

WHEN WORK AND FAMILY COLLIDE: EMOTIONAL INTELLIGENCE AS A MODERATOR OF BURNOUT

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ABSTRACT

Purpose: The purpose of this study was to analyze the effects of Work Interference with Family (WIF) and Family Interference with Work (FIW) on burnout among self-financing college educators in Kerala, as well as to explore the moderating influence of Emotional Intelligence (EI) in these dynamics.

Design/ Methodology/ Approach: The research utilized a cross-sectional survey design, gathering data from 427 educators employed in self-financing colleges. Standardized instruments were employed to assess Work Interference with Family (WIF), Family Interference with Work (FIW), Emotional Intelligence (EI), and burnout. Partial Least Squares Structural Equation Modelling (PLS-SEM) was utilized to evaluate the measurement and structural models, incorporating moderation effects, through SmartPLS.4.

Findings: The results indicated that both WIF and FIW significantly exacerbate burnout, suggesting that conflict in either direction contributes to emotional exhaustion among educators. EI exhibited a substantial negative impact on burnout, indicating that individuals with elevated EI endure reduced emotional strain. Moreover, EI significantly moderated both relationships, diminishing the positive effects of WIF and FIW conflict on burnout.

Practical implications: The findings underscore the necessity for institutions to establish workload management strategies, alleviate administrative burdens, and adopt family supportive policies. It is advisable to implement EI training, counseling interventions, and stress management programs to improve teachers' emotional coping abilities and mitigate burnout.

Originality/ Value: This study enhances the existing literature on work-family dynamics by illustrating the dual function of EI as both a direct predictor and a moderator in alleviating teacher burnout. It provides significant insights pertinent to the inadequately studied context of self-financing colleges in India.

Keywords: Work Interference with Family, Family Interference with Work, Emotional Intelligence, Job Burnout, Self-Financing Institutions, PLS-SEM.

INTRODUCTION

The higher education sector in India has experienced rapid expansion in recent years, leading to increased expectations and complex role demands for faculty members (Hasna et al., 2023). In Kerala, self-financing colleges form a substantial and expanding segment of the higher education system, employing a large proportion of educators who frequently operate under conditions characterized by contractual employment, restricted autonomy and increased performance pressure (Nazrin, 2022). Excessive teaching responsibilities, administrative duties and the pressure to publish research without adequate institutional support contribute to an environment of persistent stress for these educators (Badrudin & Muhamad, 2022). In this context, balancing work obligations with familial responsibilities becomes a significant challenge, making work-family dynamics a crucial area of concern.

Work Family Conflict (WFC) originally defined by (Greenhaus & Beutell, 1985) as a type of inter role conflict arising from the incompatibility of work and family pressure, is generally understood in two dimensions: Work Interference with Family (WIF) and Family Interference with Work (FIW). Research consistently demonstrate that elevated job demands, time constraints and emotional labor contributes to WIF (Miller et al., 2022), while familial obligations, caregiving responsibilities and cultural norms contribute to FIW (Mihelic & Tekavcic, 2013). In collectivist societies such as India, where familial duties are culturally prioritized, FIW is especially prominent (Narayanan, 2015). In Kerala's self-financing colleges, educators often experience higher WIF due to long working hours, academic deadlines, institutional oversight and extensive student mentoring obligations, while strong family commitments and domestic responsibilities exacerbate FIW (Kumar & Velmurugan, 2021).

A considerable amount of literature links to WFC to adverse psychological and occupational outcomes, with job burnout being one of the most prominent (Chen et al., 2018). Burnout defined by (Maslach & Jackson, 1981) as consisting of emotional exhaustion, depersonalization, and reduced personal accomplishment has been thoroughly examined among teachers who are considered a high risk demographic for continuous occupational stress (Skaalvik & Skaalvik, 2017). Indian studies have similarly reported high burnout level among college educators especially in self-financing institutions marked by job insecurity, lower pay and elevated expectations (Senthilkumar et al., 2022). Both WIF and FIW significantly predict burnout, particularly when role pressure from one domain spill over into other, exhausting emotional and cognitive resources (Balogun & Afolabi, 2021).

