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A Study of Employees' Emotional Intelligence and Its Impact on Work–Life Balance and Work Performance in the Telecom, Banking, and Insurance Sector of Oman

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Abstract

Introduction: *This study aims to investigate the impact of emotional intelligence (EI) on the work–life balance (WLB) and work performance (WP) of employees in the telecom, banking, and insurance sector of Oman.*
Method: *Goleman's five-dimension EI model—which consists of self-awareness, managing emotions, self-motivation, empathy, and social skill—was used to develop the questionnaire. The study population is made up of employees working in Oman's banking, insurance, and telecom industries. A total of 365 respondents were surveyed and comprised the sample size of this study. Data was gathered using the random sample technique, processed using the Amos 20 version of the SPSS application, and then analyzed using a range of descriptive and inferential statistical tools.*
Results: *The result shows that the employees' EI was above average and that their WLB and WP were found to be significantly correlated with their EI.*
Conclusion: *The researchers concluded that WP and WLB are influenced by high EI and suggested that managers should attempt to foster EI among their staff to help them manage WLB and maintain good WP. Readers can learn about the EI, WLB, and WP of employees in the banking, insurance, and telecom sectors in Oman through this study as well as the correlations among these variables.*

Keywords: *Emotional intelligence, self-awareness; managing emotions; self-motivation; empathy; social skill; employees of the telecom, banking, and insurance sector.*

Introduction

The concepts of emotional intelligence (EI), work–life balance (WLB), and work performance (WP) are popular in today's workplace environment. EI is the ability to recognize and manage one's own and others' emotions. EI competencies are essential to develop and prosper in life and are a significant predicator of success (Zou et al., 2022). Emotionally intelligent people effectively control their thoughts, actions, and situations and can handle a variety of challenging situations without being worn out (Weissinger, 2000). Emotions are powerful motivational forces that drive and encourage us to act and achieve career and personal goals (Takšić, 2002). Emotions may even

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impact on how people behave at work and how they value a team member (Kumar & Chakraborty, 2013). WLB refers to workplace practices that cognize and support employees' requirements to achieve a balance between the demands of their personal and professional lives (Madepalli, Sarma, & Shinnappaiah, 2013). Managing both work and home tasks is becoming more difficult in today's competitive working environment (Kumarasamy et al., 2015). Maintaining a healthy balance between one's work and personal life also requires EI, which will enable people to think and behave maturely and rationally while maintaining a positive attitude (Cooper & Sawaf, 1887).

The WP of employees is the process of performing a task or action at work. WP indicates how well employees can perform duties and responsibilities as well as their capability to meet the company's expectations (Feyerherm & Rice, 2022). WP is influenced by the employees' EI skills, and those with high levels of EI perform better and succeed in their careers (Dulewicz & Higgs, 1998; Rexhepi et al., 2017). One can also observe from the literature that EI affects the WLB and WP of employees (Shylaja & Prasad, 2017). To investigate the topic of EI and its impact on WLB and WP in the context of Oman, this study is conducted with five broad objectives: (1) to identify and analyze the EI competencies of employees in Oman; (2) to investigate how the EI competencies of employees differ based on demographic and job-related factors; (3) to evaluate how EI competencies affect employees' WLB; (4) to examine how employees' WP is impacted by their EI competencies; and (5) to assess the overall impact of EI and WLB on WP.

Literature Review

Previous researchers have made contributions to the topic of EI and its impact on workers' WLB and WP through their theoretical, conceptual, and analytical studies in various business, manufacturing, and industrial setups. Shylaja and Prasad (2017) acknowledged that EI has a tremendous influence on a person's WLB and state that it helps to maintain a balance between work and personal life. Mafuzah et al. (2013) considered EI a highly important factor for establishing a balance between a person's work and personal life. This is because employees with a higher degree of EI will have a greater ability to control their emotions, giving them the necessary skills to balance their job and personal lives more successfully. Azizi Yahaya et al. (2012) also found that EI has an impact on a person's WLB and helps maintain a healthy balance between work and personal life. Koubova and Buchko (2013) highlighted that EI skills are crucial for establishing a person's WLB. Another study conducted by Brackett et al. (2017) highlighted that employees with high EI levels are less likely to experience job uncertainty and stress at work. Gupta (2016) found that family interfering with the work role and the job interfering with the family role both harm EI. EI is associated with WLB in a positive and significant way, as shown by numerous studies (Applewhite, 2017; Weinzimmer et al., 2017). Nanda and Randhawa (2020) studied EI alongside work-related well-being and its multiple dimensions—including job satisfaction, work engagement, and stress—and found that EI is a crucial construct that influences work-related well-being in all dimensions. They concluded that WLB serves as a mediator in the interaction between EI and work-related well-being and presented a mediation model that shows the connections among these

