

THE MEDIATING EFFECT OF SELF-EFFICACY BETWEEN EMOTIONAL INTELLIGENCE AND WORK-LIFE BALANCE AMONG POST-PANDEMIC REMOTE WORKERS

Suhaiza Safian^{1*}
Ridhwan Fontaine²
Izhairi Ismail³
Rozailin Abdul Rahman⁴

¹ Department of Business Administration, Kuliyyah of Economics and Management Sciences, International Islamic University Malaysia, 53100 Gombak, Selangor, Malaysia (E-mail: suhaizasafian@gmail.com)

^{2,3} Department of Business Administration, Kuliyyah of Economics and Management Sciences, International Islamic University Malaysia, 53100 Gombak, Selangor, Malaysia

⁴ School of Marketing and Management, College of Business and Law, Coventry University, United Kingdom

Article history

Received date : 15-5-2025
Revised date : 16-5-2025
Accepted date : 14-7-2025
Published date : 15-7-2025

To cite this document:

Safian, S., Fontaine, R., Ismail, I., & Rahman, R. A. (2025). The mediating effect of self-efficacy between emotional intelligence and work-life balance among post-pandemic remote workers. *International Journal of Accounting, Finance and Business (IJAFB)*, 10 (61), 85 - 103.

Abstract: *Employees have faced significant challenges in managing their work and personal lives, particularly during the COVID-19 period. In response to these ongoing struggles and potential conflicts, the study focuses on understanding the relationship between emotional intelligence and work-life balance in the context of remote work during the pandemic phase. This study seeks to explore the effect of emotional intelligence and work-life balance, with self-efficacy acting as a mediating factor among post-pandemic remote workers in the Klang Valley, Malaysia. To address existing research gaps, the mediating role of self-efficacy was assessed to better understand this relationship. Primary data was gathered using purposive sampling through the distribution of self-administered questionnaires to 150 remote workers. The research adopted a conceptual paper format with a hypothesis-driven approach. Goleman's Emotional Intelligence Theory (1998) served as the foundation for the conceptual framework, guiding the examination of its influence on work-life balance. Additionally, self-efficacy was incorporated as a mediating variable. The data collected was analyzed using the Statistical Package for the Social Sciences (SPSS) and the Analysis of Moment Structures (AMOS). This research can benefit human resource management and government agencies by informing the development of more effective initiatives to enhance the professional well-being of remote workers. Additionally, researchers and academicians may gain valuable insights into the relationship between emotional intelligence and work-life balance among remote workers, contributing to the broader body of knowledge in this field.*

Keywords: *emotional intelligence, work-life balance, self-efficacy, post-pandemic remote workers*

Introduction

Prior to the pandemic, only a fraction of workforce was working from home occasionally. Effective 18 March 2020, the Malaysian government implemented a Movement Control Order (MCO) to break the chain of COVID-19 virus (The National Security Council, 2020). Every aspect of our work and life has been heavily affected by the COVID-19 pandemic (Xiao et al., 2021). According to Jobstreet (2021) over half of Malaysian employees (51%) were working fully or partially remotely (versus 31% before COVID). All government and private sectors, with the exception of essential services, were closed. Consequently, the majority of workers (87%) experienced changes following the COVID-19 pandemic, with the most common being the shift to working from home (58%) during the Movement Control Order (MCO) (Jobstreet, 2020). Malaysia reported the highest percentage in the region, with 96% to considering work-life balance to be important, it is also reported the highest percentage 92% of flexible working options and 81% of allowing remote working option which contributing to work-life balance (Hays, 2021).

Due to the present pandemic, Malaysian workers have no option and limited time to prepare for remote working during Malaysian Movement Control Order (MCO) (Mumin, 2020). The global outbreak of COVID-19 resulted in unprecedented restrictions, which in turn accelerated the adoption of remote working practices on a large scale (Brynjolfsson et al, 2020). Working while being under the same roof with other family members alongside limited access to work resources and the blurring lines between work and family matters can be difficult. Furthermore, recent researches demonstrate that one of the most challenging aspects of remote working is maintaining work-life balance (Palumbo, 2020). Indeed, remote working is significantly affecting the work-life balance among employees (Muralidhar & Prasad, 2020). Work-life balance during the pandemic has become a major issue in Malaysia, since it appears that the majority of workers are experiencing higher level of stress (Noranee et al, 2022). According to Randstad Malaysia Work-monitor (2021) survey among 37% of Malaysian workers reported that working from home led to a deterioration in their work-life balance. Jobstreet (2020) reported that working from home had a significant impact on employees' work hours, with more than half of remote workers (56%) adjusting their working times, and 50% reporting longer working hours. In this case, the literature on the impact of remote working may blur the boundaries between work and family commitments (Pluut & Wonders, 2020). Even in the best of times, it seems to be particularly problematic due to the unique circumstances of the pandemic (ILO, 2020). As the effect, it has resulted in work-family conflict, distraction, social isolation among remote workers (Vyas & Butakhieo, 2021). Consequently, the inability to achieve work-life balance can result in significant emotional stress, especially during the pandemic, where employees may have experienced emotional exhaustion (Bhumika, 2020).

In order to maintain work-life balance, human being required intelligence to manage their daily life. One of the key elements that has been claimed to affect work-life balance and should be studied further is emotional intelligence (Vasumathi et al., 2020). In line with the increasing awareness of the potential negative impacts of remote working, it is evident that there are significant issues that must be addressed. Although the underlying processes behind emotional intelligence and work-life balance are not entirely clear, especially when working from home, it is possible that some mediating factors may impact their relationship. Evidently, empirical studies examining the mediating role of self-efficacy in this context remain scarce. Existing research has predominantly treated self-efficacy as a predictor variable, resulting in limited evidence regarding its function as a mediator (Udayar et al., 2020; Zhu et al., 2016; Chan et al., 2016). Previous research highlighted that organizational support, social support, and individual

traits such as self-efficacy are crucial in maintaining work-life balance while working remotely (Prasad & Satyaprasad, 2023). The shift to remote working as a consequence of the COVID-19 pandemic, coupled with the emergence of the "new normal," has sparked ongoing discussions about employee mental health. Unlike the occasional remote work arrangement under normal conditions, post-pandemic remote working posed greater challenges, as it was compulsory rather than voluntary, and could be implemented on a full-time, part-time, or occasional basis (ILO, 2020).

