

Canonical Correlation between Emotional Intelligence of Working Fathers and Their Work Life Balance

* Dr Richa Jain

** Santosh R Sonwane

* Ph.D Guide, Pacific University and Professor at Thakur College of Science and Commerce, Mumbai

** Research Scholar, Pacific University, Udaipur

Abstract

Faced with numerous and contemporary challenges the current work force scenario in Indian Industries is marked by the fast pace of change, intense pressure, constant deadlines, changing demographics, increased use of technology. Also with the increase in the multi directional demands of life style and both partners going out to work, fathers have become increasingly involved in parenting. They are grappling with some of the same struggles that have long challenged working mothers by recognizing that parenting is a two-person job. While active fathering has been a trend for about a decade, men are becoming more comfortable expressing their "passions and enjoyment of being fathers," says Aaron Rochlen, a psychology professor who researches men and masculinity at The University of Texas at Austin.

The project is examining how fathers in paid work, combine work and family life, and measures the stress and wellbeing of fathers at work in relation to their integration of work and home life. In particular, the project gives specific consideration of the extent to which Emotional Intelligence of Working Fathers enables them to remain both a committed employee and a fully engaged parent. The role of fathers is of importance as their direct involvement with their children's upbringing increases. The role of the father is changing. Fathers say that they want to spend more time with their children, and attitudes towards childcare and work are shifting. It is becoming increasingly evident that the expectations that fathers have of the way and amount they are involved directly with their children is altering. Fathers want to spend more time with their children, and are doing more of the direct care for them. Research suggests that this desire for more time with their family is widespread, with 82% of full time working men saying they would like this. (Park, A., Curtice, R., Thomson, K., Phillips, M., & Johnson, M. (2007). British Social Attitudes, the 23rd Report: perspectives on a changing society. London: the National Centre for Social Research.)

It is also an earnest attempt to bridge the gap especially in this area by highlighting the relevance and importance of work – life balance and emotional intelligence of Working fathers and hoping this study will initiate a series of serious and productive discussion on the subject.

The descriptive stud, analysed through Canonical Correlation, will bring in sharp focus on role of Emotional Intelligence among working fathers in managing Role Conflict and enhancing Quality of Work Life.

Keywords: Working Fathers, Emotional Intelligence, Role Conflicts, Work-life Balance

Introduction:

The landscape of the modern family and the modern FATHER has changed. Like the rest of the western world, India has experienced significant change in its population demographic, family structure and worker profile in the last 15 to 20 years. Family structure has also changed with this changing population demographic.

The family is a complex and dynamic institution in India. For many decades, several studies were carried out to understand this complexity. Some of the studies in the past have put forth the proposition of the existence of a joint family in the traditional Indian society (*Mandelbaum, 1959; Gore, 1965, 1968*).

India has more than 50% of its population below the age of 25 and more than 65% below the age of 35. It is expected that, in 2020, the average age of an Indian will be 29 years, compared to 37 for China and 48 for Japan; and, by 2030, India's dependency ratio should be just over 0.4. (*Wikipedia, Basu, Kaushik (25 July 2007). "India's demographic dividend". BBC News. Retrieved 2011-09-24*).

As fathers have become increasingly involved in parenting, they are grappling with some of the same struggles that have long challenged working mothers. Whether or not expectations of fathers have changed, attitudes among many fathers have.

Emotional Intelligence is a set of qualities and competencies that captures a broad collection of individual skills and dispositions, usually referred to as soft skills or inter and intra-personal skills, that are outside the traditional areas of specific knowledge, general intelligence, and technical or professional skills. Emotions are an intrinsic part of our biological makeup, and every morning they march into the office with us and influence our behavior. Emotional intelligence consists of five factors: Knowing one's emotions, managing emotions, motivating one, recognizing emotions in others, and handling relationships *Goleman (1995)*. Researchers today are interested in finding the effects of emotional intelligence on employees and thereby, organizations, and analyzing the various other facets of EQ. Emotional intelligence improves individual and organizational performance. It plays a significant role in the kind of work an employee produces, and the relationship he or she enjoys in the Organization.

Work – Life Balance is a challenging issue for IT leaders, managers and has attracted the attention of researchers. Work/life balance, in its broadest sense, is defined as a satisfactory level of involvement or 'fit' between the multiple roles in a person's life. In this climate managing the boundary between home and work is becoming more challenging. Organizations need to ensure they not just encourage but mandate a practical and workable work/life balance policy, benefiting and meeting the needs of both the organization and its employees. Organizations not providing real opportunity for employees work/life balance are opening themselves up to increasing numbers of dissatisfied and unproductive employees and hence increased attrition rates. Merely creating a work/life policy framework is not enough; fostering an organizational culture that supports the use of available policies is also of great importance. Further there is a need for employers and employees alike to find flexible and innovative solutions that maximize productivity without damaging employees well – being, their family relationships and other aspects of life.

The review on the related literature in the area of emotional intelligence and work – life balance studied in this research has provided the researcher an insight into many factors. It also provides direction in designing the present study. Having reviewed several studies and having identified the gap, the investigator felt an imperative need to undertake the present investigation.

Need and Rationale of the Study

The concept of work – life balance is gaining importance across all organizations in India.

The project is examining how fathers in paid work, particularly in Metro City like Mumbai of India, combine work and family life, and measures the stress and wellbeing of fathers at work in relation to their integration of work and home life. In particular, the project gives specific consideration of the extent to EMOTIONAL INTELLIGENCE among Working Fathers enables them to remain both a committed employee and a fully engaged parent.

The role of fathers is of importance as their direct involvement with their children's upbringing increases. The role of the father is changing. Fathers say that they want to spend more time with their children, and attitudes towards childcare and work are shifting.

This study aims at helping WORKING FATHERS build their EMOTIONAL INTELLIGENCE with respect to of work – life balance. In the present day competitive world, the concept of emotional intelligence plays a very crucial role. Research suggests that traditional intelligence i.e. IQ contributes only 20% to an individual's success where as emotional intelligence i.e. EQ contributes 80% to an individual's success. Further the study will also help identify how appraisal, expression, recognition, regulation and use of emotions facilitate BALANCE between Work and Life. The emphasis on work – life balance in relation to emotional intelligence of WORKING FATHERS has not been methodologically researched. Very few studies have been done globally in relation to these variables. The present study is a serious attempt to understand and explore in the Indian Working Fathers' context behavioral variations and their implications that these variables have on their WORK LIFE BALANCE.

The study is an attempt to contribute afresh with a new perspective to the field of human resources and behavioral sciences with special reference to work – life balance in relation to emotional intelligence of working fathers of Mumbai. It is also an earnest attempt to bridge the gap especially in this area by highlighting the relevance and importance of work – life balance and emotional intelligence to strike a balance between work and engagement with children, Relationship Management, and managing Role Conflicts.

We hope this study will initiate a series of serious and productive discussion on the subject. The findings and outcome of this research will be beneficial to the Working Fathers of Urban Cities in India, which is a flourishing and contributes significantly to the GDP of the country and the talent pool of the world.