variables. Similarly, several studies have been conducted to investigate the relationship between EI and WP. Jordan et al. (2008) posited that emotionally intelligent employees master their relationships with customers, management, and coworkers. According to Ashforth et al. (1995), an emotionally intelligent employee is considered an emotionally competent, mature person because of how well he/she manages and controls his/her emotions and interacts with others in organizations. Narayan et al. (2021) discovered that WP and EI are positively related. Mohamed and Jais (2016) studied the four dimensions of EI (self-regulation, self-awareness, self-motivation, and social skill) and its relationship with WP among teachers in Malaysia and found a statistically significant relationship between the two factors. Alonazi (2020) conducted a cross-sectional analysis and investigated how EI affected WP among nurses during the COVID-19 crisis in Saudi Arabia and found that nurses had a satisfactory level of EI, but this was slightly inverse to job performance. A study conducted by Gunu and Oladepo (2014) on Dangote Flour Mills workers revealed a significant relationship between the employees' EI and their WP. Despite the rich literature on EI and how it affects many business aspects, researchers believe that there is still a void in this field because employees' EI and its impact on WLB and WP in the telecom, banking, and insurance sector have not received much attention and focus, especially in the context of the Sultanate of Oman. This study can fill this gap and add some value to the existing literature as well as be a noteworthy contribution to this domain. Several research papers on different industrial and business setups have been reviewed and carefully analyzed. In addition, this study focuses on Goleman's (1996) five-dimension EI model, which consists of empathy, self-awareness, managing emotions, social skills, and self-motivation.

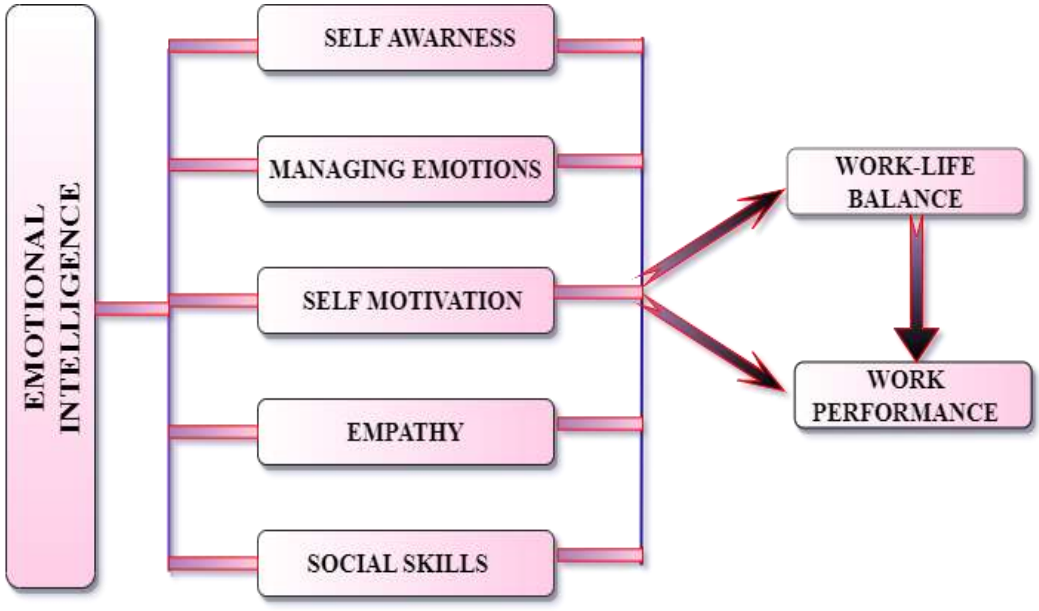

Figure 1 Research model EI and its impact on WLB and WP.