This study aims to make a significant contribution to the current body of literature by providing fresh perspectives on this emerging area of research. This study will shed light on what employees look forward to in the future in terms of working remotely during the post-pandemic era by reviewing the current labour legislation and ensuring that the labour policies are extended when working from home. Policymakers are recommended to provide better support and protection against discrimination of employees' working flexibility in order to ensure that employees are able to work flexibly. This effort is also applicable for those workers who request to working remotely as it would prevent unfavourable career consequences especially during the pandemic crisis. Human resource (HR) professional could address potential concern about employees' well-being and search for alternatives to support organizations that deal with remote workers' well-being as well as mental health issues caused by the COVID-19 lockdown and long-term homeworking (Chung et al., 2020). The increased level of anxiety with regards to job security has been a common experience among 74% of Malaysians. This is due to the isolation of working remotely instead of working physically, in which 67% of the employees have experienced stress due to the change in daily work routine and organization, whereas 58% encountered stress due to family pressure. When working remotely, Malaysians are reported to feel lonely or isolated when compared to the worldwide average (IPSOS Malaysia, 2021). The blurring of physical and organisational boundaries between work and home can also negatively impact an individual's mental and physical health due to extended hours, lack of or unclear delineation between work and home, and limited support from organisations (Oakman et al., 2020). Thus, this study is critical for Human Resource (HR) policies aimed at mitigating the challenges experienced by post-pandemic remote workers.

Therefore, this study aims to address a gap in the existing body of literature by investigating how varying levels of emotional intelligence influence work-life balance among remote workers in the post-pandemic context. The sudden and mandatory transition to remote work during the pandemic likely introduced unique challenges, making emotional intelligence a potentially significant factor (ILO, 2020). Therefore, the primary objective of this study is to examine the relationship between emotional intelligence and work-life balance, with self-efficacy serving as a mediating variable, among post-pandemic remote workers in the Klang Valley, Malaysia.

Literature Review

Related Theories of the Study

Several other theories explaining about emotional intelligence, work-life balance and self-efficacy were also discussed in the current scrutiny, in which it is applicable for remote working employees. With the integration of emotional intelligence theories, work-life balance and self-efficacy, organizations can develop a comprehensive framework to address the unique challenges encountered by remote workers. The theoretical framework in this study was adopted from Goleman's Emotional Intelligence model (1998). Goleman's Emotional

Intelligence Theory offers a comprehensive and practical framework for understanding and fostering emotional intelligence both at the individual and organizational levels (Antonopoulou, 2024). It enables individuals to recognize, interpret, and manage their emotions, thereby improving their capacity to maintain a healthy work and personal life (Nivetha & Sudhamathi, 2017).

In relation to work-life balance, Clark (2000) introduced the work/family border theory, which conceptualizes work and family as distinct domains, each shaped by unique emotional responses, values, and cognitive frameworks (Brinda & Jwalapuram, 2019). This theory describes how people handle their family and work domains as well as the boundaries between them for obtaining balance. According to this theory, each individual's role is essential within a specific domain of life. The borders, whether physical or psychological, serve to separate these domains. The theory addressed the "crossing borders" issues between different aspects of life, particularly at work and home settings (Karassvidou & Glaveli, 2015). The emphasis of work-family border theory is to establish a clear border for creating a balance between family and work matters (Brinda & Jwalapuram, 2019).

The incorporation of self-efficacy as a mediating variable in this study provides a theoretical extension. According to Bandura (1977), self-efficacy involves an individual's belief in their competence to perform tasks and meet challenges effectively. Bandura asserted that self-efficacy could increase ones' cognitive resources and motivation as it is an element that manages certain circumstances. The belief in self-efficacy is hence the basis of motivation, personal achievements and better well-being (Barari, 2015). Therefore, self-efficacy should be recognized as an essential factor in enhancing the relationship between emotional intelligence and work-life balance among remote workers.

Relationship between Emotional Intelligence and Work-Life Balance

Emotional intelligence refers to the capacity to identify, comprehend, and regulate one's emotions, as well as the ability to adapt emotional changes (Bru-Luna et al., 2021). Individuals with high emotional intelligence are generally better at identifying and articulating their emotions, which improves their awareness of both their own emotional states and those of others (Ghorbanshiroudi et al., 2011). For these individuals, striking a balance between personal and professional life becomes a primary focus. Their heightened emotional awareness enables them to foster healthier relationships and manage emotional responses more effectively (Nadaraja & Harshani, 2023). Ultimately, a high level of emotional intelligence is essential for preserving balance of work and life and fostering harmony between one's professional and personal life.

Prior studies investigating the impact of emotional intelligence on work-life balance have yielded mixed results. For instance, a study by Dangwal (2020) among IT professionals found a significant positive correlation between emotional intelligence and work-life balance, and further revealed that perceptions of work-life balance differed significantly by gender, suggesting that males and females experience and interpret work-life balance differently. As far as the perception on work-life balance based on gender is concerned, it was discovered that a statistically significant difference due to gender exists (Dangwal, 2020). Similarly, Naz et al. (2021) explored the association between emotional intelligence and work-life balance among female university employees in Pakistan. The results revealed that most of the participants displayed high emotional intelligence alongside a stable work-life balance, reinforcing the argument that emotional intelligence plays a crucial role in managing work and personal life,

at least among women in professional settings. Additionally, the study found a significant positive correlation between emotional intelligence and work-life balance within the sample.