Objectives of the Study:

1. To identify the factors of EMOTIONAL INTELLIGENCE having influence over WLB (FIWLB) of working fathers
2. To identify the factors of EMOTIONAL INTELLIGENCE influencing Engagement with children (FIEWC) for working fathers
3. To analyse the impact of EMOTIONAL INTELLIGENCE on WORK LIFE BALANCE of working fathers

Review of Literature:

This chapter is a documentation of the review of literature that has been carried out. It contains empirical data that has relevance and significance to the present study. The review of literature spans more than five decades. Trends in the review have been highlighted. The review is presented variable wise and in reverses chronological order. The review contains studies on work – life balance and emotional intelligence.

**** TRENDS OF RESEARCH ON WORK – LIFE BALANCE**

The literature of work – life balance is full of discussion about the lack of effective policies, under utilisation of work – life balance programs, job satisfaction, performance management, organizational commitment, productivity and other related concepts.

The most important form of flexible work arrangement used in organization is four days a week. It supports mothers, but at a cost because of gendered assumptions. The gendered construction of the ideal worker and ideas of competence conflated with hegemonic masculinity, remain powerful. This, together with a prevalent “good mother” ideology, undermines both gender equity and workplace effectiveness *Lewis & Humbert (2010)*.

Indian organizations have to do a lot to treat work-life balance practices as strategic aspect of organizational performance and effectively communicate about the availability of different work-life balance practices; further family contributes extensively to work in terms of enhancing performance and positive emotions at workplace *Baral (2009)*. Firms that adopt better work life balance policies can improve the level of job satisfaction and increase organizational commitment among their employees *Bloom and Van Reenen (2006)*. Professionals viewed flexible workplace schedules as a key to employee retention and placed this working condition at the top in order to control employee attrition *Burke & Collinson (2004)*. Lack of formal policies, employees not been given the opportunity to express their views over the introduction and implementation of policies, Policies are introduced primarily to meet business needs, rather than those of employees. These are some causes for work-life imbalance. Employees seem to be more effective when they are engaged and encouraged to participate and given an opportunity to speak hoping their work-life balance concerns can be expressed and hopefully addressed *Pyman, Cooper, Teicher & Holland, (2006)*.

Managers who supported and encouraged employees' attempts to coordinate work and family demands reported several positive outcomes. Such employees felt less work/family conflict and at the same time reported less turnover, burnout, absenteeism and increased organizational commitment. *Ray & Miller (1994), Thomas & Ganster (1995) and Warren & Johnson (1995)*

**TRENDS OF RESEARCH ON EMOTIONAL INTELLIGENCE

Investigated the trait emotional intelligence profiles of 512 students from five university faculties: technical studies, natural sciences, social sciences, arts, and humanities. Using the Trait Emotional Intelligence Questionnaire, it was hypothesised that (a) social sciences would score higher than technical studies in Emotionality, (b) arts would score higher than technical studies in Emotionality, (c) arts would score lower than technical studies in Self-control, and (d) there would be an interaction between gender and faculty, whereby female students would score higher than male students within the social sciences only. Several other exploratory comparisons were also performed. Results supported hypotheses (a), (b), and (d), but not hypothesis (c), although the differences were in the predicted direction. *Sánchez-Ruiz, Jose, Carlos, Prez-Gonzlez and Petride (2010)*. Employee leaders with better emotional intelligence competencies not only increase their own personal performance but also of the teams, they lead. *Koman, E. S., & Wolff, S. B. (2008)*. There is a relation between leader EI and all of the components of the transformational leadership style, EI was not related to job satisfaction, but was related to perceived success, a strong relationship was found between transformational leadership behaviors and the leader self-reports of being innovative, intuitive, self-aware, motivated, socially adept, empathic, and managing emotions *Srivastava and Bharamanaikar (2004)*. Research shows about assisting employees in organizations develop emotional intelligence competencies which distinguish outstanding performers from average ones. *Cherniss and Adler (2000)*. Ohio State Leadership Studies reported that leaders who were able to establish mutual trust, respect, and certain warmth and rapport with members of their group were more effective *Mumford, Zaccaro, Harding, Jacobs, & Fleishman (2000)*. The US Air Force found by using emotional intelligence to select its personnel their possibility of selecting successful recruiters increased by nearly threefold. They profited by saving of \$3 million annually, these people scored significantly higher in the emotional intelligence competencies of Assertiveness, Empathy, Happiness, and Emotional Self Awareness *Boyatzis (1999)*. Findings prove that by creating a working climate that nurtures employees and encourage them to give their best is possible by an emotionally intelligent leader. This helps the business improve its performance. This was found in a study of CEOs in U.S. insurance companies.

CEOs who exhibited more EI competencies showed better financial results as measured by both profit and growth *Williams (1994)*. Social exchanges help improve employee performance. Social exchange involves interactions.

Further emotional understanding, regulation, and utilization would help to cultivate positive social interactions and exchanges in an organization and as a result facilitate employee performance *Blau (1964)*.

There is very little research conducted on Emotional Intelligence in relation to Work – Life Balance and it is very important to explore and intensify research in this area, as a lacunae has been identified by the present investigator. The researcher has made a sincere and concentrated effort to systematically bring together as far as possible the research studies related to Emotional Intelligence and Work – Life Balance.

Operational Definitions of the Variables under Investigation

Work Life Balance:-

The definition given by *Fisher-McAuley, Stanton, Jolton, and Gavin (2003)* is adopted for this study. They describe work life balance as a competition for both time and energy between the different roles filled by an individual. Someone's life can be considered unbalanced when the amount of time one works causes some sort of conflict or stress in other areas of life. The choices people make about their priorities can cause conflict with bosses, coworkers and/or family members. Stress can also be due to spillover where a person is worrying about life issues while at work and worrying about work issues while at home. Stress can also come from feelings of guilt about the choices being made (*Quick, 2004*). If someone feels that their life is balanced then it probably is and if they feel it is not balanced their life probably is not. It is based on their own perception of balance. Below three parameters of WLB are considered in the Survey:

- Work Interference with Personal Life (WIPL)
- Factors Impacting on WLB (FIWLB)
- Factors Impacting on Engagement with Children (WIEWC)

Emotional Intelligence:-

Dr Daniel Goleman first brought 'Emotional Intelligence' to a wide audience with his 1995 book of that name. He found that while the qualities traditionally associated with leadership such as intelligence, toughness, determination and vision are required for success, they are insufficient. Truly effective leaders are also distinguished by a high degree of emotional intelligence, which includes: Self-awareness The ability to recognise what you are feeling, to understand your habitual emotional responses to events and to recognise how your emotions affect your behaviour and performance. When you are self-aware, you see yourself as others see you, and have a good sense of your own abilities and current limitations. Managing emotions. The ability to stay focused and think clearly even when experiencing powerful emotions. Being able to manage your own emotional state is essential for taking responsibility for your actions, and can save you from hasty decisions that you later regret. Motivating oneself. The ability to use your deepest emotions to move and guide you towards your goals. This ability enables you to take the initiative and to persevere in the face of obstacles and setbacks. Empathy The ability to sense, understand and respond to what other people are feeling. Self-awareness is essential to having empathy with others. If you are not aware of your own emotions, you will not be able to read the emotions of others. Social Skill The ability to manage, influence and inspire emotions in others. Being able to handle emotions in relationships and being able to influence and inspire others are essential foundation skills for successful teamwork and leadership. The above theory of *Dr Daniel Goleman* is adopted to measure Emotional Intelligence in this survey.