The Golman model of emotional intelligence consists of five elements (self-awareness, emotion regulation, self-motivation, empathy, and social skills) as seen in the figure above are taken as major independent variables on which this study is based (Goleman D., 2005). Self-awareness is primarily concerned with identifying and understanding our own feelings, thoughts, and behavior, as well as how they affect others (Dierdorff and Rubin, 2015). Annaraja and Jose (2005) through his study found that self-awareness has a significant impact on an individual's life and performance in various aspects of life. People who are taught self-awareness have a better ability to create a stronger sense of teamwork (Eatough E, 2022). It allows employees to assess their skills to contribute more effectively and create teamwork culture at workplace. Empathy is another crucial emotional intelligence competencies that deals with understanding another person's feelings and perspectives. According to Gulec (2020), empathy allows a person to understand the situation and act in a way that does not harm or affect people or the environment. Rosenthal et al (1977) discovered in their research that individuals who can empathize with others are more successful in their careers and other aspects of life. Nowicki and Duke (1992) discovered that students at the universities with higher empathy skills obtained higher grades and performed better overall. Empathy in the workplace is a crucial component of emotional intelligence which improve human connection and can lead to more effective communication and positive outcome in both work and home situations (William A. Gentry, Todd J. Weber, and Golnaz Sadri, 2007). Similarly, Social skill is important attribute of emotional intelligence that influences people performance at work is social skill. According to MacMullin (1994), people with low social skills find it difficult to communicate effectively with their colleagues and seek for assistance and contrary to this people who carry strong social skill will become excellent team member in the organizations (Norozy. T., Beheshtifar. M., 2013). Lastly, self-motivation is a critical emotional intelligence ability that deals with arousing and managing interest (Bernard, 1965). People at work must be self-motivated to contribute by putting all their best effort for the organization. (Yahaya et al., 2012). Finally, managing motions is being able to deal with one's own emotions before they overwhelm and prohibit beneficial activities from being taken (Lei, X, 2022). It is beneficial to practice these abilities when you are calm so that you will be prepared to apply them when your emotions are strong.

According to the literature, employees who lack EI struggle to maintain WLB, and this also affects their performance at work. This study aims to answer the following questions:

- What fundamental EI competencies do employees need to develop to succeed in their careers?
- How can EI skills help employees balance their personal and professional lives?
- Do EI skills affect an employee's performance as a whole?
- What is the impact of WLB on employees' WP?

Research Methodology

This study follows an exploratory and analytical research approach. A five-part structured questionnaire was developed. Parts 1 and 2 comprise questions related to the demographic and job-related variables of the respondents.

Part 3 comprises 35 questions that aim to measure the EI competencies of employees, such as self-awareness, managing emotions, self-motivation, empathy, and social skills. In Part 3, multiple-choice questions with five-point Likert scales were used, which allowed the respondents to reveal their feelings about their EI competencies with the options given (from "Never applies to you" to "Always applies to you"). Part 4 consists of seven multiple-choice Likert-scale questions ranging from "Strongly agree" to "Strongly disagree" on WLB. Lastly, Part 5 includes 10 multiple-choice Likert-scale questions ranging from "Strongly agree" to "Strongly disagree." EI is taken as an independent variable, WLB is taken as both a dependent and independent variable, and WP is a dependent variable. Books, magazines, journals, publications, and other formally published online and offline information are examples of the secondary data sources used in this study. A computerized information search was conducted on Google Scholar, Emerald, Scopus, Shodh-Ganga, and EBSCO to evaluate the corpus of literature on EI, WLB, and WP. The primary data was processed using Amos version 20 of the SPSS software application, in which descriptive and inferential statistical tools were utilized to test the hypotheses formulated for the study. Random sampling was used, and the respondents were employees chosen from different companies in the telecom, banking, and insurance industries. A total of 400 questionnaires were distributed, and finally, 365 employees participated in the survey and made up the sample size of this study. The following hypotheses were formulated, tested, and validated in this study:

1. There is no significant difference between male and female employees with respect to the competencies of EI.
2. There is no significant difference among the educational qualifications of employees with respect to their perception on the various competencies of EI.
3. There is no significant difference among the working sectors of employees with respect to their perception on the various competencies of EI.
4. There is no significant difference between male and female employees with respect to the impact of EI on their WLB.
5. There is no significant difference among the educational qualifications of employees with respect to the impact of EI on WLB.
6. There is no significant difference among the working sectors of employees with respect to the impact of EI on WLB.

7. There is no significant relationship between the competencies of EI and WLB of employees.
8. There is no significant difference between male and female employees with respect to the impact of EI and WLB on WP.
9. There is no significant difference among the educational qualifications of employees with respect to the impact of EI and WLB on WP.
10. There is no significant difference among the working sectors of employees with respect to the impact of EI and WLB on WP.
11. There is no significant relationship between the WLB and WP of employees.

Limitations and Scope for Future Research

The outcome of this study has provided some valuable feedback to the researcher but is accompanied by a few limitations. Because of limited time availability and financial resources, the survey of this research covers only the telecom, banking, and insurance industries in Oman. The respondents were not fully interested in participating in the survey, and convincing them to participate was challenging.

Some of the top-level employees, supervisors, and managers were difficult to reach given their busy schedules. The 365 chosen respondents may not fully represent the views of the employees of all the three industries studied. This study is largely dependent on the quantitative methodology of data collection (conversion of qualitative methodology into quantitative methodology using the Likert scale) and is therefore restrictive.

The methodological assumption is that all the respondents—i.e., employees of the chosen industries—will have the same assumptions and opinions of the variables used in the study, and this may not be true in practice. Hence, the effects of these variables may not be common to all employees working in the chosen industries, which may influence their responses to the questions. Many respondents belonged to the age category of 21 to 30 years, and the EI competencies of employees may develop with their age and experience over time. Therefore, this survey, which was conducted in October 2022, may not be an accurate reflection of the EI competencies of young employees.

These limitations may decrease the ability to generalize the results of this research to other industries. Therefore, the conceptual and methodological limitations of this research need to be considered when designing future research, and these limitations are acknowledged and provide possible avenues. This analytical and exploratory study offers a few recommendations for further research in this domain.

However, to arrive at any generalization, conducting more analytical research on EI in the future is highly necessary. While the scope of this research was restricted to the telecom, banking, and

insurance Industries in Oman, similar research can be carried out in other GCC countries and other parts of the world for comparison. Comparative studies on telecom, banking, and insurance companies based in Oman and other countries are also recommended.

Data Analysis and Results

To analyze the primary data, the following descriptive and inferential statistical tools are applied.

5.1 Table 1 Demographic Profile of the Employees **(Sample Size = 365)**

Variables	Options	Frequencies	(%)
Gender	**Male**	**209**	**57.30**
	Female	**156**	**42.70**
Age Category	**21 to 30 Years**	**99**	**27.10**
	31 to 40 Years	**191**	**52.30**
	Above 40 Years	**75**	**20.60**
Marital Status	**Married**	**252**	**69.00**
	Unmarried	**113**	**31.00**

The Table 1 shows the demographic profile of the employees, it is inferred that the male respondents (57.30%) outnumber the female respondents (42.70%). In terms of the respondents' ages, majority of them (52.30%) belong to the age group of 31–40 years, and 69% of the employees are married.

5.2 Table 2 Job Profile of the Employees **(Sample Size = 365)**

Variables	Options	Frequencies	(%)
Sector	**Telecom**	**95**	**26.00**
	Banking	**181**	**49.60**
	Insurance	**89**	**24.40**
Education	**Diploma**	**108**	**29.60**
	Bachelor	**188**	**51.50**
	Master/Doctorate	**69**	**18.90**
Job Category	**Top Management**	**36**	**9.90**
	Middle-Level Executive	**133**	**36.40**
	Lower-Level Employee	**196**	**53.70**
Job Experience	**0 to 5 Years**	**180**	**49.30**
	6 to 10 Years	**103**	**28.20**
	More than 10 Years	**82**	**22.50**

Table 2 shows the job profile of the employees, it is inferred that 49.60% of the respondents belong to the banking sector. Most of the employees (51.50%) have bachelor-degree qualification, and 53.70% of the employees fall under the lower-level job category, while 49.30% of them have 0–5 years of job experience.