A study from Baker et al., (2019) exploring the relationship between emotional intelligence, depression, anxiety, stress, and work-life balance among Malaysian army personnel found significant empirical results. The findings indicate that emotional intelligence has a significant positive correlation with work-life balance, whereas depression, anxiety, and stress show significant negative correlations with work-life balance. These results suggest that individuals with higher levels of emotional intelligence are more likely to achieve better balance between their professional and personal lives. However, contradiction emerge when these findings are compared with the study by Mohamad Puzi et al. (2022), conducted among 308 officers and soldiers of the Royal Malaysian Navy (RMN) at Pangkalan Tentera Laut Diraja Malaysia (TLDM), Lumut, Perak. Although the study found a positive correlation between emotional intelligence and work-life balance, the strength of the relationship was low, diverging from earlier studies that reported stronger associations.

Moreover, Nadaraja and Harshani (2023) investigated the influence of emotional intelligence on work-life balance among clinical and non-executive staff at ABC Hospital (Pvt) Limited in Sri Lanka. Employing a deductive, theory-driven approach within a quantitative research framework, the study analyzed the relationship between the variables. The results revealed a statistically significant association between emotional intelligence and work-life balance among non-executive personnel. Consistent with previous studies and the existing body of literature, this research proposes the following hypothesis:

H1 : There is a positive relationship between emotional intelligence and work-life balance

Relationship between Emotional Intelligence and Self-Efficacy

Superior emotional intelligence and a strong sense of self-efficacy foster greater confidence in navigating challenging situations, especially in remote work settings. Previous study conducted by Abuzid and Abbas (2016) aims to measure the role of self-efficacy beliefs and emotional intelligence elements on developing leadership and capabilities of leaders in the health sector, which involved the leaders of Riyadh region in Saudi Arabia. The finding indicates a positive relationship between self-regulations and self-efficacy. Similarly, a study conducted by Abdel Aziz et al., (2019) investigated the relationship between emotional intelligence and self-efficacy among psychiatric mental health nurses in clinical practice. The findings showed a high statistically significant and positive relationship between self-efficacy and emotional intelligence. Nurses who work in Benha Psychiatric Mental Health Hospital demonstrated moderate to high levels of self-efficacy and emotional intelligence. Furthermore, it is also reported that nurses who possess excellent emotional intelligence had better self-efficacy.

In the educational context, it is widely argued that educators play a critical role in fostering students' personal self-efficacy by providing opportunities that help them manage their emotional intelligence, which in turn enhances both personal and social competencies, key contributors to academic and professional success (Behroz-Sarcheshmesh et al., 2017). In a related study, Sun and Lyu (2022) examined the association between emotional intelligence and self-efficacy among college students, incorporating coping styles as a mediating variable. Their findings also confirmed a positive correlation between emotional intelligence and self-efficacy. Furthermore, research conducted among Malaysian university lecturers and employees demonstrate that higher levels of emotional intelligence are associated with higher

self-efficacy. Employees who are better at recognizing and managing their emotions tend to believe more strongly in their ability to handle work-related challenges and tasks (Yingying, 2024). Similarly, Babanovic (2020) conducted a study on perceived emotional intelligence and self-efficacy among novice and experienced foreign language teachers, revealing a positive correlation between the two constructs. The findings supported the theoretical premise that emotional intelligence is linked to teachers' self-efficacy. Consistent with prior research and the existing literature, the present study proposes the following hypotheses:

H2 : There is a positive relationship between emotional intelligence and self-efficacy

Relationship between Self-Efficacy and Work-Life Balance

Work-life balance is also influenced by various internal factors, one of them is self-efficacy. Prior research generally supports a positive relationship between self-efficacy and work-life balance. A study conducted by Badri and Panatik (2020) highlighted the positive influence of self-efficacy in promoting work-life balance. A total of 307 academic staff from five universities in Malaysia had participated in this research. Their study concluded that individuals with higher levels of self-efficacy are more likely to experience enriched work and life outcomes, marked by improved integration between professional and personal domains. This shows that self-efficacy is a valuable personal trait that enhances the likelihood of achieving a better work-life balance. Additionally, prior research has suggested that remote work is shaped by various factors beyond information technology, such as perceived behavioral control, self-efficacy, and a wide range of competencies. To sustain a high level of focus while working remotely, employees must have confidence in their ability to complete work-related tasks effectively (Ng et al., 2021). However, contradictions emerge when considering findings by Situmarong and Wijayanti (2017), who examined the influence of self-efficacy and gender on work-family balance among employees in Yogyakarta. The study found that self-efficacy was positively correlated to work-family balance. There is a correlation between self-efficacy and work-family balance among female employees but it is reported that self-efficacy has no effect on work-family balance in male employees. Prior research has consistently demonstrated a strong positive relationship between self-efficacy and work-family balance. Consistent with the findings of prior research and the existing literature, this study proposes the following main hypotheses.

H3 : There is a positive relationship between self-efficacy and work-life balance

Mediating Effect of Self-Efficacy

Self-efficacy may impact both emotional intelligence and work-life balance. This condition, known as emotional intelligence, will enhance remote workers' self-efficacy in balancing their work and personal lives. With the influence of self-efficacy, people who have greater emotional intelligence will directly and indirectly have better work-life balance. In this case, self-efficacy is not the sole mediator of emotional intelligence and work-life balance as other variables can play the role of self-efficacy as mediator.

Previous studies have emphasized the role of self-efficacy as a mediating variable in the relationship between various psychological and organizational constructs. Hameli and Ordun (2022) examined the interplay among organizational commitment, self-efficacy, and emotional intelligence, specifically investigating the mediating function of self-efficacy. Their findings revealed a positive relationship between emotional intelligence and self-efficacy, with self-efficacy in turn significantly associated with organizational commitment. Similarly, Zhu et al.