This survey has 100 questions in three parts:-

Part A:- Related to Personal and Professional Information (13)

Part B:- Related to Emotional Intelligence (50)

Part C:- Related to Work Life Balance (37)

Sample Size and Sampling Technique:

The area of study is Mumbai and its surrounding area. A random survey was conducted for more than 100 respondents. Out of them 103 found to be included for study. Judgmental sampling technique was adopted to collect the data from the respondents for the present study. 65.4% of total respondents were of age between 30 to 40 years

Tools Adopted for Data Collection

The questionnaire method was adopted to collect the data from the respondents.

Data Analysis and Interpretation

After the data had been collected, it was processed tabulated using Microsoft Excel – 2009 Software. The statistical techniques adopted are means, standard deviation, Pearson’s Correlation, Regression and ANOVA. SPSS version 18.0 statistical software was used and the results obtained thereby have been analyzed and interpreted.

The analysis of data has been presented in the following order.

1. Descriptive Statistics
2. Differential Statistics (ANOVA)
3. Step – wise Regression on the variables

Hypothesis:

Emotional Intelligence of WORKING FATHERS will not influence their WORK LIFE BALANCE

Indicating Cronbach’s Alpha Reliability for the Tools Adopted on The Present Sample

CONSTRUCT MEASURE	Number of Items	Cronbach’s Value based on standardized Items
Work Life Balance and Emotional Intelligence – Overall Reliability	87	0.886
Emotional Intelligence	50	0.950
Self Awareness (SA)	10	0.832
Managing Emotions (ME)	10	0.633
Motivating Oneself (MO)	10	0.801
Empathy (E)	10	0.857
Social Skills (SS)	10	0.839
Work Life Balance	37	0.787
Work Interference with Personal Life (WIPL)	21	0.949
Factors impacting on WLB (FIWLB)	5	0.285
Factors impacting on Engagement with Children (FIEWC)	11	0.856

Indicating the Mean and Standard Deviation in Order for All Subscales

Emotional Intelligence, Self Awareness (SA)	Mean	Standard Deviation
I realise immediately when I lose my temper	3.49	1.212
I know when I am happy	3.74	1.204
I usually recognise when I am stressed	3.59	1.200
When I am being 'emotional' I am aware of this	4.04	0.862
When I feel anxious I usually can account for the reason(s)	3.85	0.879
I always know when I'm being unreasonable	3.58	1.005
Awareness of my own emotions is very important to me at all times	3.59	1.124
I can tell if someone has upset or annoyed me	3.60	1.132
I can let anger 'go' quickly so that it no longer affects me	3.36	1.162
I know what makes me happy	3.91	1.011

Emotional Intelligence, Managing Emotions (ME)	Mean	Standard Deviation
I can 'reframe' bad situations quickly	3.23	1.277
I do not wear my 'heart on my sleeve'	3.36	1.073
Others can rarely tell what kind of mood I am in	2.94	1.178
I rarely 'fly off the handle' at other people	3.27	1.222
Difficult people do not annoy me	3.11	1.145
I can consciously alter my frame of mind or mood	3.50	0.989
I do not let stressful situations or people affect me once I have left work	3.55	1.036
I rarely worry about work or life in general	2.78	1.252
I can suppress my emotions when I need to	3.66	0.858
Others often do not know how I am feeling about things	3.01	1.005

Emotional Intelligence, Motivating Oneself (MO)	Mean	Standard Deviation
I am able to always motive myself to do difficult tasks	4.00	0.828
I am usually able to prioritise important activities at work and get on with them	3.83	1.043
I always meet deadlines	3.57	0.946
I never waste time	3.48	0.979
I do not prevaricate	3.17	1.156
I believe you should do the difficult things first	3.48	1.195
Delayed gratification is a virtue that I hold to	3.60	0.963
I believe in 'Action this Day'	3.76	1.052
I can always motivate myself even when I feel low	3.50	1.065
Motivations has been the key to my success	3.85	1.158

Emotional Intelligence, Empathy (E)	Mean	Standard Deviation
I am always able to see things from the other person's viewpoint	3.70	0.968
I am excellent at empathising with someone else's problem	3.53	1.050
I can tell if someone is not happy with me	3.74	0.874
I can tell if a team of people are not getting along with each other	3.79	1.035
I can usually understand why people are being difficult towards me	3.27	1.059
Other individuals are not 'difficult' just 'different'	3.60	1.079
I can understand if I am being unreasonable	3.85	0.912
I can understand why my actions sometimes offend others	3.41	1.184
I can sometimes see things from others' point of view	3.50	1.069
Reasons for disagreements are always clear to me	3.51	1.018

Emotional Intelligence, Social Skills (SS)	Mean	Standard Deviation
I am an excellent listener	3.72	0.879
I never interrupt other people's conversations	3.84	0.925
I am good at adapting and mixing with a variety of people	3.65	1.218
People are the most interesting thing in life for me	3.96	0.949
I love to meet new people and get to know what makes them 'tick'	3.68	1.059
I need a variety of work colleagues to make my job interesting	3.38	1.230
I like to ask questions to find out what it is important to people	3.48	1.065
I see working with difficult people as simply a challenge to win them over	3.52	1.110
I am good at reconciling differences with other people	3.61	0.952
I generally build solid relationships with those I work with	3.83	0.940

Work Life Balance, Work Interference with Personal Life (WIPL)	Mean	Standard Deviation
My personal life suffers because of work	3.04	1.379
My job makes personal life difficult	2.79	1.398
I neglect personal needs because of work	2.93	1.409
I put personal life on hold for work	3.00	1.314
I miss personal activities because of work	3.08	1.311
I struggle to juggle work and non-work.	2.84	1.319
I am happy with the amount of time I get for Non-work activities	2.84	1.178
I Work on my days off (e.g., On Weekends)	3.10	1.354
I brings things home to work on	2.88	1.316
I attend work related phone calls at home	3.72	1.312
I carry a cell phone so that I can be reached even after work hours	3.88	1.308
I check my office emails at home	3.48	1.420
I stay at work after normal business hours	3.42	1.354
I Work late into the night at home	2.78	1.448
I Attend work-related functions on personal time	3.12	1.323
I travel whenever company asks even though technically I don't have to	2.97	1.403
I work during my vacations also	2.85	1.382
I go to office before business hours	2.53	1.083
I volunteer for special projects in addition to my normal duties	2.97	1.004
I rearrange/alter/cancel my personal plans due to work priorities	3.17	1.147
I check back with office even when I am on vacations	3.23	1.352

Work Life Balance, Work Interference with Personal Life (WIPL)	Mean	Standard Deviation
I feel exhausted at the end of days work	2.97	1.339
My family supports me in my professional life	3.75	1.186
My boss or company recognise the importance of my personal Life	2.96	1.298
Lack of work-life balance has had an adverse impact on my career	2.83	1.346
My colleagues have resigned or taken a career break due to poor Work Life Balance	2.63	1.365

Work Life Balance, Factors impacting on Engagement with Children (FIEWC)	Mean	Standard Deviation
I get time to spend with my KIDS	3.49	1.128
I get break from my work to review progress of my children	3.17	1.213
Parenting is two person's job	3.91	1.329
My direct involvement with my children will increase their developments and upbringing	4.12	1.174
I keep thinking of my work at home which affects on my quality time with my partner and Children	3.45	1.152
I am always comfortable at work as I can reach to my family in no time (In case of urgency)	3.31	1.314
If my family member/ child is SICK, I can work from home	3.02	1.407
I can leave early from Office for my peronal work	3.23	1.122
I know most of likes/ dislikes of my child/children	3.73	1.077
I know academic progress of my child/children	3.78	1.028
I and my wife have discussed and agreed for development planning of our child/children	3.82	1.073