5.3 Table 3 Employees' Perception on the Various Competencies of EI — Mean Analysis

Descriptive Statistics

Variables	N	Mean	SD
Self-Awareness	365	25.62	3.523
Managing Emotions	365	19.60	3.779
Motivating Oneself	365	27.53	3.738
Empathy	365	26.69	3.489
Social Skill	365	27.73	3.274
Competencies of EI	**365**	**127.18**	**14.047**

As seen in Table 3, based on the mean score, it is inferred that the employees' perception on "social skill" (M = 27.73) is greater than their perception on "managing emotions" and less than that on the other competencies of EI in the selected industries in which they work. It is also inferred that the employees' perception on the various competencies of EI is above average since all the mean values are above 19 out of 35 (54%). The overall mean score of the employees' perception on the various competencies of EI is 127.18, which is 72.67% (127.18 / 175 × 100).

Independent-Sample T-Test Analysis

H_0: There is no significant difference between male and female employees with respect to the competencies of EI.

An independent-sample t-test was conducted to compare the difference between the male and female employees with respect to the competencies of EI.

Table 4 Gender — Perception on the Various Competencies of EI

Variables	Male			Female			t-value	p-value
	N	Mean	SD	N	Mean	SD		
Self-Awareness	209	26.17	3.465	156	24.88	3.475	3.506	0.001 **
Managing Emotions	209	20.08	4.317	156	18.95	2.791	3.037	0.003 **
Motivating Oneself	209	28.33	2.750	156	26.46	4.543	4.564	0.000 **
Empathy	209	27.50	2.770	156	25.62	4.031	5.014	0.000 **
Social Skill	209	28.43	2.838	156	26.80	3.584	4.673	0.000 **
Competencies of EI	**209**	**130.51**	**12.989**	**156**	**122.71**	**14.209**	**5.381**	**0.000 ****

(1% Level of Significance)**

As shown in Table 4 the P values are less than the sig. value (0.01) in all the cases, the null hypotheses are rejected. The male and female employees perceive "social skill" (M = 28.43 for male employees and M = 26.80 for female employees) more than the others. Based on the mean scores, the overall mean score of the perception on competencies of EI for the male employees (M = 130.51) is greater than that of the female employees (M = 122.71). Hence, there is a statistically significant difference between the male and female employees with respect to the various competencies of EI.

5.5 One-Way ANOVA

H_0: There is no significant difference among the educational qualifications of employees with respect to their perception on the various competencies of EI.

A one-way between-groups analysis of variance (ANOVA) was conducted to explore the significant difference among the educational qualifications of employees with respect to their perception on the various competencies of EI.

Table 5. Educational Qualification of Employees

Variable				F-value	p-value
	Diploma (108)	Bachelor (188)	Master/ Doctorate (69)		
Competencies of EI	125.11	128.39	127.10	1.883	0.154
	16.033	14.224	9.189		

(No. of Employees in Parentheses)

(5% Level of Significance)

As given in Table 5 the P value (0.154) is greater than the sig. value (0.05) in the "Competencies of EI" score, the null hypothesis is accepted. Apart from not reaching statistical significance, the actual difference in the mean score among the educational qualifications is also small in the case of competencies of EI (M = 125.11 to 128.39). The mean score of the competencies of EI belonging to all the educational qualification groups is more or less the same. Hence, the employees who belong to all the educational qualification groups perceive the same level of competencies of EI.

H_0: There is no significant difference among the working sectors of employees with respect to their perception on the various competencies of EI.

A one-way between-groups ANOVA was conducted to explore the significant difference among the working sectors of employees with respect to their perception on the various competencies of EI.

