

**LINKING EMOTIONAL INTELLIGENCE AND WORK-LIFE  
BALANCE AMONG NNAMDI AZIKIWE UNIVERSITY  
LECTURERS: THE MEDIATING EFFECT OF  
PSYCHOLOGICAL CAPITAL**

**Leonard N. Ezeh<sup>1</sup>, Ifenna D. Ezeanya<sup>2\*</sup> & Ekeleme Ugochukwu Ukazu<sup>3</sup>**

<sup>1,2,3</sup>Department of Psychology, Nnamdi Azikiwe University, Awka, Nigeria

\*id.ezeanya@unizik.edu.ng

**ABSTRACT:** This study examined the mediating role of psychological capital in the relationship between emotional intelligence and work-life balance. A total of 296 academic staff members from Nnamdi Azikiwe University, Awka, were conveniently sampled and participated in the study. A cross-sectional survey design was adopted, while multiple regression was adopted to analyse the study data. The Work-Life Balance Scale, the Schutte Self-Report Emotional Intelligence Test, and the Psychological Capital Questionnaire were individually administered to the participants. The findings showed that emotional intelligence did not predict work-life balance. However, emotional intelligence positively influenced psychological capital. Psychological capital also predicted work-life balance and fully mediated the relationship between emotional intelligence and work-life balance. The finding establishes both theoretical and empirical evidence on the importance of internal resources as a motivation to lean on when facing challenges regarding the balance between work and personal life. It then recommends that academic institutions establish training programs to enhance self-awareness, emotional regulation, and management, ensuring their staff enjoy a better work-life balance.

**Keywords:** academic staff, emotional intelligence, psychological capital, work-life balance

## **INTRODUCTION**

Balancing work and family life has been a situation which has drawn attention over time, due to its positive effect. Specifically, the academic world has been drawn into the discussion of work-life balance globally, due to the need of lecturers to balance the demands of work and the demands of personal life (Babatunde et al., 2020). Such interest emanates from the level of activities lecturers are mandated to carry out in the work environment (Jackson & Fransman, 2018), which raises questions about whether such activities would allow them to engage in other personal activities. Lecturers have three main job descriptions, which range from teaching, research, and community services. These job descriptions, when achieved in their full capacity, yield recognition and academic growth. Aside from the above, lecturers are sometimes required to keep up with the packed curriculum, which often leads to them engaging in extra work hours, such as scheduling classes on weekends, thereby further limiting the time they have to spend at home (Babatunde et al., 2020).

Work-life balance refers to the extent to which an individual balances between responsibilities associated with his work, and demands of personal life (Bhende et al., 2020). Although work and life exist as separate entities, they should operate in harmony, such that fulfilling the demands of one does not jeopardise fulfilling the demands of the other (Hoang, 2021). Finding a balance between work and personal life is important because it promotes employees' psychological well-being (Wilkinson et al., 2017). A healthy and supportive work environment is essential for creating a balanced perspective on meeting the demands of work and personal life, which is geared towards improving performance (Dhas, 2015). However, with organisations not providing a platform to ensure a work-life balance, employees are advised to draw strength to strike a balance between work and personal life (Sturges, 2012), and emotional intelligence and psychological capital could be positive factors.

Emotional intelligence is the ability to manage both our own emotions and understand the emotions of people around us. It is perceived to help employees balance the demands of work and personal life, which fosters satisfaction (Awosusi et al., 2020). Perception of emotions highlights an individual's ability to recognise and interpret their own emotions and those of others (Singh et al., 2022). It involves being able to identify and understand emotional cues among people, ranging from non-verbal communications, such as facial expressions, body language, and tone of speech, which are important elements of communication necessary for social interaction (Husain et al., 2022). Employees who possess healthy emotional intelligence demonstrate concern for issues and individuals, have higher self-esteem, exhibit high adaptability, are self-aware, show transparency, and are cheerful and optimistic (Chatterjee et al., 2022). Through this, they are able to prioritise tasks, leading to goal realisations (Jian et al., 2022), which may extend to both work and personal lives. In addition, individuals who are high in emotional intelligence effectively communicate with colleagues, engage in teamwork, and build effective relationships, which helps in navigating workplace dynamics (Tsaor et al., 2019).