TESTING OF HYPOTHESIS:

Emotional Intelligence of WORKING FATHERS will not influence their WORK LIFE BALANCE

STEPWISE MULTIPLE REGRESSION ANALYSIS:

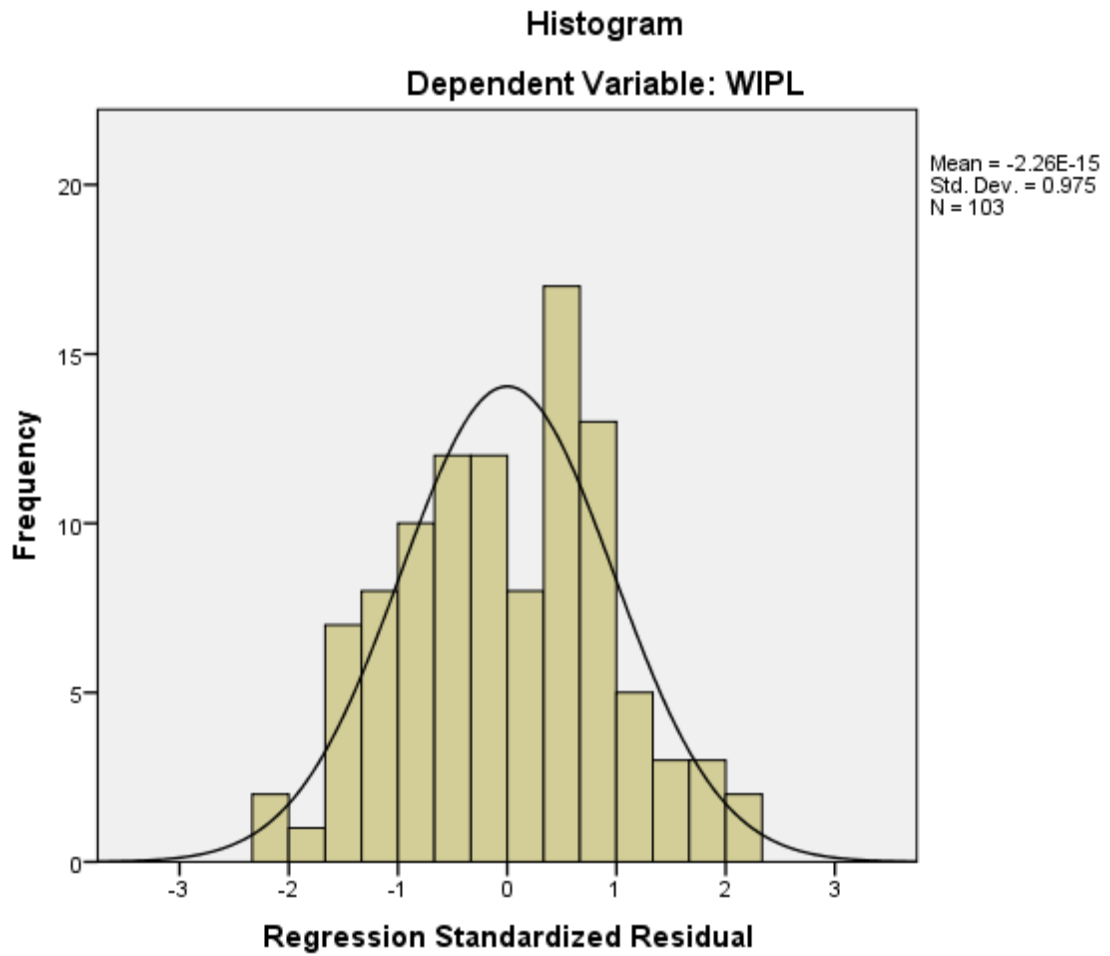
Indicating (Coefficients) stepwise Multiple Regression of EMOTIONAL INTELLIGENCE on WORK INTERFERENCE WITH PERSONAL LIFE (WIPL) of working fathers

Model	Un- standardized coefficients	Standardized coefficients	Beta	t	Sig
	B	Std Error			
Constant	137.119	10.352		13.246	.000
Emotional Intelligence, Self Awareness (SA)	-.062	.541	-.022	-.115	.908
Emotional Intelligence, Managing Emotions (ME)	-1.087	.391	-.301	-2.780	.007
Emotional Intelligence, Motivating Oneself (MO)	-.857	.542	-.277	-1.582	.117
Emotional Intelligence, Empathy (E)	-.884	.585	-.308	-1.511	.134
Emotional Intelligence, Social Skills (SS)	.755	.448	.257	1.687	.095

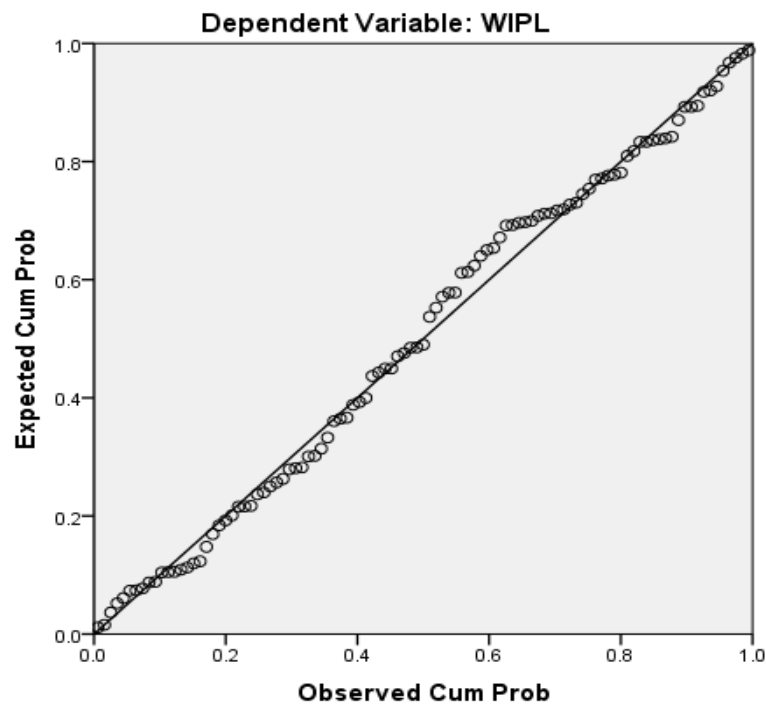
Dependent Variable: WORK INTERFERENCE WITH PERSONAL LIFE (WIPL)