Table 6 Working Sector of Employees

Variable	Telecom (95)	Banking (181)	Insurance (89)	F-value	p-value
Competencies of EI	122.54	130.10	126.18	9.790	0.000**
	15.106	15.680	5.263		

(No. of Employees in Parentheses)

(1% Level of Significance)**

As shown in Table 6 the P value (0.000) is less than the sig. value (0.01) in the "Competencies of EI" score, the null hypothesis is rejected. Apart from reaching statistical significance, the actual difference in the mean score among the working sectors of employees is also large (M = 122.54 to 130.10). Regarding the mean score of the competencies of EI in the working sectors of the employees, the "Banking Sector" score (M = 130.10) is greater than the others. Hence, employees who belong to the banking sector have higher levels of EI competency than others.

Impact of EI on WLB of Employees

H_0: There is no significant difference between male and female employees with respect to the impact of EI on their WLB.

An independent-sample t-test was conducted to compare the difference between the male and Female employees with respect to the impact of EI on their WLB.

Table 7 Gender–Impact of EI on WLB of Employees

Variable	Gender–WLB						t-value	p-value
	Male			Female				
	N	Mean	SD	N	Mean	SD		
WLB	209	27.01	3.003	156	25.55	3.507	4.175	0.000**

(1% Level of Significance)**

As given in Table 7 the P value (0.000) is less than the sig. value (0.01) in the above case, the null hypothesis is rejected. Based on the mean score, we can say that the mean score of the impact of EI on WLB for male employees (M = 27.01) is more than that for female employees (M = 25.55). This indicates that male employees perceive a greater impact of EI on WLB than female employees. Hence, there is a statistically significant difference between male and female employees with respect

to the impact of EI on WLB in selected industries/sectors.

One-Way ANOVA

H_0: There is no significant difference among the educational qualifications of employees with respect to the impact of EI on WLB.

A one-way between-groups ANOVA was conducted to explore the significant difference among the educational qualifications of employees with respect to the impact of EI on WLB.

Table 8 Educational Qualification of Employees

Variable	Diploma (108)	Bachelor (188)	Master/ Doctorate (69)	F-value	p-value
WLB	**26.06**	**26.52**	**26.58**	**0.725**	**0.485**
	3.566	**3.369**	**2.638**		

(No. of Employees in Parentheses)

(5% Level of Significance)

As shown in Table 8 the P value (0.485) is greater than the sig. value (0.05) in the "Impact of EI on WLB" score, the null hypothesis is accepted. Apart from not reaching statistical significance, the actual difference in the mean score among the educational qualifications is also small in the case of the impact of EI on WLB (M = 26.06 to 26.58). The mean score of the impact of EI on WLB belonging to all the educational qualification groups is more or less the same. Hence, the employees who belong to all the educational qualification groups have the same levels of impact of EI on WLB.

H_0: There is no significant difference among the working sectors of employees with respect to the impact of EI on WLB.

A one-way between-groups ANOVA was conducted to explore the significant difference among the working sectors of employees with respect to the impact of EI on WLB.

Table 9 Working Sectors of Employees

Variable	Telecom (95)	Banking (181)	Insurance (89)	F-value	p-value
WLB	**25.57**	**27.87**	**26.27**	**5.040**	**0.007****
	3.875	**3.498**	**1.691**		

(No. of Employees in Parentheses)

(1% Level of Significance)**

As given in Table 9 the P value (0.007) is less than the sig. value (0.01) in the "Impact of EI on WLB" score, the null hypothesis is rejected. Apart from reaching statistical significance, the actual difference in the mean score among the working sectors of employees is also moderate (M = 25.57 to 27.87). The mean score of the impact of EI on WLB in the case of the working sectors of the employees relating to the banking sector (M = 27.87) is greater than the others. Hence, the employees who belong to the banking sector perceive a greater impact of EI on WLB than others.

Correlation Analysis

H_0: There is no significant relationship between the competencies of EI and WLB of employees.

A Pearson product–moment correlation was run to determine the relationship between the competencies of EI and WLB of the employees.