Psychological capital is a positive psychological work situation characterised by hope, optimism, resilience and self-efficacy (Luthans & Youssef-Morgan, 2017). Hope highlights belief in goal achievement, drawing persistence towards the goals; self-efficacy is belief in the ability to achieve a goal or task; resilience is the ability to bounce back from adversities, while optimism is the perception of a positive outcome, created through positive beliefs in abilities (Feleen et al., 2021). These components have positive effects on the individual and the organisations. Gull et al. (2022) reported that psychological capital facilitates goal achievement and improved performance. Additionally, Yildiz (2019) emphasised that a positive work experience is initiated through a positive work attitude, which is a component of psychological capital, as it triggers the belief that the workplace situation will improve, supported by resilience to cope with adversity (Jing et al., 2022). As such, psychological capital may help influence a better work-life balance, with psychological capital resources facilitating personal growth and effectiveness in various life endeavours (Luthans et al., 2015). Aderibigbe and Mjoli (2018) posited that psychological capital is a key resource in managing work-life conflict, as it enables employees to deal effectively with work-related stressors (Kole & Kurt, 2018). According to D'Souza et al. (2021), psychological capital enhances employee productivity, leading to greater satisfaction in both work and life domains. An employee with lower levels of psychological capital finds it challenging to manage

work-life conflicts (Aderibigbe, 2019). Although good psychological capital may help sustain a work-life balance, it may be more effective when combined with emotional intelligence.

While some scholars (e.g. Eyoun et al., 2025; Sembiring et al., 2024; Susanti et al., 2024) have studied and found a link between emotional intelligence and work-life balance, there is a dearth of research on the relationship among lecturers in the Nigerian population. Related studies on emotional intelligence and work-life balance were by Ojo et al. (2021) and Wadi et al. (2020); however, while Wadi et al. (2020) studied the relationship among nurses, Ojo et al. (2021) used emotional quotient as a predictive variable. In light of the challenges faced by lecturers due to heavy workloads, it is essential to investigate the relationship between emotional intelligence and work-life balance. A study by Ujoatuonu et al. (2024) showed that psychological capital was related to work-life balance among IT employees. Despite scholars (e.g. Anushi et al., 2022; Awan, 2021; Feelen et al., 2021) investigating the relationship between psychological capital and work-life balance, no study has explored the relationship among lecturers in Nigeria. In addition, despite scholars (e.g., D'Souza et al., 2021; Gong et al., 2019; Lye et al., 2022) having studied the link between emotional intelligence and psychological capital, no study has established a link between emotional intelligence and lecturers to the best of the researchers' knowledge. Furthermore, Jing et al. (2022) demonstrated that psychological capital mediates the relationship between emotional intelligence and health status. Consequently, it is possible that psychological capital also mediates the relationship between emotional intelligence and work-life balance.

### **Theoretical Framework**

The study was grounded in the conservation of resources theory proposed by Hobfoll (1989). The theory emphasises the importance of resources in helping individuals successfully navigate the demands of work and achieve their work goals. The theory highlights the responsibilities of employees to conserve work resources in order for them to fulfil their work responsibilities; however, these resources may sometimes be depleted due to higher work demands, which affects their work. In such a situation, due to the spillover effect, the impact of inefficient resources on work would spill over into the non-work domain, affecting the individual's work-life balance. However, with the individual charged with managing internal resources in response to depleted resources, emotional intelligence is paramount in reacting well to the loss. Additionally, the individual tends to draw on internal resources in psychological capital, which encompasses resilience, hope, self-efficacy, and optimism. It is paramount that resources help individuals adjust to the workplace culture and enable them to achieve their goals. Notwithstanding, self-efficacy as a resource promotes other resources, such as hope, optimism, and resilience, which help people find ways to adapt to challenging situations, thereby contributing to work-life balance. In addition, coping well with the frustration emanating from lack of resources is influenced by healthy emotional intelligence, and that is beneficial in not allowing the challenges of work to interfere with personal life.

### **Hypotheses**

The following hypotheses guided this study.

1. Emotional intelligence will significantly and positively relate to work-life balance among lecturers.
2. Emotional intelligence will significantly and positively relate to psychological capital among lecturers.
3. Psychological capital will significantly and positively influence work-life balance among lecturers.
4. Psychological capital will significantly mediate the relationship between emotional intelligence and work-life balance among lecturers.