However individuals exhibit significant variability in their experiences and responses to WFC, indicating the existence of mitigating personal resources. Emotional Intelligence (EI) is defined as the capacity to perceive, comprehend, utilize and manage emotions (Salovey & Mayer, 1990a). Individuals with elevated emotional intelligence are more adept at managing stress, navigating interpersonal relationships and sustaining psychological resilience (Law et al., 2004). Empirical studies indicate that EI reduces the negative effects of stressors on burnout, enhances emotional regulation and improve well-being in occupational settings (Doğru, 2022). EI has been associated with diminished emotional exhaustion, enhanced classroom performance and increased job satisfaction among educators (Valente et al., 2020). In India EI has shown strong moderating effects on stress burnout relationship among educators (Chakravorty & Singh, 2020).

Despite growing academic interest, there remains a significant research gap concerning the role of EI in moderating the relationship between work family interference and burnout within the Indian higher education sector. Studies focusing specifically on self-financing college educators in Kerala are limited, despite the unique challenges they encounter such as contractual employment, heavy workloads and insufficient institutional support (Fasla, 2016). Understanding the moderating role of emotional intelligence is consequently both theoretically and practically significant for enhancing teacher well-being and mitigating burnout in this field.

This study seeks to investigate how emotional intelligence moderates the impact of WIF and FIW on job burnout among self-financing college educators in Kerala. The study seeks to provide deeper insights into how emotional capabilities can help individuals manage pressure arising from competing work and family demands. The findings are expected to offer valuable implications for policymakers, educators and institutional leaders, highlighting the importance of supportive environments and EI enhancement strategies to improve teacher well-being.

REVIEW OF LITERATURE

Work Interference with Family (WIF) and Job Burnout

Work Interference with Family (WIF) happens when work stress makes it hard for someone to take care of their family (Greenhaus & Beutell, 1985). Studies consistently indicate that WIF is a substantial predictor of psychological distress and burnout, especially in occupations characterized by elevated emotional labor and workload requirements, such as teaching. (Billett et al., 2023) assert that role overload and persistent work pressure deplete emotional resources, resulting in emotional exhaustion, which is the fundamental aspect of burnout.

Numerous empirical studies demonstrate a robust positive correlation between WIF and burnout. (Kappagoda, 2014) discovered that employees with elevated WIF exhibited markedly greater emotional exhaustion and depersonalization. (Adisa et al., 2021) reported similar findings, positing that work demands deplete personal resources, rendering individuals susceptible to burnout. High work pressure, long hours, and constant academic duties make WIF a major cause of burnout among teachers (Ejakpofon, 2023). Indian research corroborates this correlation as (Basak, 2016) identified that educators encountering WIF exhibited markedly elevated levels of burnout, especially emotional exhaustion.

In the case of self-financing college teachers in Kerala, long hours of teaching, a lot of administrative work, and the pressure to do research without help from the school are all major causes of WIF (Kumar & Velmurugan, 2021). These demands shorten recovery time and make people more emotionally drained, which raises the risk of burnout.

H1: Work Interference with Family (WIF) is positively associated with job burnout among self-financing college teachers.

Family Interference with Work (FIW) and Job Burnout

Family Interference with Work (FIW) transpires when familial obligations, responsibilities, or emotional strains impede an individual's capacity to execute work tasks efficiently (Carlson & Frone, 2003). FIW is especially pertinent in collectivist cultures like India, where familial duties, caregiving roles, and extended family responsibilities are culturally entrenched (Chakravorty & Singh, 2020).

FIW exacerbates burnout by depleting emotional and cognitive resources that would otherwise enhance work performance (Major et al., 2002). Conflicts between familial obligations and professional expectations frequently result in feelings of guilt, stress, and role overload, thereby exacerbating emotional exhaustion (M. Ahmad et al., 2020). (R. Ahmad & Majeed, 2024) demonstrated that work-family interference (FIW) is a significant predictor of burnout, particularly when individuals perceive an inability to fulfill both role expectations concurrently.