(2016) demonstrated that self-efficacy acts as a connecting mechanism between emotional intelligence and communication engagement, showing statistically significant effects when moderated by intervening variables. Furthermore, Hussein Aizgool et al. (2020) identified both self-efficacy and resilience as significant mediators in the relationship between leaders' emotional intelligence and job engagement, thereby reinforcing the validity of mediation-based hypothesis.

Prior research has also underscored the significance of emotional intelligence and general self-efficacy, highlighting their role in helping individuals manage stress both in the workplace and at home. For instance, these variables are crucial in managing work-family conflict among medical professionals. These findings suggest that it is essential for medical professionals to possess high levels of emotional intelligence and self-efficacy in order to navigate work-family conflict in a healthier and more balanced manner (Zeb et al., 2021). Emotional intelligence of an individual is capable to reduce work-family conflict, thereby improving their work-life balance. It is widely recognized that work-life balance contributes to employees' health and well-being, while also helping to reduce stress and prevent burnout in the workplace (Nanda & Randhawa, 2020). The evidence suggests that emotional intelligence and self-efficacy play a pivotal role in reducing work-family conflict and enhancing work-life balance, particularly among professionals in high-stress environments. By fostering these personal competencies, organizations can support employee well-being, minimize burnout, and promote a healthier, more sustainable work-life integration.

To the best of the researchers' knowledge, a comprehensive examination of the interrelationships among emotional intelligence, self-efficacy, and work-life balance remains limited in the existing literature. While self-efficacy is understood to exert indirect effects on both emotional intelligence and work-life balance, the hypotheses proposed in this study align with both empirical findings and theoretical frameworks connecting these three constructs. Prior studies have demonstrated a direct relationship between emotional intelligence and work-life balance (Bakir, 2018; Vasumathi et al., 2019; Naz et al., 2021), as well as a robust association between emotional intelligence and self-efficacy (Azizian & Samadi, 2012; Sun & Lyu, 2022; Goroshit & Hen, 2016; Al-Mehsin, 2017). Additionally, self-efficacy has been linked to improved work-life balance (Badri & Panatik, 2020). Building upon these findings, the present study proposes that self-efficacy serves as a mediating variable in the relationship between emotional intelligence and work-life balance, as stated in the fourth hypothesis:

H4 : There is a mediating effect of self-efficacy in the relationship between emotional intelligence and work-life balance

Conceptual Framework

Figure 1 illustrates the proposed conceptual model, which examines the effect of emotional intelligence on work-life balance among post-pandemic remote workers in Klang Valley, Malaysia, while addressing the existing research gap regarding the mediating effect of self-efficacy. In short, The Goleman's Emotional Intelligence theory was the most appropriate for this study as it is a more effective paradigm for discussing emotional intelligence and work-life balance among remote workers than other models. Recent studies on emotional intelligence (EI) have also indicated that the cultivation of emotional intelligence can yield numerous advantages for both personal and interpersonal levels (Antonopoulou, 2024). Thus, Daniel Goleman (1998) introduced a model that elucidated emotional intelligence, which form a suitable model to cultivate work-life balance.

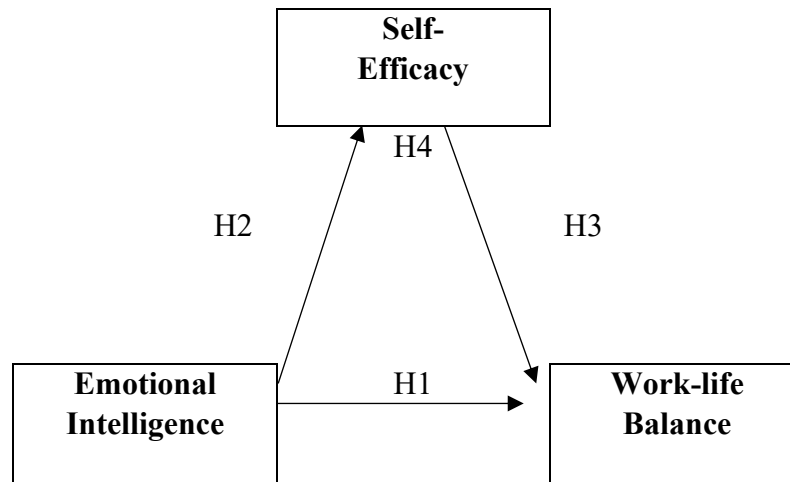


Figure 1: The Conceptual Framework of Emotional Intelligence and Work-life Balance with Mediating Effect of Self-Efficacy

Methodology

This study was used a cross-sectional research design, where data were collected at a single point in time to investigate the associations among variables within a defined population. According to Setia (2016), such designs are especially effective for detecting trends and correlations without altering the natural research setting. This approach is well-suited to the present study, which aims to examine the relationship between emotional intelligence and work-life balance, with self-efficacy serving as a mediating factor among remote workers in the post-pandemic context.

The target population of this study can be categorized into post-pandemic remote working workers. Thus, purposive sampling was the most suitable approach to ensure that only relevant and qualified respondents, those with direct experience of remote working during the COVID-19 pandemic were included. Purposive sampling was used in this study because the research aimed to gather in-depth insights from participants who had specific knowledge, experience, or characteristics relevant to the research objectives. As a result, it allows respondents to provide an accurate description their remote working experiences (Hickman, 2019). The study aims to understand the work-life balance of post-pandemic remote workers, a group that cannot be identified effectively through random sampling methods. This targeted approach ensures that the sample is relevant and can provide valuable insights into the experiences and challenges faced by employees (Tongco, 2007), particularly for post-pandemic remote workers.

In order to ensure a representative sample of the remote workers, data of respondents were collected by distributing questionnaire from the sectors that have been conducting remote working in Klang Valley, Malaysia. The respondents based in Klang Valley have the highest workforce in Malaysia (Hasan & Teng, 2017). The survey involved a sample of 150 post-pandemic remote workers with self-administered structured questionnaires. The researcher was collect the data digitally by administering the link of the online questionnaire after obtaining permission from relevant authorities from the organisations. In this study, respondents were invited to complete a self-administered survey questionnaire consisting of close-ended questions, which was distributed online through company Human Resource (HR) portals and official email from selected organizations.