## **METHOD**

### **Participants**

A total of 296 academic staff of Nnamdi Azikiwe University, Awka, participated in the study. The participants were selected from the Faculties of Arts, Education, Engineering, Management Sciences, Physical Sciences and Social Sciences through a convenience sampling technique, as lecturers available at the time of data collection participated in the research. Although convenience sampling suffers from the risk of poor generalisation, the researchers adopted it due to the lecturers' work schedules, which make it difficult to reach them at the same time. The participants comprised 216 males (72.97%) and 80 females (27.03%). The age range of the participants is 28 to 67 years, with a mean age of 35.50 and a standard deviation of 10.44. Further demographic characteristics of the participants included 105 single, 185 married, and 6 separated academic staff, with 191 holding a doctorate and 105 holding a master's degree.

### **Instruments**

The following instruments were used for data collection.

#### ***Work-Life Balance Scale***

The Work-Life Balance Scale is a 15-item scale developed by Hayman (2005). This instrument assesses the extent to which activities from either work or life help create or disrupt a balance between work and personal life, through both interference and enhancement. It has the following dimensions: work interference with personal life, personal life interference with work, work enhancement of personal life, and personal life enhancement of work. Participants responded on a 5-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree). Some of the items in the scale include "My personal life does not suffer because of work", "I do not put personal life on hold because of work", and "Personal life gives me energy for my job". Hayman (2005) conducted a factor analysis, which confirmed a robust three-factor solution (work interference with personal life, WIPL; personal life interference with work, PLIW; and work/personal life enhancement, WPLE), validating the scale as a measure of employee perceptions of work-life balance. He further reported an internal consistency of .76 at Cronbach's alpha. However, the scale has been used in the Nigerian population, with an internal consistency of .93 at Cronbach's alpha (Onwuamegbum & Sydney-Agbor, 2023).

### ***Schutte Self-Report Emotional Intelligence Test***

This is a 33-item scale developed by Schutte et al. (1998). This scale measures emotional intelligence under 4 dimensions: perception of emotions, managing one's own emotions, managing others' emotions and utilisation of emotions. Participants responded on a 5-point Likert Scale ranging from 1-5, (1 – Strongly Disagree, 2 – Disagree, 3 – Neither Disagree nor Agree, 4 – Agree, 5 – Strongly Agree). Some of the items in the scale include “Emotions are some of the things that make my life worth living”, “By looking at their facial expressions, I recognize the emotions people are experiencing”, “Some of the major events of my life have made me to re-evaluate what is important and not important”. Schutte et al. (1998) reported a Cronbach's alpha of .90. However, to measure the validity of SSEIT, a concurrent validity technique was employed to show how well SSEIT compares to another well-established related test. Using Pearson's  $r$ , correlations between SSEIT and TEIQue-SF were investigated. SSEIT correlated positively and significantly with TEIQue-SF ( $r = .656, p = .000$ ). Also, SSEIT yielded a Cronbach's alpha of .90 (Aniemeka et al., 2020).

### **Psychological Capital Questionnaire-Short Form**

The Psychological Capital Questionnaire was developed by Luthans et al. (2007). It is a 12-item questionnaire that measures four dimensions of psychological capital: hope, self-efficacy, resilience, and optimism. Three items measured self-efficacy, four items measured hope, three items measured resilience, and two items measured optimism. Each participant responded on a 6-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = somewhat disagree, 4 = somewhat agree, 5 = agree, 6 = strongly agree). Some of the items in the scale include: “I can get through difficult times at work because I have experienced difficulty before”, “If I could find myself in a jam of work, I could think of many ways to get out of it”, “I'm optimistic about what will happen to me in the future as it pertains my work”. Despite the scale being used with the Nigerian sample by Chikezie et al. (2022), a Pearson's ( $r$ ) correlation between PCQ-12 and Satisfaction with Life Scale (SWLS) was investigated by the researcher. PCQ-12 correlated positively and significantly with SWLS ( $r = .282, p = .047$ ). In line with this, the scale was subjected to a reliability test, yielding a Cronbach's alpha of .82.