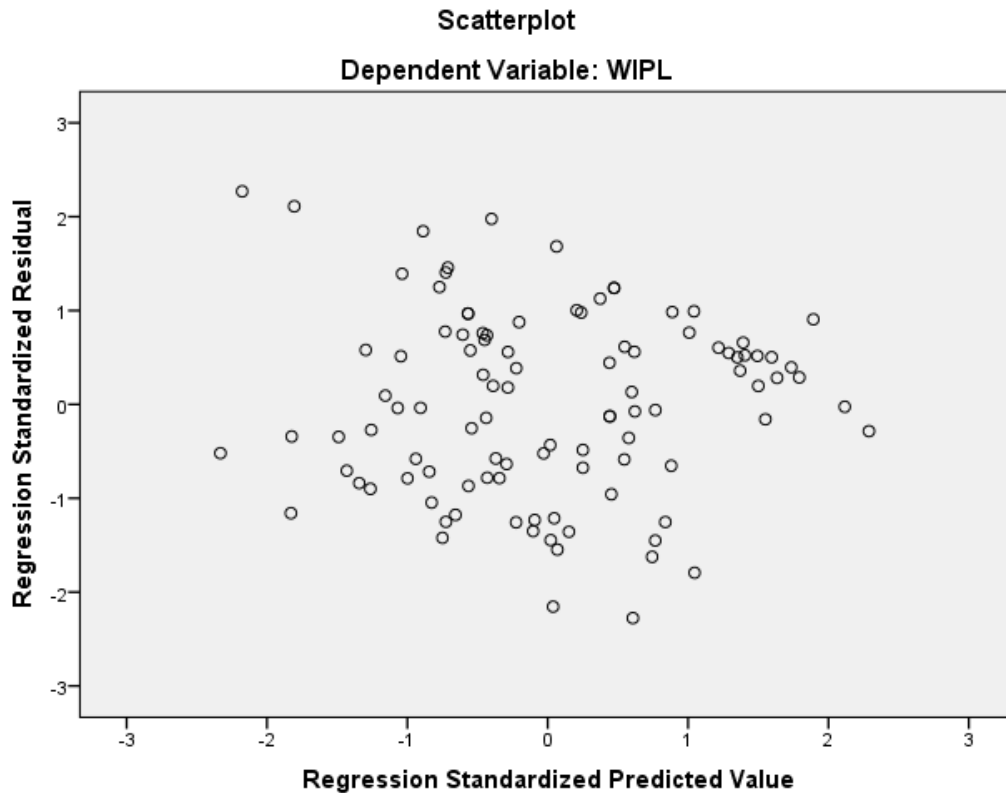
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	126.100	9.473		13.311	.000
	MO	-1.697	.258	-.548	-6.587	.000
2	(Constant)	138.963	10.182		13.647	.000
	MO	-1.044	.337	-.337	-3.099	.003
	ME	-1.130	.392	-.313	-2.878	.005
3	(Constant)	140.458	10.198		13.773	.000
	MO	-.539	.499	-.174	-1.080	.283
	ME	-1.101	.391	-.305	-2.813	.006
	E	-.577	.423	-.201	-1.364	.176
4	(Constant)	137.086	10.296		13.315	.000
	MO	-.868	.531	-.280	-1.633	.106
	ME	-1.091	.388	-.302	-2.814	.006
	E	-.925	.467	-.322	-1.982	.050
	SS	.747	.440	.254	1.698	.093
5	(Constant)	137.119	10.352		13.246	.000
	MO	-.857	.542	-.277	-1.582	.117
	ME	-1.087	.391	-.301	-2.780	.007
	E	-.884	.585	-.308	-1.511	.134
	SS	.755	.448	.257	1.687	.095
	SA	-.062	.541	-.022	-.115	.908

a. Dependent Variable: WIPL



Normal P-P Plot of Regression Standardized Residual





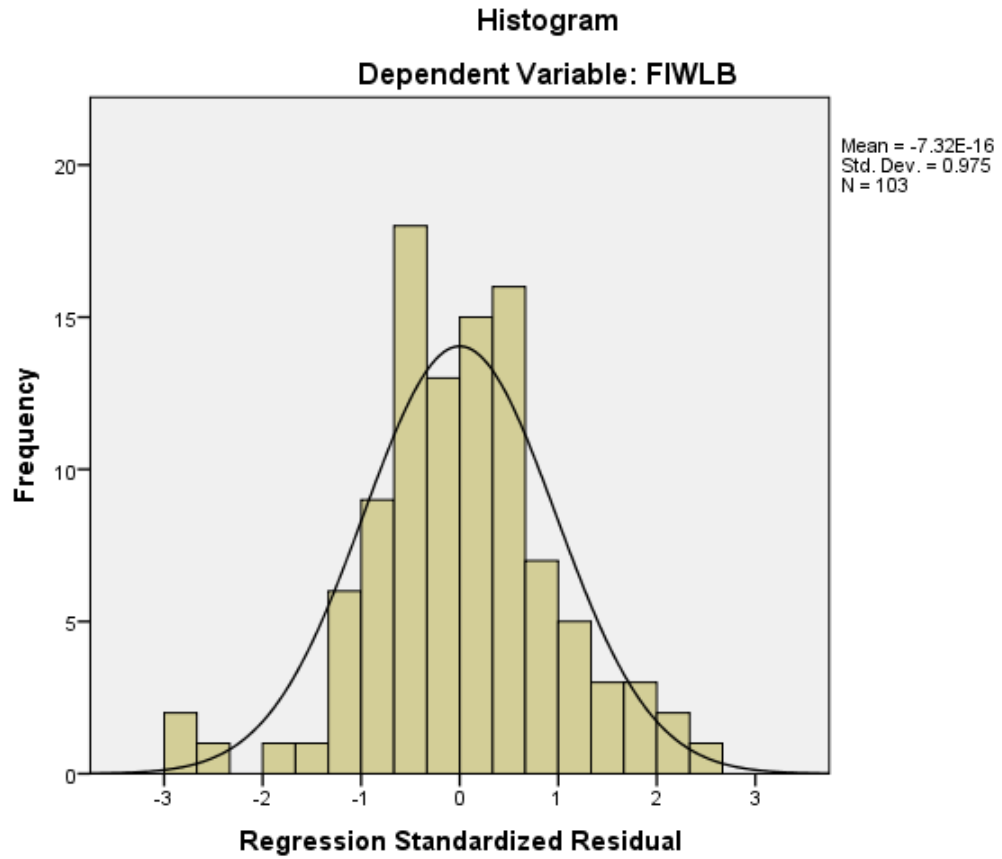
Indicating **(Coefficients) stepwise Multiple Regression** of EMOTIONAL INTELLIGENCE on FACTORS IMPACTING ON WLB (FIWLB) of working fathers

Model	Un- standardized coefficients	Standardized coefficients	Beta	t	Sig
	B	Std Error			
Constant	22.386	2.019		11.089	.000
Emotional Intelligence, Self Awareness (SA)	-.156	.105	-.324	-1.483	.141
Emotional Intelligence, Managing Emotions (ME)	-.154	.076	-.249	-2.018	.046
Emotional Intelligence, Motivating Oneself (MO)	.035	.106	.065	.328	.744
Emotional Intelligence, Empathy (E)	-.121	.114	-.247	-1.064	.290
Emotional Intelligence, Social Skills (SS)	.179	.087	.357	2.052	.043