The questionnaire was designed based on a five-point Likert scale developed by Rensis Likert (1932) to collect data on the main constructs. Each element was tested on a five-point scale consisting of 1= strongly agree, 2 = agree, 3 = neutral, 4 = disagree, and 5 = strongly agree. In this study, the research was use descriptive analysis, factor analysis, reliability analysis, Pearson correlation, confirmatory analysis, explanatory analysis and structural equation modelling. SPSS version 25.0 software and AMOS were utilized to analyse and generate the data.

Data Analysis and Results

Exploratory Factor Analysis

Table 1: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.907
Bartlett's Test of Sphericity	Approx. Chi-Square	5352.506
	df	820
	Sig.	.000

Table 1 shown Kaiser-Mayer-Olkin (KMO) and Bartlett's Test. The KMO results were 0.907, which is considered appropriate for factor analysis. KMO value closer to 1 indicated a stronger correlation between the items (Field, 2005). This result is highly significant, as the KMO value must exceed the minimum threshold of 0.5 to be considered valid (Hair et al, 2010). Therefore, the data indicates that at least one significant correlation exists within the collected data. An important step in this process was evaluating the overall significance of the correlation matrix through Bartlett's Test of Sphericity, which provides a statistical measure of the likelihood that the correlations within the matrix are meaningful. The results were found to be statistically significant, with a value of 0.000 ($p < 0.05$), confirming that the data are suitable for factor analysis. Therefore, it can be concluded that the variables in the construct exhibit sufficient relationships among them. The results from both the KMO Test and Bartlett's Test of Sphericity further support the appropriateness of the data for performing exploratory factor analysis.

Reliability and Convergence Validity

Table 2: Reliability and Validity

Dimensions	No of Items	Cronbach's Alpha	Factor Loading	Composite Reliability (CR)	Average Variance Extracted (AVE)
Self-awareness	5	.841	0.58-0.79	0.732	0.714
Self-regulation	5	.903	0.72-0.89	0.858	0.802
Self-motivation	8	.930	0.73-0.84	0.892	0.890
Empathy	5	.877	0.61-0.90	0.823	0.772
Social skills	5	.893	0.63-0.90	0.837	0.790
Self-efficacy	6	.955	0.78-0.95	0.946	0.882
Work-life balance	7	.947	0.79-0.91	0.923	0.840

The structural model can be considered valid if it demonstrates the reliability and validity of the variables. The reliability results indicate that emotional intelligence and work-life balance can be regarded as reliable, as shown in Table 1 above. It shows that all the questions of each variable can be used because the score of Cronbach's Alpha is considered as good and consistent because the score is more than 0.80. To get a good score and be considered as good correlation, the range of reliabilities must be over 0.80; which indicates that there are 80% consistencies in the result (Sekaran & Bougie, 2010). Thus, it can be explain that all items are strong stability and consistency in the questionnaire.

To established convergent validity, the factor loading of the indicator, composite reliability (CR) and the average variance extracted (AVE) have to be considered (Hamid et al., 2017). Thus, the value of factor loading should exceed 0.50, average variance extracted (AVE) value should exceed 0.50 and composite reliability (CR) value should exceed 0.60, so that it is adequate for convergent validity. In this study, across the measurement model, the average variance extracted (AVE) value for self-awareness, self-regulation, self-motivation, empathy, social skills and work-life balance were 0.714, 0.802, 0.890, 0.772, 0.790, 0.882, and 0.840 respectively.

Furthermore, all factors and items for each construct were loadings exceeded 0.50 and composite reliability (CR) value for self-awareness, self-regulation, self-motivation, empathy, social skills and work-life balance among post-pandemic remote working were 0.732, 0.858, 0.892, 0.823, 0.837, 0.946 and 0.923 respectively. Thus, the convergence validity in this study were established.

Discriminant Validity and Collinearity Issues

Table 3: Discriminant Validity

Correlation							
	SA	SR	SM	EMP	SS	SE	WLB
SA	.845						
SR	.212	.896					
SM	.555	.171	.971				
EMP	.482	.224	.567	.879			
SS	.391	.279	.578	.587	.889		
SE	.489	.270	.617	.636	.576	.939	
WLB	.522	.321	.569	.666	.581	.766	.917

The discriminant validity was assessed by using Fornell-Larcker (1981) criterion by comparing the square root of each AVE in the diagonal with the correlation coefficients (off-diagonal) for each construct in the relevant rows and columns (Hamid et al., 2017). A latent construct should explain better the variance of its own indicator rather than the variance of other latent constructs. Therefore, the square root of each construct's AVE should have a greater value than the correlations with other latent constructs (Hamid et al., 2017). The results indicated that all the

total AVE of variables used for the research model were larger than their correlation value. Therefore, the discriminant validity was established in this study.

Another vital checking involved checking collinearity issues. This suggests that if the independent variables are highly interrelated, they contain similar, and potentially redundant information. As a result, one of the variables should be excluded, as not all of them are necessary in a single analysis (Abubakar et al., 2017). Based on the results of multi-collinearity test, there were no multi-collinearity issues in this study. It was established that, none of the correlation exceeds 0.90 minimum threshold as recommended by Hair et al., (2010).