### **Procedure**

The Ethics and Research Board of the Department of Psychology at Nnamdi Azikiwe University, Awka, granted approval to proceed with the study. This was after the study proposal was presented to them. With the approval, the researcher proceeded to the different faculties in the institution to collect study data. In each faculty building, the researcher, with the help of trained research assistants, introduced themselves and informed the intended participants about the nature of the study, as well as the participants who met the study's inclusion criteria. Additionally, participants were informed of the confidentiality of the data to be collected, as it would be used solely for research purposes. Participants who met the study's inclusion criteria verbally gave their consent to participate, and study questionnaires were then distributed to each of them. However, participants officially consented to participate in the research by completing the study consent form, which was attached to the study questionnaires. The study researcher, as well as his trained

research assistants, were present to ensure that participants did not encounter any challenges in the course of responding to the study questionnaires, through responding to comments and observations noted during data collection. The administration and collection of data lasted for 4 weeks.

### Design/Statistics

A cross-sectional survey design was adopted in this study. A cross-sectional design is a type of design used when collecting data to make inferences about a population of interest at one point in time. Multiple linear regression, using the Hayes (2018) process macro, was adopted for data analysis. The choice was based on its wide acceptance in testing the mediation hypothesis.

## RESULTS

Based on the analysis, the following findings were made.

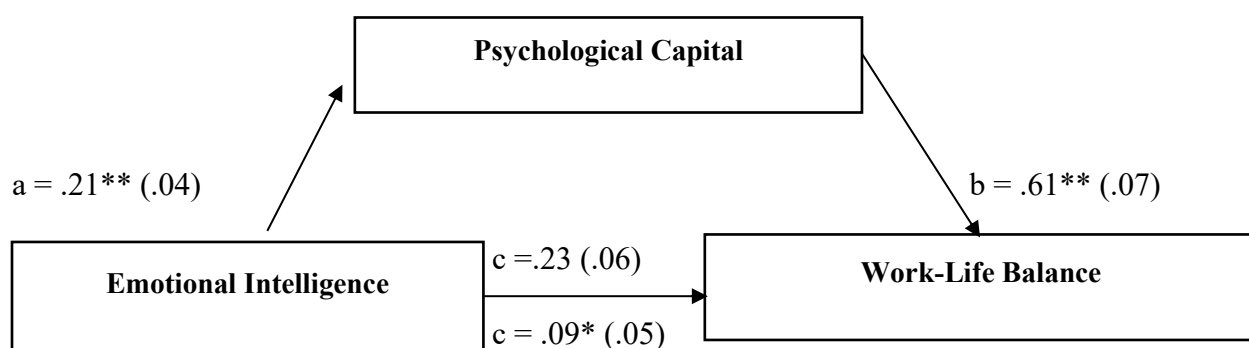
**Table 1: Means, standard deviations and intercorrelations among variables (n = 296)**

Variables	Mean	SD	1	2	3
1. Work-life Balance	43.22	8.07	-	-	-
2. Psychological Capital	33.17	5.68	.46**	-	-
3. Emotional Intelligence	52.43	7.60	.21**	.28**	-

*Note: SD = Standard Deviation, \*\* =  $p < .001$ .*

The Pearson correlation analysis revealed that psychological capital is significantly positively correlated with work-life balance ( $r = .46$ ,  $p < .001$ ). Additionally, emotional intelligence demonstrates a significant positive association with work-life balance ( $r = .21$ ,  $p < .001$ ), and emotional intelligence is also positively correlated with psychological capital ( $r = .28$ ,  $p < .001$ ).

### Mediation Effects of Psychological Capital on the Relationship between Emotional Intelligence and Work-Life Balance



The results from the mediation analysis showed that emotional intelligence positively predicted psychological capital ( $a = .21, p < .01$ ), psychological capital predicted work-life balance ( $b = .61, p < .01$ ), while emotional intelligence did not predict work-life balance ( $c = .23, p > .05$ ). The result showed a positive and significant indirect effect of psychological capital on the relationship between emotional intelligence and work-life balance ( $c'(ab) = .09, p < .05$ ), signifying a full mediation effect of psychological capital on the relationship between emotional intelligence and work-life balance.