Table 10 Competencies of EI–WLB

Variables	N	"r" Value	P-Value	Relation-ship	Remarks	
					Significance	Result
Self-Awareness to Work–Life Balance	365	0.653**	0.000	Positive	Significant	Rejected
Managing Emotions to Work–Life Balance	365	0.480**	0.000	Positive	Significant	Rejected
Motivating Oneself to Work–Life Balance	365	0.620**	0.000	Positive	Significant	Rejected
Empathy to Work–Life Balance	365	0.645**	0.000	Positive	Significant	Rejected
Social Skill to Work–Life Balance	365	0.678**	0.000	Positive	Significant	Rejected
Competencies to EI–WLB	**365**	**0.776****	**0.000**	**Positive**	**Significant**	**Rejected**

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

As shown in Table 10, the P values (0.000) are less than the sig. value (0.01) in all the above cases, the null hypotheses are rejected.

There are moderate to high positive correlations between the competencies of EI and WLB of the employees; the relationship between them is also highly significant. Out of the five competencies of EI, "Social Skill" has a greater relationship (r = 0.678) with WLB, and "Managing Emotions" has a weaker (r = 480) relationship with WLB when compared with others. Overall, the competencies of EI have a strong, positive.

And significant relationship (r = 0.776) with WLB, hence a significant relationship between these competencies and the WLB of employees.

Impact of EI and WLB on WP of Employees

H_0: There is no significant difference between male and female employees with respect to the impact of EI and WLB on WP.

An independent-sample t-test was conducted to compare the difference between the male and female employees with respect to the impact of EI and WLB on WP.

Table 11 Gender–Impact of EI and WLB on WP

Variable	Gender–WP						t-value	p-value
	Male			Female				
	N	Mean	SD	N	Mean	SD		
WP	**209**	**40.79**	**3.760**	**156**	**38.55**	**5.023**	**4.673**	**0.000****

(1% Level of Significance)**

As given in Table 11 the P value (0.000) is less than the sig. value (0.01) in the above case, the null hypothesis is rejected. Based on the mean scores, we can say that the mean score of the impact of EI and WLB on WP in the case of male employees (M = 40.79) is greater than that of female employees (M = 38.55). This indicates that male employees perceive a greater impact of EI and WLB on WP than female employees. Hence, there is a statistically significant difference between male and female employees with respect to the impact of EI and WLB on WP.

One-Way ANOVA

H_0: There is no significant difference among the educational qualifications of employees with respect to the impact of EI and WLB on WP.

A one-way between-groups ANOVA was conducted to explore the significant difference among the educational qualifications of employees with respect to the impact of EI and WLB on WP.

Table 12 Educational Qualification of Employees

Variable	Diploma (108)	Bachelor (188)	Master/ Doctorate (69)	F-value	p-value
WP	**39.27**	**40.04**	**40.16**	**1.239**	**0.291**
	5.076	**4.403**	**3.571**		

(No. of Employees in Parentheses)

(5% Level of Significance)

As given in Table 12 the P value (0.291) is greater than the sig. value (0.05) in the "Impact of EI and WLB on WP" score, the null hypothesis is accepted. Apart from not reaching statistical significance, the actual difference in the mean score among the educational qualifications is also

small in the case of the impact of EI and WLB on WP (M = 39.27 to 40.16). The mean score of the impact of EI and WLB on WP belonging to all the educational qualification groups is more or less the same. Hence, employees who belong to all the educational qualification groups perceive the same levels of impact of EI and WLB on WP.

H_0: There is no significant difference among the working sectors of employees with respect to the impact of EI and WLB on WP.

A one-way between-groups ANOVA was conducted to explore the significant difference among the working sectors of employees with respect to the impact of EI and WLB on WP.

Table 13 Working Sectors of Employees

Variable	Telecom (95)	Banking (181)	Insurance (89)	F-value	p-value
WP	**38.49**	**40.36**	**40.18**	**5.942**	**0.003****
	5.651	**4.496**	**2.203**		

(No. of Employees in Parentheses)

(1% Level of Significance)**

As shown in Table 13 the P value (0.003) is less than the sig. value (0.01) in the "Impact of EI and WLB on WP" score, the null hypothesis is rejected. Apart from reaching statistical significance, the actual difference in the mean score among the working sectors of employees is also moderate (M = 38.49 to 40.36). The mean score of the impact of EI and WLB on WP in the case of the working sectors of the employees relating to the banking sector (M = 40.36) is greater than the others. Hence, employees who belong to the banking sector perceive a greater impact of EI and WLB on WP than others.