Confirmatory Factor Analysis

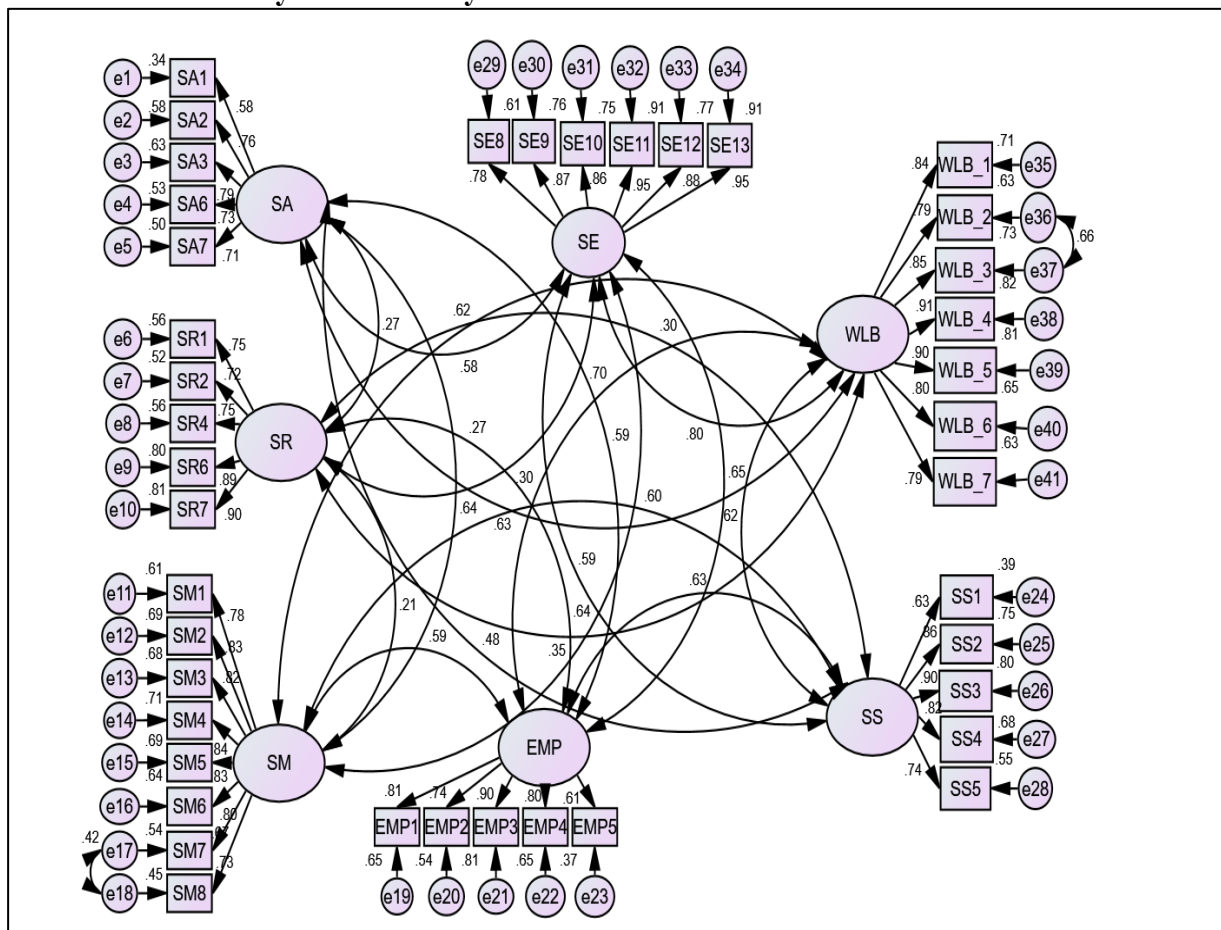


Figure 2: Modified Measurement Model

In the first step, Confirmatory Factor Analysis (CFA) was conducted to evaluate the validity of the constructs and assess the overall model fit. The subsequent step involved using Structural Equation Modeling (SEM) to examine the hypothesized relationships between the independent and dependent variables. For Confirmatory Factor Analysis, the acceptance results of CFI should be exceed 0.90 or better and RMSEA should be less than 0.08 (Hu & Bentler, 1999). Importantly, CFI and RMSEA value were acceptable fit model with 0.900 and 0.069 respectively. The normed chi-square statistic (CMIN/DF) for each latent variable was 1.686, which is well below the acceptable threshold of 5.00 (Hair et al., 2006). In addition, GFI, AGFI and TLI were adequate fit model within the recommended threshold.