## DISCUSSION

The present study investigated the mediating role of psychological capital on the relationship between emotional intelligence and work-life balance. Four study hypotheses were tested for the study. From the findings, emotional intelligence was not a significant predictor of work-life balance; thus, it highlights that the work-life balance of academic staff may not be determined by being emotionally intelligent. In contrast, the study's findings diverged from those of scholars (e.g., Eyoun et al., 2025; Sembiring et al., 2024; Susanti et al., 2024), who reported a significant positive relationship between emotional intelligence and work-life balance. The non-significant finding from the study may highlight the need for more physical resources to achieve work goals, as well as the need for additional personal resources, in addition to the emotional intelligence necessary to achieve them. This finding did not align with the view from the research literature, with Chatterjee et al. (2022) stating that emotional intelligence help employees adapt to their social and work environment, as well as become self-aware, and this may help employees understand themselves better and learn how to better adjust to the challenges of work and personal life, such that they can achieve both work goals and personal goals leading to work-life balance. This contradictory finding may be due to poor working conditions, such as inadequate funding and infrastructure, a larger student-to-lecturer ratio, and insufficient support from university management, which is prevalent in Nigerian public universities. Secondly, a cultural system that accommodates extended family places more responsibilities on these lecturers, coupled with poor salary structure and delayed payment, they may engage in side hustles to make ends meet, thereby giving more time to their work-life than personal life.

Furthermore, the study showed that emotional intelligence positively predicted psychological capital. This finding, however, aligns with the findings from other scholars (e.g., D'Souza et al., 2021; Lye et al., 2022), as they all show that emotional intelligence positively influences psychological capital. The positive influence of emotional intelligence on psychological capital can be attributed to the premise that being self-aware and better able to understand one's own emotions and those of others may help initiate hope, optimism, and self-efficacy when faced with life's challenges. With limited research linking these two variables, it is essential to conduct further studies for a deeper understanding and enrichment of the research literature, specifically in the area of emotional intelligence and psychological capital, as they are two crucial internal resources for an individual.

The findings also showed that psychological capital is positively related to work-life balance. Drawing from this is the view of Aderibigbe and Mjoli (2018), who highlighted that psychological capital helps employees successfully deal with work conflict by enabling them to manage work

stressors (Kole & Kurt, 2018). Furthermore, belief in improvement of workplace situations is initiated by components of psychological capital (Shah et al., 2019), which is influenced by possessing the resilience to cope with adversity (Jing et al., 2022), including adversity from both work and personal life. Furthermore, the findings from this study align with those of other scholars (e.g., Bakri et al., 2022; Ujoatuonu et al., 2024), who have also demonstrated that psychological capital has a positive influence on work-life balance.

Moreover, the findings revealed that psychological capital fully mediated the relationship between emotional intelligence and work-life balance. This finding aligns with the view that self-efficacy, a component of psychological capital, confers confidence in one's ability to manage emotional challenges (Narayanasami et al., 2024). Additionally, hope and optimism, which are also components of psychological capital, shift perspective by looking at situations with a positive outlook, which facilitates better and more positive social interactions (Narayanasami et al., 2024). In relating well with people, one can manage emotions more effectively and thus deal with work-life emotional interference, leading to a better work-life balance. While Jing et al. (2022) demonstrated the mediating role of psychological capital in the relationship between emotional intelligence and health status, the present study revealed a new finding that requires further investigation to understand the relationship between the variables.

### **Implications of the Study**

The study's findings supported the theoretical foundation for establishing work-life balance, highlighting internal drives and their roles in ensuring adequate work-life balance. It contributes to the conservation of resources theory, which explains the importance of cultivating resources to replenish lost resources and meet work demands, especially in situations of overwhelming work demands, thereby ensuring an adequate work-life balance. The study's findings also highlight that, despite the theoretical foundation linking internal resources to work-life balance, emotional resources may not be sufficient, as they require the combination of emotional and cognitive resources, encompassing emotional intelligence and the cognitive components of psychological capital, for achieving work-life balance. As such, it opens up for advancement in theories, in accommodating a combination of emotional and cognitive factors in ensuring the work-life balance of employees.

The study provides empirical evidence on the importance of internal resources as a motivation to lean on when facing challenges related to the balance between work and personal life. It highlights that although external resources necessary for work may help deal with the demands, sometimes the demands may be overwhelming, which leads to spillover. As such, possessing internal resources would help ensure that such a balance is maintained. Additionally, the finding that highlights the full mediation of psychological capital on the relationship between emotional intelligence and work-life balance contributes knowledge to the research literature, paving the way for further insight into recent findings.

A study finding highlights the need for academic institutions to implement training programs that enhance psychological capital and work engagement, enabling them to navigate the demands of work and personal life successfully. It demands that academic staff prioritise the development of

personal resources in emotional intelligence and psychological capital, which would help them build internal resources for balancing the demands of work and personal life. In addition, an academic institution needs to create a conducive work environment to cultivate components of psychological well-being, and such an environment should prioritise work-life balance.