FIW poses significant challenges for educators due to the emotionally intense nature of teaching, the necessity for sustained focus, and the demands for ongoing student engagement. Research on Indian educators (Chakravorty & Singh, 2020) revealed that familial obligations, childcare duties, and domestic expectations frequently encroach upon professional roles, leading to sensations of exhaustion and diminished personal achievement.

Self-financing college educators in Kerala, many of whom balance teaching duties with caregiving and family obligations, are especially susceptible to FIW. The simultaneous pressures augment emotional distress and heighten the risk of burnout.

H2: Family Interference with Work (FIW) is positively associated with Job Burnout among self-financing college teachers.

Moderating role of Emotional Intelligence

Emotional Intelligence (EI) is the ability to recognize, comprehend, manage, and utilize emotions proficiently (Salovey & Mayer, 1990). People with high EI are better able to deal with stress, control their emotions, and keep their mental health in check when things get tough (Law et al., 2004).

It has been shown that EI can help protect against the harmful effects of stressors on mental health. (Olatunji et al., 2020) discovered that employees possessing elevated EI experience diminished emotional exhaustion, even in the face of substantial job demands. (Chen et al., 2018) underscored that EI enhances coping mechanisms, facilitating individuals in managing role conflicts with diminished psychological stress. In the field of education, EI is linked to lower levels of burnout, better control of emotions, and greater resilience (Brackett et al., 2010; Dolev & Leshem, 2017).

Specifically, EI can diminish the correlation between WIF and burnout by equipping teachers to handle anger, fatigue, and frustration stemming from work-related disruptions in family life. In the same way, EI could help people deal with emotional demands at home without letting them affect their work performance, which could help with the FIW burnout relationship.

Indian studies corroborate the protective function of EI as (R Vyas & Pandit, 2024) indicated that educators with elevated EI levels encountered markedly reduced burnout, even amidst substantial workload and familial stress.

Considering the emotional challenges encountered by self-financing college educators in Kerala, EI is likely to function as a crucial personal asset that mitigates the adverse effects of WIF and FIW on Burnout.

H3a: Emotional Intelligence moderates the relationship between WIF and Job Burnout such that the positive relationship is weaker at higher levels of EI

H3b: Emotional Intelligence moderates the relationship between FIW and Job Burnout such that the positive relationship is weaker at higher levels of EI

Based on the reviewed literature, the conceptual framework of the study is illustrated in Figure 1.

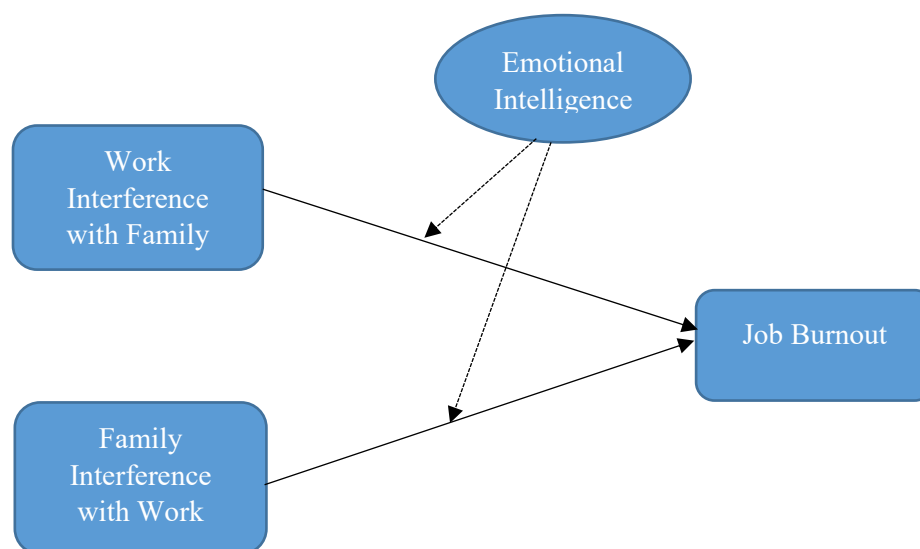


Figure 1. Conceptual Framework

RESEARCH METHODOLOGY

Research design

The current study utilized a quantitative, cross-sectional survey methodology to investigate the interrelationships among Work Interference with Family (WIF), Family Interference with Work (FIW), Emotional Intelligence (EI), and Job Burnout among self-financing college educators in Kerala. A structured questionnaire was utilized for data

collection, and the analysis was conducted employing Partial Least Squares Structural Equation Modelling (PLS-SEM) via SmartPLS software.