Structural Equation Modeling

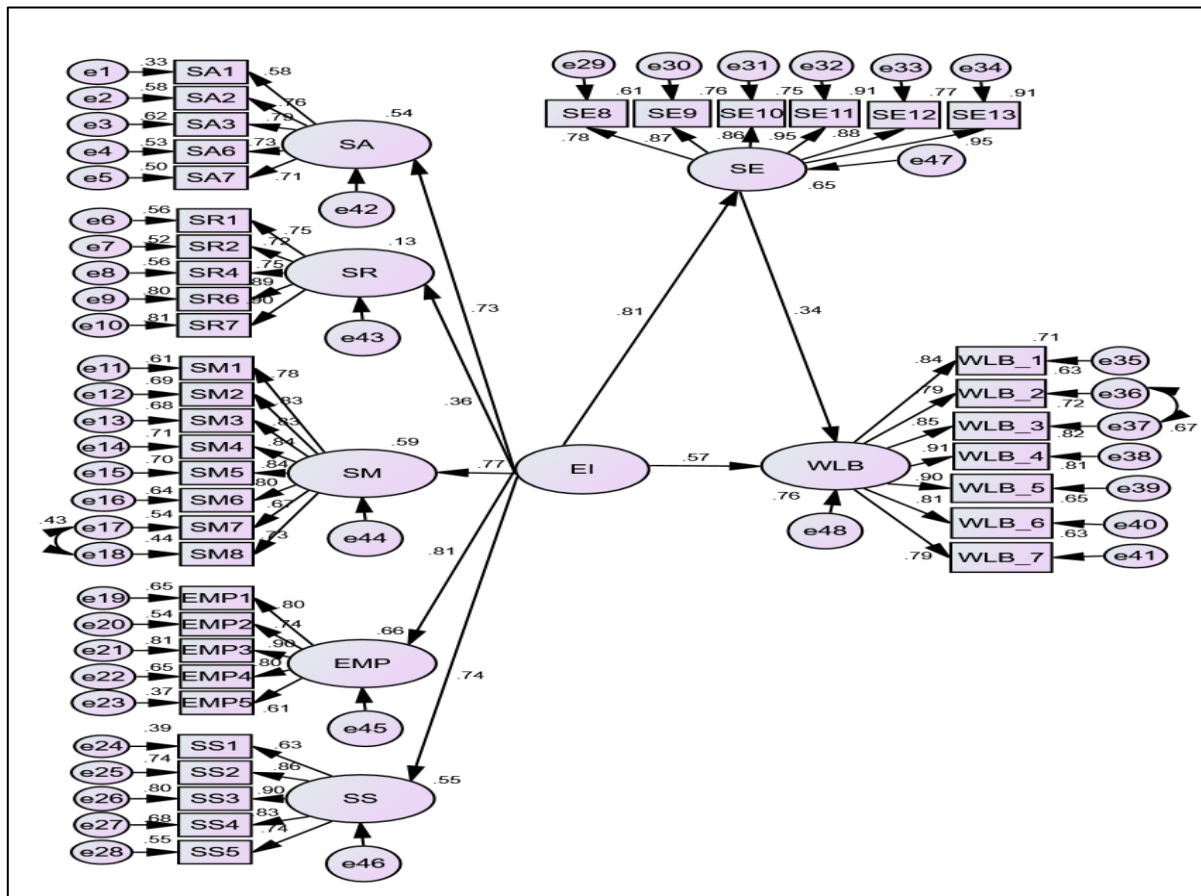


Figure 3: Relationship between Emotional Intelligence and Work-life Balance Mediated by Self-Efficacy

Structural Equation Modeling (SEM) was employed to evaluate the proposed model and test the research hypotheses. The complete SEM model utilized the bias-corrected bootstrap method with a 95% confidence interval to assess both direct and indirect effects, including the significance of the mediating effect. The results showed that all the research hypotheses H1, H2, H3 and H4 were positively statistically significant. The hypothesis H1 was supported by the path coefficient with the value of 0.567. Meanwhile, critical ratio (C.R) indicated a critical ratio higher than 1.96 which is 4.018, and the p-value was significant ($p=0.000$). Thus, the results indicated that emotional intelligence positively influences work-life balance. For the positive effect of emotional intelligence on self-efficacy, the hypothesis H2 was supported by the path coefficient which is 0.807. Meanwhile, critical ratio (C.R) value indicated that it was higher than 1.96, which was 5.883 and p-value was significant ($p=0.000$). Consequently, the study supported Hypothesis H2, which proposed that emotional intelligence has a significant positive effect on self-efficacy. Hypothesis H3 was also supported, as the path coefficient was found to be 0.344. The critical ratio ($C.R = 3.068$) and p-value ($p = 0.002$) further confirmed this relationship. Therefore, this study accepted Hypothesis H3, which suggested a significant positive effect of self-efficacy on work-life balance.

The results of the bias-corrected bootstrap test confirmed the statistical significance of the self-efficacy value. Mediation analysis revealed that self-efficacy plays a significant partial mediating role in the relationship between emotional intelligence and work-life balance. The

structural model showed a strong connection between emotional intelligence and work-life balance, with self-efficacy acting as a mediator ($\beta = 0.567$, $p = 0.000$). Notably, the indirect effect through self-efficacy was also positive ($\beta = 0.278$, $p = 0.006$). Both the direct and indirect paths were found to be positive and significant. As a result, Hypothesis H4, which proposed partial mediation, was supported. Therefore, the study affirmed that emotional intelligence has a significant positive effect on work-life balance, with self-efficacy serving as a mediator.

Conclusion

In summary, this study underscores the significant impact of emotional intelligence and self-efficacy on work-life balance among post-pandemic remote workers. The findings suggest that higher self-efficacy amplifies the positive relationship between emotional intelligence and work-life balance. In essence, self-efficacy acts as a reinforcing factor, strengthening the link between emotional intelligence and the ability to achieve a healthy work-life balance in a remote working context. Although work-life balance has been examined from multiple viewpoints in academic research, there is still a need for further exploration of how employees navigate and balance their professional and personal lives, especially during crises such as the pandemic.

The comprehensive effect of the COVID-19 crisis on labour markets are yet to be fully comprehended and grasped. It is likely that the potential for remote working would remain significantly higher than it was before the pandemic began (ILO, 2020). Thus, the valuable practical implications can be drawn from this study. This research has reviewed the lessons learned from the phase of pandemic regarding how emotional intelligence could affect work-life balance among remote workers. These results suggest that the practitioners have to prioritise remote work policies as a way to cope with the pandemic. Looking ahead, it is paramount for policy makers to play their part in initiating changes, especially by drawing out the lessons obtained from the difficult and challenging times amid the COVID-19 pandemic, where workers have been transitioned from office-based to remote working domain as a direct response to the pandemic. Revising the existing policies is deemed necessary, alongside initiating new guidance in relation to remote working. Regular evaluation is also needed to address remote working experiences among employees while monitoring their health, safety and emotional intelligence by conducting surveys. This is significant to ensure that their viewpoints matter in the implementation of policies related to future teleworking. The findings of this study may offer valuable insights for policymakers, particularly in recognizing remote work culture as a permanent aspect of the workforce, rather than just a strategy implemented during emergencies (Raj et al., 2023).

This study is also relevant for companies transitioning from emergency remote work arrangements to more structured and planned approaches. While the COVID-19 pandemic compelled many organizations to adopt remote working without sufficient preparation, strategic planning remains crucial when implementing such programs (Zappalà et al., 2021). The findings further suggest that organizations should proactively develop long-term remote work strategies, favoring hybrid models that alternate employees' presence between the office and home (Chen, 2021). Furthermore, the study recommends the creation of effective work-life balance policies and training initiatives focused on improving the emotional skills of both employers and employees. Strengthening these competencies can help employees better manage their emotional well-being in daily life. This research also sheds light on theoretical,

managerial, academic, and practical issues, ultimately offering valuable contributions to the broader literature with implications for employees, organizations, industries, and nations alike.