### **Limitations of the Study**

Data collection was conducted at a single point in time, which may not fully account for the relationship between variables, as factors that differ from the variables under study may have influenced participants' responses. Additionally, relying solely on one source of data for data collection is another study limitation. This is a limitation because such data may lead to the inflation or deflation of research findings due to the presence of common method variance. More so, using the convenience sampling technique limits the possibility of generalising the findings.

### **Suggestions for future research**

Future research on this topic should collect data at multiple time points to objectively determine the relationship between variables and control for confounding factors. This approach would enable the identification of participants' average responses to the study variables. Additionally, future research on this topic should broaden its data source to ensure that the issue of inflation or deflation of study responses is controlled, as the study focuses on work-life balance. Moreover, future research on this topic should expand the population of the study to increase the possibility of generalising the findings.

### **Conclusion**

The study investigated the mediating role of psychological capital on the relationship between emotional intelligence and work-life balance. The study's findings showed that emotional intelligence has a positive impact on psychological capital. Additionally, the study revealed that emotional intelligence did not have a significant impact on work-life balance. Additionally, the study revealed that psychological capital has a positive influence on work-life balance. Moreover, the study demonstrated that psychological capital fully mediated the relationship between emotional intelligence and work-life balance. The findings of this study will help university management in Nigeria in developing policies for academic staff to ensure a better work-life balance, which will, in turn, improve productivity and students' learning outcomes.

### **Recommendations**

In line with the study findings, it is recommended that a positive work environment that accommodates work-life balance and the development of psychological capital components is created. This entails reducing the amount of workload faced, ensuring resources required for their work are put in place, and promoting a better organisational culture.

Secondly, periodic training on emotional intelligence should be considered for academic staff by educational institutions. Such a program should focus on promoting self-awareness, emotional

regulation, understanding emotions in oneself and others, and sustaining workplace relationships. This would help them successfully deal with the emotional burden they face at work; as such, it would ensure that there is no spillover, thereby preventing an imbalance between work and personal life.

Lastly, the findings from this study should be considered by policymakers when developing policies for academic staff to ensure a better work-life balance, which has positive effects for both academic staff and students, as well as universities in general.

## REFERENCES

- Aderibigbe, J. K. (2019). Relationship between occupational stress, organisational citizenship behaviour, psychological capital and emotional intelligence among Nigerian employees. *African Journal of Business and Economic Research (AJBER)*, 1750-4562.
- Aderibigbe, J. K., & Mjoli, T. Q. (2018). Psychological capital as a moderator in the relationship between occupational stress and organizational citizenship behavior among Nigerian graduate employees. *SA Journal of Human Resource Management*, 16, 1030.
- Aniemeka, O. O., Akinnawo, E. & Akpunne, B. (2020). *Validation of the Schutte Self-Report Emotional Intelligence Test (SSEIT) on Nigerian Adolescents*. <https://doi.org/10.7176/JEP/11-18-19>.
- Anushi, K. S., Priyanath, H. M. S., & Tennakoon, W. D. N. S. M. (2022). Neus among psychological capital, work-life balance and job satisfaction in apparel industry. *Sri Lanka Journal of Social Sciences and Humanities*, 7(1), 85-95. <https://doi.org/10.4038/sjssh.v2i1.59>
- Awan, Q. (2021). *The relationship of psychological capital with work-life balance and ethical climate among employees*. Social Science Research Network: Elsevier. Available at <https://ssrn.com/abstract=3960885>
- Awosusi, O. O., Olusesi, L., & Zakariya, S. (2020). Work-life balance and emotional intelligence among staff of the university of Ilorin, Nigeria. *LASU Journal of Employment Relations and Human Resource Management*, 2(1), 1-13. <https://doi.org/10.36108/ljerhrm/0202.02.0110>
- Babatunde, S. O., Olanipekun, W. D., Lateef, S. A., & Babalola, F. A. (2020). Work-life balance and performance of academic staff at the selected tertiary institutions in Kwara state, Nigeria. *Journal of Southwest Jiaotong University*, 55(6), 1-11. <https://doi.org/10.35741/issn.0258-2724.55.6.45>
- Bakri, R., Aras, R. A., & Tandiyuk, S. (2022). The effect of psychological capital to work-life balance for married female police officers. *Pinisi Discretion Review*, 6(1), 141-148.