Relationship between WLB and WP of Employees — Correlation Analysis

H_0: There is no significant relationship between the WLB and WP of employees.

A Pearson product–moment correlation was run to determine the relationship between the WLB and WP of employees.

Table 14 Work–Life Balance and Work Performance

Variable	N	"r" Value	P-Value	Relation-ship	Remarks	
					Significance	Result
Work–Life Balance to Work Performance	365	0.940**	0.000	Positive	Significant	Rejected

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

As shown in Table 14 the P value (0.000) is less than the sig. value (0.01) in all the above

relationships, the null hypothesis is rejected. There is a highly positive correlation (r = 0.940) between the WLB and WP of employees, hence a significant relationship between the two factors.

Multiple Regression Analysis

Multiple regression was conducted to determine the best linear combination of competencies of EI (self-awareness, managing emotions, motivating oneself, empathy, and social skill) for predicting the WP of employees.

Table 15 Regression Analysis. Competencies of EI–WP of Employees

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	**Std. Error**	**Beta**		
1	(Constant)	6.001	1.225		4.900	.000
	Self-Awareness	.285	.052	.224	5.435	.000
	Managing Emotions	.056	.040	.047	1.374	.170
	Motivating Oneself	.208	.055	.174	3.795	.000
	Empathy	.326	.064	.254	5.120	.000
	Social Skill	**.397**	**.063**	**.291**	**6.304**	**.000**

Dependent Variable: Work Performance

The Table 15 shows that the combination of four out of five independent variables (competencies of EI) significantly predicts the dependent variable—i.e., WP, F (5, 359) = 158.071, p = .000, which is less than .001 (sig. value, 2-tailed), and adjusted R square = 0.683 or 68%, which is significant according to Cohen. Out of the five competencies of EI, "Social Skill" (0.291) is the strongest influencing factor, which predicts the dependent variable, "WP" of employees. From the unstandardized coefficient, it is found that the one-unit increase in "Social Skill" would increase the WP of employees by 0.397 units. "Empathy" (0.254), "Self-Awareness" (0.224), and "Motivating Oneself" (0.174) also contribute to the WP of employees—but less so than "Social Skill." "Managing Emotions" (0.047) did not predict the WP of employees since it is insignificant (P value is greater than sig. value at 0.05).

Conclusion

This study highlights that EI has a significant impact on the WLB and WP of employees. Organizations need to understand the significant role of EI in developing a high-performing workforce. The research and literature suggest a positive correlation among EI, WLB, and WP. Employees' success in both their personal and professional lives depends on having strong EI skills, and these can be learned and developed through proper and systematic training. Organizations should offer a specific training program to their employees to improve their EI

competencies so as to balance their personal and professional lives, which will then positively affect their output, performance, and dedication inside the company. This study discovered significant relationships among EI, WLB, and WP as well as strong connections between all the EI dimensions and WLB and WP. Emotionally intelligent employees perform better because they can better manage and understand their own emotions and those of others. Overall, EI is a more effective way to guarantee better WLB and WP. The researchers suggest that extra attention be paid to female employees as their EI level is low compared to that of their male counterparts. The management should also actively work to develop related policies in creating organizations that are sustainable in all facets of life. Organizations need to provide more support for their female employees and make their working environments more productive, efficient, and emotionally balanced so that their employees' personal and professional lives can be fulfilling. Additionally, the "social skill" dimension of EI has the strongest influence on the WP of employees. Organizations should train employees in interpersonal and social skill development to help them collaborate and communicate with all types of individuals, including managers, colleagues, and customers. This will also assist them in developing contact with others and help them become more successful in the workplace. Further studies are recommended to consider other Oman-based industries with comparatively bigger sample sizes and to evaluate the specific effect of each EI component on employees' WLB and WP.

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