Participants

The sample comprised 427 educators employed in diverse self-financing colleges in Kerala. Participants encompassed a variety of academic disciplines and departments. Both male and female educators from various age demographics, teaching experience levels, and familial backgrounds were incorporated. A total of 450 questionnaires were disseminated, yielding 427 valid responses, thereby achieving a high response rate.

Sampling technique

A proportional stratified sampling method was employed to guarantee sufficient representation from various self-financing colleges in the area. Colleges were regarded as strata, with the number of educators chosen from each institution being proportional to the size of the faculty.

Instruments

The study utilized standardized instruments to measure the key constructs, all assessed on a 5-point Likert scale ranging from 1 (“Strongly Disagree”) to 5 (“Strongly Agree”). WIF and FIW were measured using the 6-item Work Family Conflict Scale developed by (Netemeyer et al., 1996), comprising three WIF items and three FIW items. EI was measured using the 5-item Emotional Intelligence scale developed by (Goleman, 1996), which captures core components such as self-awareness, emotional regulation, and empathy. Job burnout was assessed using a modified version of the Maslach Burnout Inventory–Educators Survey (MBI-ES) by (Maslach & Jackson, 1981), adapted to a 5-point response format for consistency, covering the three dimensions of Emotional Exhaustion, Depersonalization, and Reduced Personal Accomplishment. All instruments have demonstrated strong reliability and validity in previous studies involving educators and organizational samples.

Data analysis

The data obtained from 427 educators were analyzed utilizing Partial Least Squares Structural Equation Modelling (PLS-SEM) in SmartPLS 4, which is appropriate for investigating intricate relationships and moderation effects. The analysis adhered to the conventional two-step methodology. The measurement model was evaluated to assess indicator reliability, internal consistency, convergent validity, and discriminant validity through outer loadings, Cronbach’s alpha, composite reliability, AVE, Fornell–Larcker criterion, HTMT ratio, and cross-loadings. Following the validation of the measurement model, the structural model was assessed to examine the proposed relationships. Bootstrapping with 5,000 subsamples was performed to derive path coefficients, t-values, and p-values. Moderation analysis was conducted utilizing the Two-Stage Approach to investigate the moderating effect of EI on the relationships between WIF and burnout, as well as FIW and burnout. All analyses were conducted at a significance level of 0.05.

RESULTS

Demographic profile

The research encompassed 427 educators from self-financing institutions throughout Kerala. The demographic analysis indicated that most respondents were female, mirroring the overall gender composition of the state’s teaching workforce. The majority of participants were aged 30 to 45, signifying a predominantly mid-career teaching demographic. A significant percentage of the educators were married, managing familial obligations in conjunction with professional responsibilities. The majority of respondents possessed 5 to 15 years of teaching experience, whereas a lesser proportion were either newly appointed or highly seasoned senior faculty members. The sample comprised educators from various academic disciplines, predominantly from arts and commerce departments, typically found in self-financing institutions. The demographic profile indicates a diverse and representative composition of self-financing college educators in Kerala, characterized by a significant presence of mid-career, married female faculty members.

Measurement model assessment

The assessment of the measurement model was conducted to evaluate the reliability and validity of the constructs.