- Bhende, P., Mekoth, N., Ingalhalli, V., & Reddy, Y. V. (2020). Quality of work life and work-life balance. *Journal of Human Values*, 26(3), 256-265.  
<https://doi.org/10.1177/0971685820939380>
- Chatterjee, S., Nandi, S., & Subha, K. (2022). Exploring the relationship between emotional intelligence and work-life balance of the employees in IT sector. *International Journal of Advanced Multidisciplinary Research*, 9(12), 234-244.  
<https://doi.org/10.22192/ijamr.2022.09.12.019>
- Chikezie, J. K., Anozie, E. U., & Ugwu, F. O. (2013). Psychological capital dimensions and needs fulfilment as predictors of academic engagement. *Nigerian Journal of Behavioural Studies*, 1(1), 20-34.
- D'Souza, G. S., Irudayasamy, F. G., Usman, S. A., Andiappan, V. S., & Parayita, S. (2021). The effect of emotional intelligence and psychological capital on knowledge, service and leadership excellence: knowledge sharing and trust as moderators. *FIIB Business Review*, 0(0). <https://doi.org/10.1177/23197145211065087>
- Dhas, B. (2015). A report on the importance of work-life balance. *International Journal of Applied Engineering Research*, 10(9), 21659-21665.
- Eyoun, K., Guo, Y., & Shammout, E. (2024). The effects of emotional intelligence on work-life balance and retention of U.S. hotel employees: The moderating role of generational differences. *Journal of Human Resources in Hospitality and Tourism*, 24(2), 208-229.  
<https://doi.org/10.1080/15332845.2025.2432791>
- Feleen, C., Arokiaraj, D., Neha, C., Nermada, K., Vibha, V., & Maheswari (2021). Impact of psychological capacities on the work-life balance of entrepreneurs. *Psychology and Education*, 58(3), 3869-3875.
- Gong, Z., Chen, Y., & Wang, Y. (2019). The influence of emotional intelligence on job burnout and job performance: Mediating effect of psychological capital. *Frontiers in Psychology*, 10, article 2707. <https://doi.org/10.3389/fpsyg.2019.02707>
- Gull, K., Azhar, A., & Gull, S. (2022). Impact of emotional labor on employee wellbeing in the presence of psychological capital. *Journal of Behavioral Sciences*, 32(1), 272-287.
- Hayes, A. F. (2018). *Introduction to mediation, moderation, and conditional process analysis: a regression-based approach* (2nd ed.). New York, NY: The Guilford Press.
- Hayman, J. (2005). Psychometric assessment of an instrument designed to measure work-life balance. *Research and Practice in Human Resource Management*, 13(1), 85-91.

- Hoang, E. (2021). Work from Home: Measuring Satisfaction between Work–Life Balance and Work Stress during the COVID-19 Pandemic in Indonesia. *The Economics of Health Outbreaks and Epidemics* 9(3), 96. <https://doi.org/10.3390/economies9030096>
- Hobfoll S. E. (1989). Conservation of resources. A new attempt at conceptualizing stress. *The American Psychologist*, 44(3), 513–524. <https://doi.org/10.1037//0003-066x.44.3.513>
- Husain, W., Inam, A., Wasif, S., & Zaman, S. (2022). Emotional intelligence: Emotional expression and emotional regulation for intrinsic and extrinsic emotional satisfaction. *Psychology Research and Behavior Management*, 15, 3901–3913. <https://doi.org/10.2147/PRBM.S396469>
- Jackson, L. T. B. & Fransman, E. I. (2018). Flexi work, financial well-being, work– life balance and their effects on subjective experiences of productivity and job satisfaction of females in an institution of higher learning. *South African Journal of Economic and Management Sciences*, 21(1), 1-13. a1487. <https://doi.org/10.4102/sajems.v21i1.1487>
- Jing, X., Meng, H., Li, Y., Lu, L., & Yao, Y. (2022). Associations of psychological capital, coping style and emotional intelligence with self-rated health status of college students in China during COVID-19 pandemic. *Psychology Research and Behaviour Management*, 15, 2587-2597. <https://doi.org/10.2147/PRBM.S383743>.
- Kole, M., & Kurt, A. (2018). The moderator role of psychological capital between perceived organizational support and work-family balance: A service sector research. *International Journal of Electronic Finance*, 4(2), 134-146.
- Luthans, F., Avolio, B. J., Avey, J. B., & Norman, S. M. (2007). Positive psychological capital: Measurement and relationship with performance and satisfaction. *Personnel Psychology*, 60(3), 541–572. <https://doi.org/10.1111/j.1744-6570.2007.00083>.
- Luthans, F., & Youssef-Morgan, C. M. (2017). Psychological capital: An evidence-based positive approach. *Annual Review of Organizational Psychology and Organizational Behavior*, 4(1), 339–366. <https://doi.org/10.1146/annurev-orgpsych-032516-113324>
- Luthans, F., Youssef-Morgan, C. M., & Avolio, B. J. (2015). *Psychological capital and beyond*. Oxford University Press.
- Lye, A. J., Liew, P. Y., Fadzil, H. M., & Foong, C. C. (2022). Effect of emotional intelligence and demographic characteristics on psychological capital among chemical engineering students. *Journal of Chemical Education*, 100(2), 479-488. <https://doi.org/10.1021/acs.jchemed.2c00105>
- Narayanasami, S., Joseph, M. S., & Parayitam, S. (2024). Emotional intelligence and psychological capital as moderators in the relationship between employee commitment and

