables of proposed model have been presented in Table 7.1. There were 288 remote working teachers in this study. The means and standard deviation values of Role Overload, Role Conflict, Strenuous working Condition, Emotional Intelligence and Work Life Balance have redirected as mean value is 4.05 & standard deviation is 0.69, mean = 4.09 & standard deviation = 0.59, mean=4.08 & standard deviation = 0.70, mean= 4.04 & std. dev. = .70, and mean = 2.16 & Standard deviation = 1.07.

**Level of Occupational Stress**

The mean value of the total scores obtained from individual cases ranges from 24 to 75. Low score indicates low level of work-stress and high score indicates high level of work-stress. Hence, mean score below 49.5 (median) represents low level of occupational stress and mean score above 49.5 will signify high level of occupational stress.

**Level of Work-Life balance:**

The mean value of the scores obtained from individual cases can range from 10 to 50. Here, the low score signifies high level of work-life balance and high score signifies low level of work-life balance. Hence, mean score below 30 (median) represent high level of work-life balance otherwise low level of work-life imbalance and mean value above 30 signifies low level of work-life balance or high level of work-life imbalance.

**Level of Emotional Intelligence**

The mean value of the scores obtained from individual cases can range from 20 to 50. Here, the low score signifies low level of emotional intelligence and high score signifies high level of emotional intelligence. Hence, mean score below 35 (median) represents low level of emotional intelligence and mean value above 35 signifies high level of emotional intelligence.

**7.2 Correlations among Study Variables**

Correlations shows connection between two factors (demonstrated by level of importance) and the bearing of the relationship (showed by positive or negative signs). Positive sign shows that both the factors are moving a similar direction and negative sign shows that factors move in opposite direction. Pearson correction investigation is utilized to ascertain
correlation coefficient. The estimation of coefficient lies between +1.00 to -1.00. Zero worth demonstrates no relationship between factors.

**Table 7.2: Correlations**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Role Overload</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Role Conflict</td>
<td>.882**</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Strenuous working Condition</td>
<td>.958**</td>
<td>.839**</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Emotional Intelligence</td>
<td>.633</td>
<td>.626</td>
<td>.630</td>
<td>1</td>
</tr>
<tr>
<td>5.</td>
<td>Work Life Balance</td>
<td>-.84**</td>
<td>-.86**</td>
<td>-.74**</td>
<td>.140*</td>
</tr>
</tbody>
</table>

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

*. Correlation is significant at the 0.05 level (2-tailed).

“The estimation of correlation among the study variables i.e. Role Overload, Role Conflict, Strenuous working Condition, Emotional Intelligence and Work Life Balance has been reported in table 7.2. According to above given table, role overload is positively and significantly correlated with role conflict (r = .88, p < 0.01), Strenuous working (r = .95, p < 0.01), but not with emotional intelligence and negatively with work life balance (r = .84, p < .01). Role conflict is positively and significantly correlated with Strenuous working (r = .83, p < .001), but not with emotional intelligence and negatively with work life balance (r = .86, p < .01). While Strenuous working is not correlated with emotional intelligence, but negatively with work life balance (r = .74, p < .01) whereas emotional intelligence is positively and significantly correlated with work life balance (r = .14, p < .01).

**7.3 Regression Analysis**

The estimation of correlation is done to test the association between the variables whereas the estimation of regression is done to forecast the outcome variable (dependent) (Y) from the predicting variables (independent) (X). The estimation of regression is also carried out to know about the reliance of variable on each other. The dependent variable (Y) is regressed on independent variable (X). The β value informs about the variance in the outcome variable by the one unit variance in the predicting variable. The value of β can be both positive
and negative. In the regression analysis the $R^2$ and adjusted $R^2$ is also computed which tells about the variance in the dependent variable due to the independent variables.”

7.3.1 Regression Estimation for IV to DV

**H1**: Role overload is negatively and significantly associated with work life balance of remote working women teachers.

**H2**: Role conflict is negatively and significantly associated with work life balance of remote working women teachers.

**H3**: Strenuous working Condition is negatively and significantly associated with work life balance of remote working women teachers.