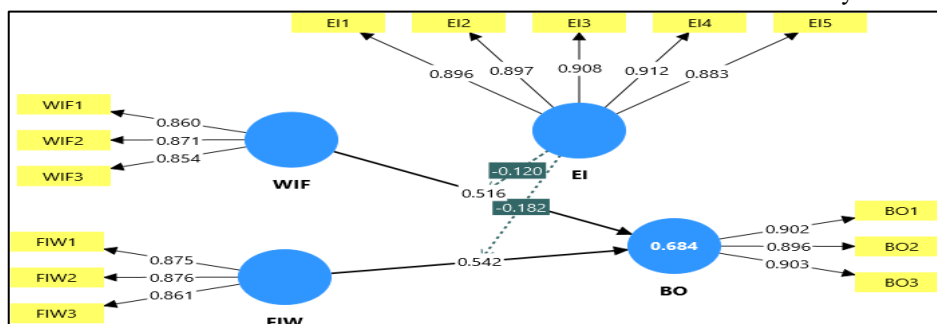


Figure 1 illustrates the outer loadings of all measurement items employed in the study.

Figure 2. Measurement model

The findings demonstrate that each item significantly correlated with its designated construct, suggesting that the indicators effectively represent their corresponding latent variables. As per the guidelines established by (Hair et al., 2012), outer loadings exceeding 0.708 indicate satisfactory indicator reliability, and all items in this study fulfill this requirement. This verifies that the measurement items are suitable and significantly contribute to the constructs they aim to assess.

Table 1 displays the values of Cronbach's alpha, composite reliability, and Average Variance Extracted (AVE) for all constructs in the study. (Hair et al., 2012) assert that Cronbach's alpha and composite reliability values of 0.70 or greater signify acceptable internal consistency. All constructs in the table satisfy this criterion, with Cronbach's alpha values spanning from 0.827 (WIF) to 0.941 (EI), thereby affirming robust reliability across the measurement scales. The composite reliability values (rho_c) range from 0.896 to 0.955, indicating that the items within each construct reliably measure the same underlying dimension.

Table 1 Reliability and validity of the constructs

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
BO	0.883	0.883	0.928	0.81
EI	0.941	0.945	0.955	0.809
FIW	0.841	0.844	0.904	0.758
WIF	0.827	0.83	0.896	0.742

Convergent validity was evaluated using the AVE values, which, according to (Fornell & Larcker, 1981), should be 0.50 or higher to demonstrate that a construct accounts for at least half of the variance of its indicators. The AVE values for all constructs surpass this threshold, varying from 0.742 for WIF to 0.81 for BO, thereby affirming sufficient convergent validity. The results collectively indicate that the constructs employed in the study exhibit robust reliability and convergent validity, affirming their appropriateness for subsequent structural model analysis.

The cross-loading values for each item are displayed in Table 2. According to (Hair et al., 2012), each item must exhibit the highest loading on its respective construct to validate discriminant validity.

Table 2 Cross loadings for measurement items

	BO	EI	FIW	WIF	EI x WIF	EI x FIW
BO1	0.902	-0.266	0.509	0.449	-0.092	-0.088
BO2	0.896	-0.268	0.5	0.508	-0.071	-0.073
BO3	0.903	-0.263	0.459	0.502	-0.09	-0.095
EI1	-0.272	0.896	0.009	-0.019	0.034	0.003
EI2	-0.265	0.897	-0.008	-0.052	0.037	-0.004
EI3	-0.296	0.908	-0.025	-0.056	0.027	-0.045
EI4	-0.246	0.912	0.033	-0.036	0.031	-0.036
EI5	-0.243	0.883	0.025	-0.016	0.042	0.011
FIW1	0.493	0.021	0.875	0.059	0.091	0.043
FIW2	0.491	-0.003	0.876	0.064	0.035	0.067
FIW3	0.433	-0.003	0.861	-0.003	0.058	0.075
WIF1	0.464	-0.032	0.04	0.86	-0.007	0.017
WIF2	0.497	-0.055	0.079	0.871	-0.004	0.046
WIF3	0.433	-0.015	0	0.854	-0.01	0.13

The findings unequivocally indicate that all BO items exhibit the highest loadings on the BO construct, all EI items on EI, all FIW items on FIW, and all WIF items on WIF. The loadings on alternative constructs are significantly lower. This pattern verifies that each item accurately reflects its designated construct, thereby illustrating strong discriminant validity within the measurement model.