- work engagement: evidence from employees in banking from India. *Journal of Asia Business Studies*, 18, 136–157. doi: 10.1108/JABS-03-2023-0107
- Ojo, S., Opalaye, A. O., & Akpunne, B. C. (2021). Influence of emotional intelligence on work-life balance and job stress among academic staff. *Redeemer's University Journal of Management and Social Sciences*, 4(1). Available at <https://runjmss.com/index.php/runojs/article/view/30>
- Onwuamegbu, P. O., & Sydney-Agbor, N. N. (2023). Does work-life balance predict psychological wellbeing among federal medical doctors and nurses in South East Nigeria. *Journal of Psychology and Allied Discipline*, 2, 103-113.
- Schutte, N. S., Malouff, J. M., Hall, L. E., Haggerty, D. J., Cooper, J. T., Golden, C. J., & Dornheim L. (1998). Development and validation of a measure of emotional intelligence. *Personality and Individual Differences*, 25, 167-177.
- Sembiring, A. A. R. B., Hardjo, S., & Lubis, R. (2024). Role Emotion Intelligence Towards Work-Life Balance with Support Family as Mediator Variables. *Bulletin of Counseling and Psychotherapy*, 6(1), 1-15. <https://doi.org/10.51214/00202406840000>
- Singh, A., Prabhakar, R., & Kiran, J. S. (2022). Emotional intelligence: A literature review of its Concept, models, and measures. *Journal of Positive School Psychology*, 6(10), 2254-2275. <https://journalppw.com/index.php/jpsp/article/view/13616>
- Sturges, J. (2012). Crafting a balance between work and home. *Human Relations*, 65(12), 1539–1559. <https://doi.org/10.1177/0018726712457435>
- Susanti, Tricahyadinata, I., & Hasid, Z. (2024). The influence of emotional intelligence and work-life balance and burnout. *American Journal of Humanities and Social Science Research*, 8(6), 199-205.
- Tsaur, S. H., Hsu, F. S., & Lin, H. (2019). Workplace fun and work engagement in tourism and hospitality: The role of psychological capital. *International Journal of Hospitality Management*, 81, 131–140. <https://doi.org/10.1016/j.ijhm.2019.03.016>
- Ujoatuonu, I. V. N., Ezeasor, A. N., Kanu, G. C., & Edeh, C. R. (2024). Exploring the clout of career choice and psychological capital on work-life balance among sub-Saharan Africa IT professionals: An Avant analysis. *Psychology and Behavioural Science*, 21(4), 556073. <https://doi.org/10.19080/PBSIJ.2024.21.556073>.
- Wadi, O. E., Wori, E. O & Egbuchu, S. A. (2020). Relationship between work-life balance, emotional intelligence and job-autonomy among nurses in tertiary hospitals. *Advance Journal of Education and Social Sciences*, 5(9), 1-9.

- Wilkinson, K., Tomlinson, J., & Gardiner, J. (2017). Exploring the work–life challenges and dilemmas faced by managers and professionals who live alone. *Work, Employment and Society*, 31(4), 640-656. <https://doi.org/10.1177/0950017016677942>
- Yildiz, H. (2019). The interactive effect of positive psychological capital and organizational trust on organizational citizenship behavior. *Journals Sage Pub*, 3, 1-15.