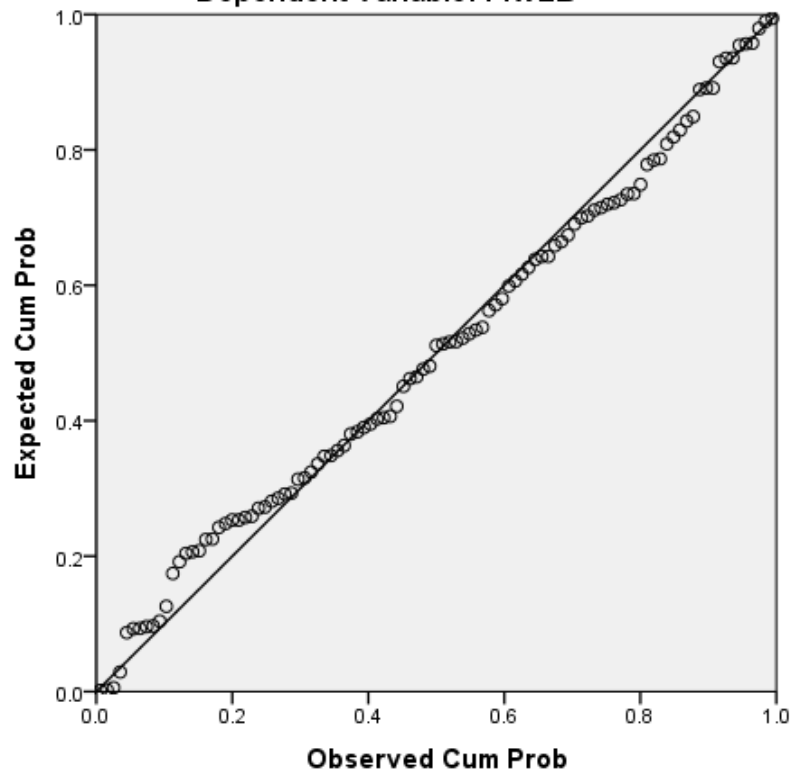
Dependent Variable: FACTORS IMPACTING ON WLB (FIWLB)

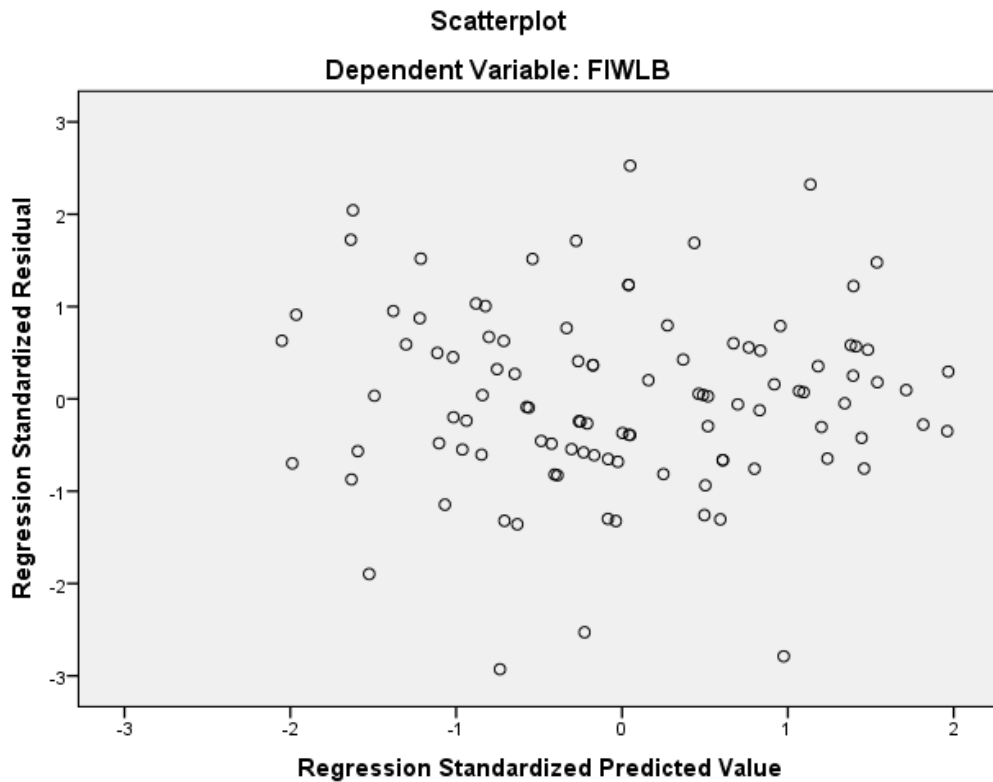
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	21.444	1.678		12.779	.000
	SA	-.172	.045	-.356	-3.825	.000
2	(Constant)	23.416	1.976		11.848	.000
	SA	-.111	.055	-.231	-2.016	.047
	ME	-.130	.071	-.210	-1.836	.069
3	(Constant)	22.411	2.005		11.179	.000
	SA	-.222	.076	-.459	-2.908	.004
	ME	-.152	.070	-.246	-2.159	.033
	SS	.157	.076	.314	2.064	.042
4	(Constant)	22.432	2.005		11.190	.000
	SA	-.150	.103	-.312	-1.455	.149
	ME	-.145	.071	-.235	-2.049	.043
	SS	.189	.082	.375	2.295	.024
	E	-.112	.110	-.227	-1.018	.311
5	(Constant)	22.386	2.019		11.089	.000
	SA	-.156	.105	-.324	-1.483	.141
	ME	-.154	.076	-.249	-2.018	.046
	SS	.179	.087	.357	2.052	.043
	E	-.121	.114	-.247	-1.064	.290
	MO	.035	.106	.065	.328	.744

a. Dependent Variable: FIWLB



Normal P-P Plot of Regression Standardized Residual
Dependent Variable: FIWLB





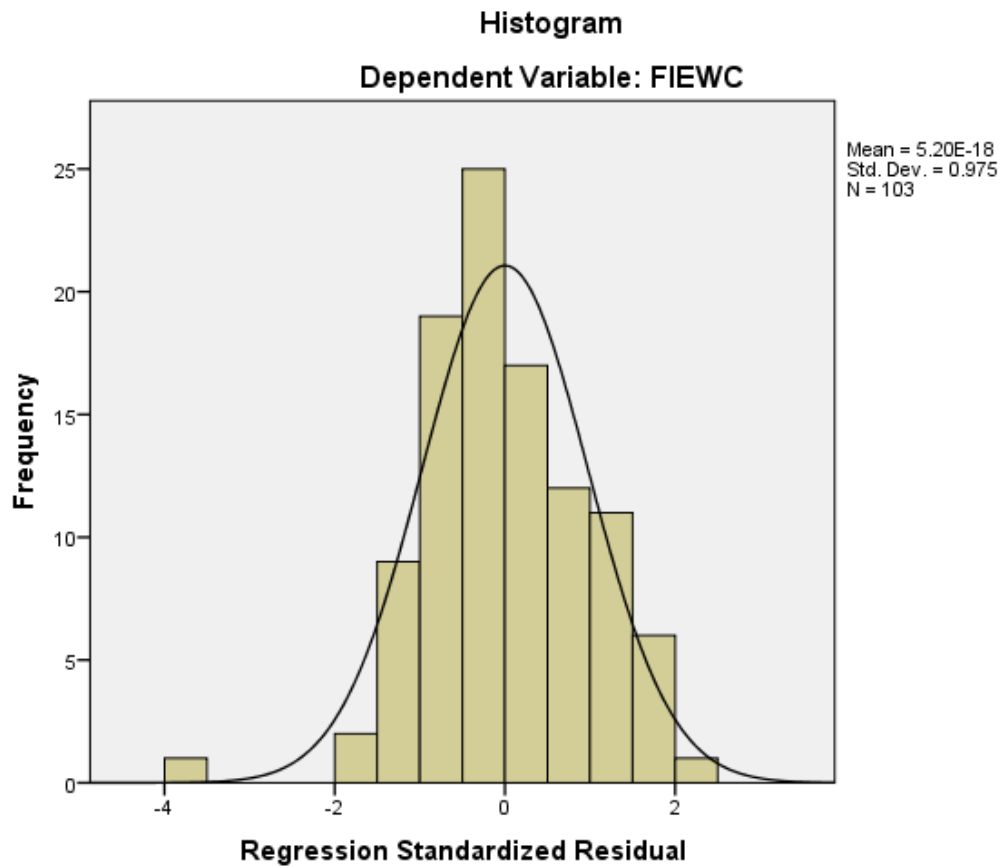
Indicating (Coefficients) stepwise Multiple Regression of EMOTIONAL INTELLIGENCE on FACTORS IMPACTING ON ENGAGEMENT WITH CHILDREN (FIEWC) of working fathers