Discriminant validity was further assessed using the Fornell–Larcker criterion and the HTMT ratio to confirm that the constructs in the study were distinctly separate. Table 3 displays the aggregated outcomes from these two evaluations.

Table 3 Fornell-Larcker criterion and HTMT ratio

Fornell–Larcker criterion				
	BO	EI	FIW	WIF
BO	0.9			
EI	-0.295	0.899		
FIW	0.544	0.006	0.871	
WIF	0.541	-0.041	0.048	0.861
HTMT				
	BO	EI	FIW	WIF
BO				
EI	0.322			
FIW	0.629	0.029		
WIF	0.631	0.048	0.069	

The Fornell–Larcker results indicate that the square root of each construct's Average Variance Extracted (AVE) exceeds its correlations with other constructs, demonstrating that each variable accounts for more variance with its own indicators than with any other construct. This verifies that the constructs are not overly correlated.

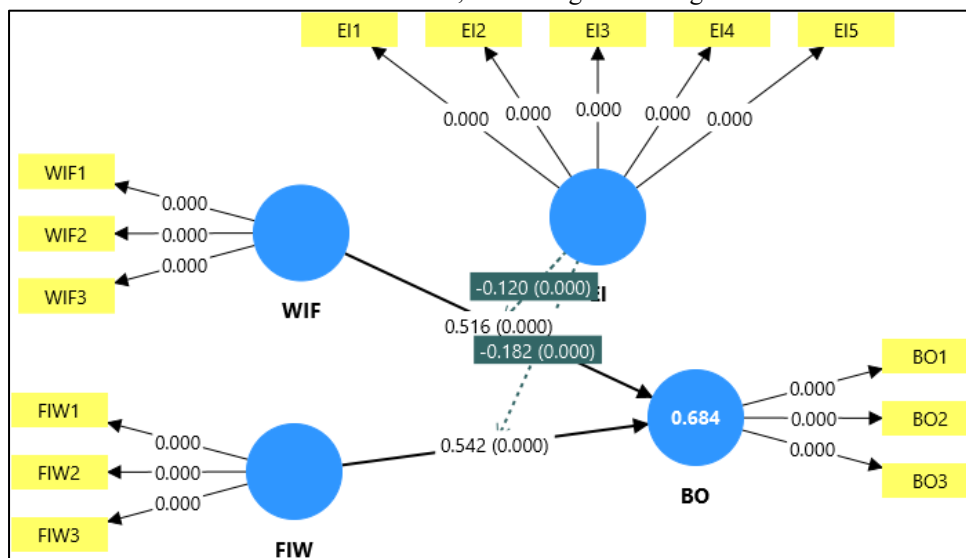
The HTMT ratios presented in Table 3 are all beneath the advised threshold of 0.85 (Henseler et al., 2015), thereby reinforcing the notion that the constructs are empirically distinct and lack conceptual overlap. Collectively, these findings affirm that discriminant validity is adequately established within the measurement model.

Structural model assessment

Upon verifying that the measurement model exhibited adequate reliability and validity, the subsequent step entailed evaluating the structural model to analyze the proposed relationships among the constructs. The objective of the structural model assessment is to evaluate the strength and significance of the relationships among WIF, FIW, EI, and Burnout, in addition to investigating the moderating effects within the model. This phase offers insights into the model's predictive capability and the degree to which the independent variables account for variance in the dependent variable.

Figure 3. Structural Model Display

Figure 3 illustrates the structural model outcomes, indicating the strength and direction of relationships among



constructs, and presenting the standardized path coefficients alongside their respective p-values and the R-squared value for the dependent variable.

The direct path coefficients are displayed in Table 4, demonstrating the importance and strength of the connections between the primary constructs. The findings demonstrate that WIF exerts a robust and statistically significant positive influence on burnout ($\beta = 0.516$, $t = 18.259$, $p < 0.001$), affirming that heightened work-related encroachment into family life elevates burnout levels.