**Table 7.3: Regression Estimation**

<table>
<thead>
<tr>
<th>Predicting Variable</th>
<th>Outcome Variable: Work Life Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
</tr>
<tr>
<td>Main Effect: Role Overload (IV)</td>
<td>-.64***</td>
</tr>
<tr>
<td>Role Conflict</td>
<td>-.74***</td>
</tr>
<tr>
<td>Strenuous working Condition</td>
<td>-.62***</td>
</tr>
</tbody>
</table>

*** $P < 0.001$, ** $P < 0.01$, * $P < 0.05$

Table 7.3 displays the results of the regression analysis shows that role overload has a strong negative relationship with work-life balance with a beta value -0.64. Role conflict is also significantly and negatively related to work-life balance with a beta value -0.74 and also strenuous working condition has a strong negative relationship with work-life balance with a beta value -0.62. The results are displaying negative values of beta which shows that role overload is negatively and significantly related to work-life balance ($\beta = -0.64$ and $\Delta R^2 = .39$, $p<0.001$), Role Conflict is negatively and significantly related to work-life balance ($\beta = -0.74$ and $\Delta R^2 = .38$, $p<0.001$) and strenuous working condition is negatively and significantly related to work-life balance ($\beta = -0.62$ and $\Delta R^2 = .38$, $p<0.001$). Therefore the results support the first, second and third hypothesis of the current study that role overload, role conflict and strenuous
working conditions are negatively and significantly related to work-life balance of remote working women teachers.

### 7.3.2 Moderating Emotional Intelligence

**H4:** Emotional Intelligence moderates the association between Role Overload and work life balance of remote working women teachers in such a way that an increase in Role Overload weakens this association.

**H5:** Emotional Intelligence moderates the association between Role conflict and work life balance of remote working women teachers in such a way that an increase in Role conflict weakens this association.

**H6:** Emotional Intelligence moderates the association between strenuous working Condition and work life balance of remote working women teachers in such a way that an increase in Strenuous working Condition weakens this association.

**Table 7.4: Regression Estimation for Moderation**

<table>
<thead>
<tr>
<th>Predictor</th>
<th>Dependent Variable: Work Life Balance</th>
<th>B</th>
<th>R²</th>
<th>ΔR²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Effect: WLB</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RO <em>X</em> EI</td>
<td></td>
<td>-.12***</td>
<td>.77</td>
<td>.77</td>
</tr>
<tr>
<td>RC <em>X</em> EI</td>
<td></td>
<td>-.13***</td>
<td>.79</td>
<td>.79</td>
</tr>
<tr>
<td>SWC <em>X</em> EI</td>
<td></td>
<td>-.12***</td>
<td>.76</td>
<td>.76</td>
</tr>
</tbody>
</table>

***P < 0.001, **P < 0.01, *P < 0.05

Table 7.4 displays the results for the moderation showing that the interaction of role overload and emotional intelligence has strong positive relationship with work-life balance having value (β = -.12 and ΔR² = .77, p<0.001). Similarly, the interaction of role conflict and emotional intelligence has strong and positive relationship with work-life balance (β = -.13 and ΔR² = .79, p<0.001). And the interaction of strenuous working condition and emotional intelligence has strong positive relationship with work-life balance (β = -.12 and ΔR² = .76, p<0.001). Hence the results supported the hypothesis 4, 5 and 6.
8. Implications

This research, to some extent, has created an awareness about the problems (work-life imbalance) of remote working women teachers in terms of occupational stress. The results of this study reveal that occupational stress is negatively influencing the work life balance of remote working women teachers. This result is consistent with previous studies that revealed teachers experience greater level of stress when compared to other professions (Kyriacou, 1980). Even though researchers have found that flexible work arrangements (Perlow, 1995), support from spouse, home, and friends facilitate women professionals to have a good work-life balance (Ray & Miller, 1994), the negative relationship between occupational stress and work life balance in work from home set-up may be because, teachers are performing their work through work from home environment for the first time in this pandemic which is totally new normal for many teachers.

To balance work-family conflict, remote working teachers must avoid spending most of the time at work and avoid multiple tasks at a time. Yoga, meditation, exercises, right food and cutting coffee also reduce stress (Grout, 1994; Abdool Carim, 1995). The implication of this article is notable since only few researches prevail concerning occupational stress and work life balance among remote working women teachers from various schools and colleges and the moderation effect of emotional intelligence towards it. This information may help in framing appropriate policies and practices within the educational institutions.

9. Limitations

Present study does not focus on various other factors which causes either occupational stress or work-life balance. This study was limited to remote working women teachers. Future scope of the study would be to analyse the same by considering other remote working professionals from different industry to get a more efficient model to explain the same.

10. References

References