Model	Un- standardized coefficients	Standardized coefficients	Beta	t	Sig
	B	Std Error			
Constant	-.412	3.413		-.121	.904
Emotional Intelligence, Self Awareness (SA)	-.414	.178	-.347	-2.324	.022
Emotional Intelligence, Managing Emotions (ME)	.320	.129	.209	2.480	.015
Emotional Intelligence, Motivating Oneself (MO)	.594	.179	.453	3.327	.001
Emotional Intelligence, Empathy (E)	.644	.193	.529	3.339	.001
Emotional Intelligence, Social Skills (SS)	-.009	.148	-.007	-.062	.951

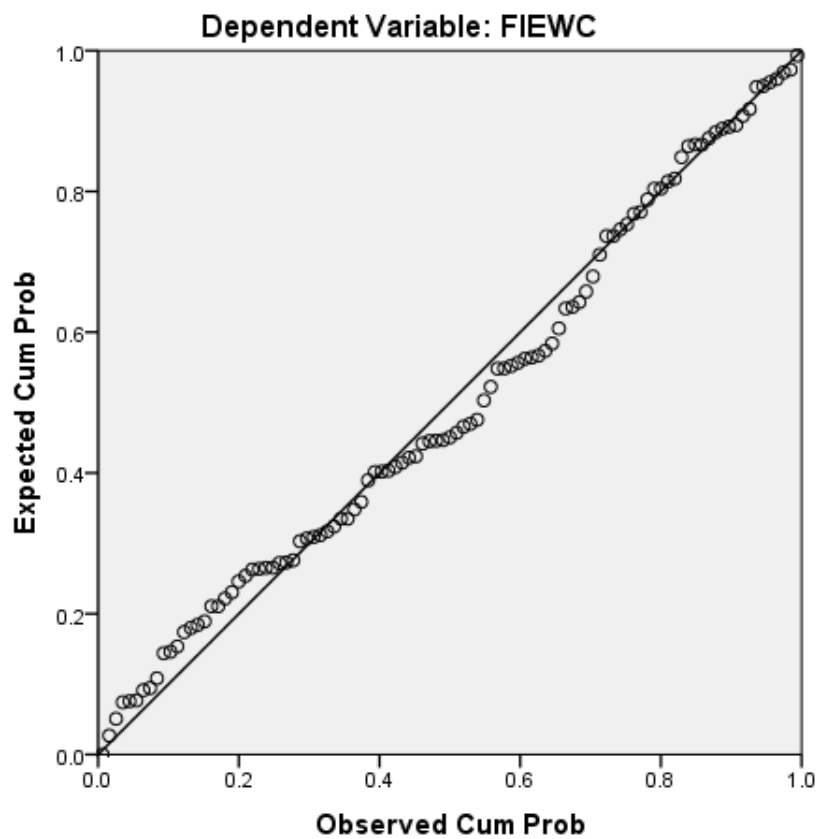
Dependent Variable: Factors impacting on Engagement with Children (FIEWC)

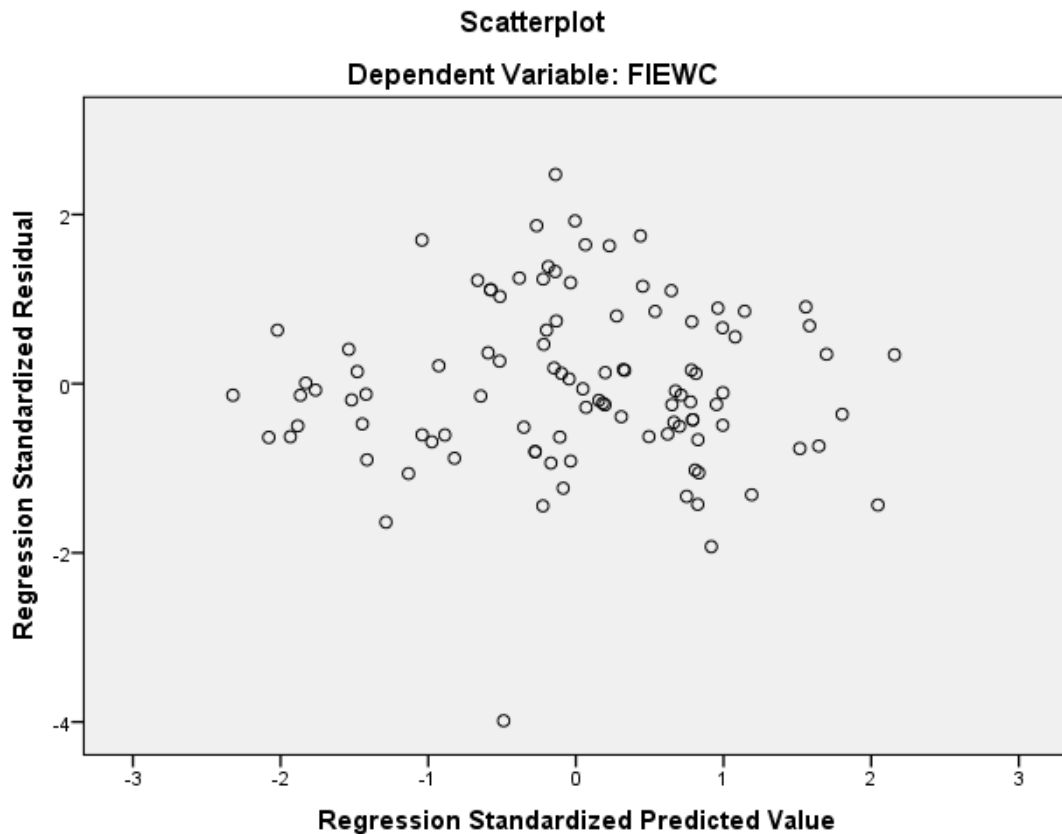
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	3.536	3.188		1.109	.270
	MO	.979	.087	.747	11.296	.000
2	(Constant)	2.387	3.139		.761	.449
	MO	.651	.155	.496	4.194	.000
	E	.364	.144	.299	2.526	.013
3	(Constant)	-.916	3.408		-.269	.789
	MO	.496	.167	.378	2.970	.004
	E	.347	.141	.285	2.451	.016
	ME	.295	.131	.193	2.255	.026
4	(Constant)	-.452	3.337		-.135	.893
	MO	.591	.168	.451	3.517	.001
	E	.641	.186	.527	3.453	.001
	ME	.320	.128	.210	2.496	.014
	SA	-.416	.175	-.348	-2.375	.020
5	(Constant)	-.412	3.413		-.121	.904
	MO	.594	.179	.453	3.327	.001
	E	.644	.193	.529	3.339	.001
	ME	.320	.129	.209	2.480	.015
	SA	-.414	.178	-.347	-2.324	.022
	SS	-.009	.148	-.007	-.062	.951

a. Dependent Variable: FIEWC



Normal P-P Plot of Regression Standardized Residual





Findings:

There is significant influence of EMOTIONAL INTELLIGENCE on work life balance dimensions of Working Fathers. It was found that “Managing Emotions (ME)” and “Social Skills (SS)” negatively influenced the “Work Interference with Personal Life (WIPL)” of working fathers. The influence was significant at 0.05 level.