Table 4 Path coefficients

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
EI -> BO	-0.276	-0.277	0.032	8.741	0.000
FIW -> BO	0.542	0.542	0.028	19.034	0.000
WIF -> BO	0.516	0.516	0.028	18.259	0.000

FIW exhibits a substantial positive correlation with burnout ($\beta = 0.542$, $t = 19.034$, $p < 0.001$), suggesting that familial demands encroaching upon professional responsibilities exacerbate burnout levels. EI exhibits a substantial negative impact on burnout ($\beta = -0.276$, $t = 8.741$, $p < 0.001$), indicating that individuals with enhanced emotional regulation and awareness encounter reduced levels of burnout. (Hair et al., 2012) assert that t-values exceeding 1.96 and p-values below 0.05 signify statistical significance, and all three direct paths satisfy this criterion, thereby affirming support for the direct hypotheses.

The R-squared and adjusted R-squared values for the dependent variable, burnout, are shown in Table 5. The R-square value of 0.684 signifies that the predictors in the model, WIF, FIW, EI, and the interaction terms collectively account for 68.4 percent of the variance in burnout. (Hair et al., 2012) indicate that R-square values of 0.50 or higher denote moderate to substantial explanatory power, implying that the model offers a robust predictive capacity for burnout.

Table 5 Coefficient of determination

	R-square	R-square adjusted
BO	0.684	0.68

The adjusted R-square value of 0.68, which considers the number of predictors in the model, is marginally lower than the R-square value. This minor discrepancy signifies that the model is stable, not over fitted, and maintains robust predictive accuracy despite modifications for model complexity. The results indicate that the model possesses strong explanatory power in forecasting burnout among self-financing college educators.

The moderation analysis investigated whether Emotional Intelligence influenced the intensity of the relationships between work-family conflict and burnout. Table 6 demonstrates that both interaction terms are significant, signifying substantial moderation effects.

Table 6 Moderation analysis

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
EI x FIW -> BO	-0.182	-0.182	0.03	6.053	0.000
EI x WIF -> BO	-0.12	-0.12	0.029	4.202	0.000

The relationship between EI and WIF is negative and significant ($\beta = -0.120$, $t = 4.202$, $p < 0.001$), indicating that the beneficial effect of WIF on burnout diminishes as EI increases. The relationship between EI and FIW is similarly negative and significant ($\beta = -0.182$, $t = 6.053$, $p < 0.001$), suggesting that EI diminishes the impact of FIW on burnout. (Hair et al., 2012) indicate that a significant interaction term validates the existence of moderation, while the negative coefficients imply that EI serves as a mitigating factor. The findings indicate that individuals with elevated EI are more adept at managing work-family pressures, resulting in reduced burnout levels despite high conflict.

DISCUSSION

The study's findings offer significant insights into the impact of WIF and FIW on burnout in self-financing college educators, as well as the role of EI as a mitigating factor. The findings show that WIF has a strong and significant

positive effect on burnout, indicating that when work demands intrude into personal and family life, teachers experience higher levels of emotional exhaustion and strain. This result is consistent with previous studies demonstrating that excessive work pressure and spillover lead to burnout symptoms such as fatigue and emotional depletion (Kappagoda, 2014). Past research has established WIF as a key predictor of burnout, especially in professions with heavy workloads, including teaching (Córdova-Berona et al., 2023). The present study reinforces these findings by showing that self-financing college teachers in Kerala are similarly vulnerable to burnout when their work obligations disrupt family responsibilities.

The analysis also confirms that FIW significantly exacerbates burnout, indicating that familial pressures impair teachers' capacity to manage work demands. This corresponds with previous research indicating that FIW is a significant predictor of emotional exhaustion, particularly for individuals managing caregiving duties alongside professional obligations (Kroumova et al., 2023). Studies in the education sector indicate that familial overload and stress can transfer to the workplace, resulting in heightened frustration and elevated burnout rates (Baltes et al., 2010). Consequently, the findings substantiate the assertion that both forms of work family conflict are substantial factors in the development of burnout.

The research indicates that Emotional Intelligence significantly mitigates burnout, revealing that individuals with enhanced emotional awareness, regulation, and coping abilities exhibit reduced levels of burnout. This discovery aligns with (Navabinejad et al., 2023) research, which highlighted that individuals with emotional intelligence are more adept at handling stress and emotional strain. Empirical research has demonstrated that emotional intelligence mitigates emotional exhaustion and bolsters psychological resilience in educators and other human-service professionals (Zhou et al., 2024). This study demonstrates a negative correlation between emotional intelligence and burnout, underscoring emotional intelligence as a crucial personal asset that shields educators from the detrimental impacts of challenging work settings.

The findings indicate that EI significantly moderates the relationships between WIF and burnout, as well as FIW and burnout. In both instances, the interaction terms were negative and significant, suggesting that the positive effect of work family conflict on burnout diminishes when EI is elevated. This indicates that educators with elevated EI are more proficient in regulating their emotions, managing stress from both professional and familial spheres, and averting the escalation of conflict into emotional fatigue. The findings align with previous studies indicating that emotional intelligence serves as a protective personal resource that mitigates the impact of job stressors and work-family pressures (Antonopoulou, 2024). Their findings correspond with the Job Demands–Resources (JD-R) framework, which posits that personal resources like emotional intelligence alleviate the adverse effects linked to elevated demands (Bakker & Demerouti, 2007). The findings indicate that Emotional Intelligence significantly mitigates teachers' susceptibility to burnout, even amidst overwhelming work and family demands.

IMPLICATIONS AND RECOMMENDATIONS

The results of this study present significant implications for both theoretical frameworks and practical applications, while also providing substantive recommendations for enhancing teacher well-being. The results theoretically bolster established frameworks, including the Work Family Conflict Model and the Job Demands-Resources (JD-R) theory, by demonstrating that both directions of work family conflict substantially elevate burnout, while EI functions as a crucial personal resource that mitigates strain and alleviates adverse effects. These insights underscore the necessity for institutional interventions to alleviate the work and family pressures encountered by educators in self-financing colleges. Administrators are advised to establish structured workload management systems, minimize superfluous administrative tasks, and advocate for family-supportive policies, including flexible scheduling. Considering the protective function of Emotional Intelligence, institutions of higher education should contemplate providing EI-focused training programs, counseling services, and stress management workshops. These strategies can assist educators in managing emotional demands more efficiently, mitigating burnout, and improving overall job satisfaction and performance. By integrating theoretical insights with practical actions, institutions can cultivate healthier work environments that enhance both personal well-being and professional productivity.

LIMITATIONS AND FUTURE RESEARCH DIRECTIONS

Despite its contributions, this study possesses several limitations that present avenues for future research. The cross-sectional design limits the capacity to infer causal relationships between work–family conflict, Emotional Intelligence, and burnout. The dependence on self-reported data may also introduce common method bias, despite the utilization of established scales. The study exclusively examines self-financing college educators in Kerala, potentially constraining the applicability of the findings to other institutional types or geographical areas. Subsequent research could mitigate these limitations by employing longitudinal or experimental methodologies, integrating qualitative approaches for enhanced insights, and broadening the sample to encompass government institutions or diverse geographic settings. Researchers might investigate supplementary moderating or mediating variables such as resilience, coping mechanisms, organizational support, or leadership style to achieve a more thorough comprehension

of the work–family interface. These guidelines can enhance the robustness of evidence and expand the relevance of the findings across various educational contexts.

CONCLUSION

This study investigated the impact of work family conflict on burnout among self-financing college educators in Kerala and analyzed the mitigating effect of EI in this context. The results indicate that both WIF and FIW substantially elevate burnout, underscoring the difficulties teachers encounter in reconciling professional and personal obligations. EI has emerged as a significant personal asset that directly mitigates burnout and moderates the adverse effects of work family conflict, thereby enhancing teachers' emotional resilience. These findings enhance the comprehension of teacher well-being by merging work family dynamics with emotional competencies, highlighting the significance of supportive institutional practices and initiatives for developing emotional intelligence. The study provides significant insights for theory, practice, and policy, while also creating opportunities for additional research focused on enhancing the emotional and occupational well-being of higher education educators.

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