In addition, it was found that “Social Skills (SS)” significantly influenced on “Factor Impacting on WLB (FIWLB)”.

There is strong influence of EMOTIONAL INTELLIGENCE of working fathers on their Engagement with their children. Three factors of Emotional Intelligence i.e. “Managing Emotions (ME)”, “Motivating Oneself (MO)”, and “Empathy (E)” showed strong positive influence on “FACTORS IMPACTING ON ENGAGEMENT with the children (FIEWC)”. Together these three variables explained 9% (R square =-.88) of the variation in Factors Impacting on Engagement with the Children (FIEWC).

Thus, the results indicate that the NULL HYPOTHESIS is rejected and the ALTERNATE HYPOTHESIS is accepted as EMOTIONAL INTELLIGENCE of working fathers has strong influence on their WORK LIFE BALANCE dimensions.

Conclusion:

The role of fathers is of importance as their direct involvement with their children’s upbringing increases. The role of the father is changing. Fathers say that they want to spend more time with their children, and attitudes towards childcare and work are shifting.

Emotional Intelligence is an effective way to integrate, enhance and provide better work and family life.

Thus, the Human Resources team and the leadership team of organizations should take the initiative of enhancing and improving the EMOTIONAL skills of their employees.

References:

1. Barling, J., Slater, F., & Kelloway, E. K. (2000). *Transformational leadership and emotional intelligence: An exploratory study. Leadership & Organization Development Journal*, 21, 157-161.
2. Blau, P. 1964. *Exchange and Power in Social Life*. New York: Wiley
3. Burke, M.J & Collison, J. (2004). *US Job Recovery and Retention Poll Findings for Human Resource Management*
4. Boyatzis, R. E. (1999). *From a presentation to the Linkage Conference on Emotional Intelligence, Chicago, IL, September 27, 1999.*
5. Brown, F. W., Bryant, S. E., & Reilly, M. D. (2005). *Does emotional intelligence—as measured by the EQ-i—influence transformational leadership and/or desirable outcomes? Leadership & Organization Development Journal*, 27, 330-351. 136
6. Ferrer, A & Gagne, L. (2006). *The use of family friendly work place practices in Canada.*
7. *Institute for Research on Public Policy Working Paper Series no. 2006 – 02.*
8. Gambles, R, Lewis, S & Rapoport (2006), *The Myth of Work – Life Balance*, John Wiley and Sons Ltd
9. George, J. M. (2000). *Emotions and leadership: The role of emotional intelligence. Human Relations*, 53, 1027-1055.
10. Golden, T., Veiga, J. F. & Simsek, Z. (2006). *Telecommuting's differential impact on work family conflict: Is there no place like home? Journal of Applied Psychology*, 91 (6), 1340–1350
11. Goleman, D. (1998b, November-December). *What makes a leader? Harvard Business Review*, 93-102.
12. Goleman, D, Boyatzis, R & McKee, A (2003), *The New Leaders. Time Warner Paperbacks. Chap 3, pp 327 – 333*
13. Goleman, D. (1998). *Working with emotional intelligence. New York: Bantam Books*
14. Grover, S.L & Crooker, K.J. (1995). *Who appreciates family – responsive human resource policies, The impact of family – friendly policies on the organisational attachment of parents and non – parents, Personnel Psychology*, 48, 271 – 288.
15. Gore M.S. (1965) “The traditional Indian family.” In M.F.Nimkoff (ed.), *Comparative family systems. Boston: Houghton Mifflin*
16. Holahan, C.K. and Sears, R.R. (1995). *The gifted group in later maturity. Stanford: Stanford University Press*
17. Hopkins, M. M., Bilimoria, D. (2008). *Social and Emotional Competencies Predicting Success for Male and Female Executives (1 ed., vol. 27, pp. 13-35). Journal of Management Development*
18. Koman, E. S., Wolff, S. B., (2008). *Emotional intelligence competencies in the team and team leader: A multi-level examination of the impact of emotional intelligence on team performance*
19. *Journal of Management Development*, 27(1), 55-75.
20. Mandelbaum D.G. (1959) “The family in India.” In R.N.Anshen (ed.), *The family: Its function and destiny. New York: Harper*
21. Mayer, J. D., Salovey, P., Caruso, D. R., & Sitarenios, G. (2003). *Measuring emotional intelligence with the MSCEIT V2.0. Emotion*, 3, 97-105.

22. Mumford, M.D., Zaccaro, S.J., Harding, F.D., Jacobs, T.O., & Fleishman, E.A. (2000)
23. Leadership skills for a changing world: Solving complex social problems. *The Leadership Quarterly*, 11 (1), 11-35. 139
24. Park, A., Curtice, R., Thomson, K., Phillips, M., & Johnson, M. (2007). *British Social Attitudes, the 23rd Report: perspectives on a changing society*. London: the National Centre for Social Research
25. Payman, A, Cooper, B, Teicher, J & Holland, P (2006) "A comparison of the effectiveness of employee voice arrangements in Australia". *Industrial Relations Journal*, 37 (5), 543 – 559.
26. Palmer, B., Walls, M., Burgess, Z., & Stough, C. (2001). Emotional intelligence and effective leadership. *Leadership & Organization Development Journal*, 22, 5-10.
27. Perry – Smith, J.E and Blum, T.C (2000) Work – family resource bundles and perceived organisational performance, *Academy of Management Journal* 43, 1107 – 1117
28. Ray, E.B & Miller, K.I. (1994). "Social support, home/work stress, and burn out: Who can help?"
29. *The Journal of Applied Behavioral Science*. Arlington. Vol.30, Iss. 3; pg 357 17 pgs
30. Sánchez-Ruiz, Jose, Carlos, Prez-Gonzlez and Petride (2010) Trait emotional intelligence profiles of students from different university faculties. *Australian Journal of Psychology*, Volume 62, Issue 1 March 2010, pages 51 – 57
31. Srivastava, B. L., & Bharamanaikar, S. R. (2004). Emotional intelligence and effective leadership behavior. *Psychological Studies (National Academy of Psychology, India)*, 49, 107-113
32. Wikipedia, Basu, Kaushik (25 July 2007). "India's demographic dividend". *BBC News*. Retrieved 2011-09-24
33. Williams, (1994). *Leadership for the 21st Century: Life Insurance Leadership Study*. Boston:HayGroup