References

- Abdel Aziz , M., Abdel Aal, M., & Ibrahim, S. (2019). Relationship between Emotional Intelligence and Self-Efficacy among Psychiatric Mental Health Nurses in Clinical Practice. *Menoufia Nursing Journal*, 4(1), 1-10.
- Abubakar, A. M., Bala, R., & Udofia, E. P. (2017). The impact of multicollinearity on regression analysis: The need for variable selection. *International Journal of Applied Engineering Research*, 12(20), 10265-10271.
- Abuzid, H. F., & Abbas, M. (2016). Role of Self-Efficacy Beliefs and Its Relationship with Emotional Intelligence to Developing Leadership Capabilities. *Indian Journal of Applied Business and Economics*, 14(3), 1975-1989.
- Al-Mehsin, S. A. (2017). Self-Efficacy and Its Relationship with Social Skills and the Quality of Decision-Making among the Students of Prince Sattam Bin Abdul-Aziz University. *International Education Studies*, 10(7), 108-117.
- Amirian, S. M., & Behsad, A. (2016). Emotional Intelligence and Self-Efficacy of Iranian Teachers: A Research Study on University Degree and Teaching Experience. *Journal of Language, Teaching and Research*, 7(3), 548-558.
- Antonopoulpu, H. (2024). The Value of Emotional Intelligence: Self-Awareness, Self-Regulation, Motivation, and Empathy as Key Components. *Technium Education and Humanities*, 8, 78-92.
- Applewhite, P. A. (2017). Examining the Role of Emotional Intelligence in Work and Life Balance of Foster Care Workers. *Walden Dissertations and Doctoral Studies*, 3517, 1-26. Retrieved from <https://scholarworks.waldenu.edu/dissertations/3517>
- Azizian, S., & Samadi, A. (2012). Study of Relationship between Emotional Intelligence (EI) and Self-Efficacy the Case of the Staff of the Hamedan Branch of Islamic Azad University. *Procedia-Social and Behavioral Sciences*, 496-502.
- Badri, S. Z., & Panatik, S. A. (2020). The Roles of Job Autonomy and Self-Efficacy To Improve Academics' Work-life Balance. *Asian Academy of Management Journal*, 25(2), 85-108.
- Baker, R., Jaaffar, A. H., Sallehuddin, H., Mohd Saudi, N., & Hassan, M. A. (2019). The relationship between emotional intelligence depression, anxiety, stress and work-life balance: An examination among Malaysia Army personnel. *Asian Proceedings of Social Sciences (APSS)*, 4(2), 27-30.
- Bakir, S. M. (2018). The Impact of Managers' Emotional Intelligence on Employees' Work Life Balance: A Field Study at Jordanian Private Hospitals. *European Scientific Journal*, 14(25), 256-283.
- Barari, R., & Jamshidi, L. (2015). The effectiveness of emotional intelligence on job burnout mediated the self-efficacy among elementary teachers. *International Journal of Educational and Psychological Researches* 1(3):212, 1(3:212).
- Bedi, M., & Bedi, K. (2017). Emotional intelligence and life satisfaction: an empirical study among managers in Indian banking sector. *Amity Global Business Review*, 12, 116-122.
- Bhumika. (2020). Challenges for Work–Life Balance during COVID-19 Induced Nationwide Lockdown: Exploring Gender Difference in Emotional Exhaustion in the Indian Setting. *Gender in Management: An International Journal*, 35(7/8), 705-718.
- Bobanovic, M. K. (2020). Perceived Emotional Intelligence and Self-Efficacy among Novice and Experienced Foreign Language Teachers. *Economic Research Journal*, 33(1), 1200-1213.

- Brinda, A. L., & Jwalapuram, S. (2019). Self-Management Competency Framework for Work-life Balance. *Journal of Emerging Technologies and Innovative Research (JETIR)*, 6(6), 42-45.
- Brynjolfsson, E., Horton, J. J., Ozimek, A., Rock, D., Sharma, G., & Tu Ye, H.-Y. (2020). COVID-19 and remote work: An early look at US data. NBER Working Paper Series, 2-25.
- Chan, X. W., Siu, O. L., Brough, P., & O'Driscoll, M. (2016). Work-family enrichment and satisfaction: The mediating role of self-efficacy and work-life balance. 1-45.
- Chen, Z. (2021). Influence of Working From Home During the COVID-19 Crisis and HR Practitioner Response. *Frontiers Section Organization Psychology*, 12.
- Chung, H., Seo, H., Forbes, S., & Birkett, H. (2020). Working From Home during the COVID-19 Lockdown: Changing Preferences and The Future of Work. University of Kent.
- Curtis, E. A., Comiskey, C., & Dempsey, O. (2016). Importance and Use of Correlational Research. *Nursing and Health Research*, 23(6).
- Dangwal, A. (2020). Impact of Emotional Intelligence on Life Work Balance: Evidence form Indian IT Sector. Master's Degree in Business Administration, 1-35.
- Dhani, P., Sehrawat, A., & Sharma, T. (2016). Relationship between Emotional Intelligence and Job Performance: A Study in Indian Context. *Indian Journal of Science and Technology*, 9(47), 1-12. doi:DOI: 10.17485/ijst/2016/v9i47/103064
- Felstead, A., & Henseke, G. (2017). Assessing the Growth of Remote Working and Its Consequences for Effort, Well-Being and Work-Life Balance. *New Technology, Work and Employment*, 32(3), 195-212.
- Field, A. (2005). *Discovering Statistics Using SPSS* (2nd ed.). Sage Publications.
- Fornell, C., & Larcker, D. F. (1981). Evaluating structural equation models with unobservable variables and measurement error. *Journal of Marketing Research*, 18(1), 39-50.
- Freire, C., Ferradas, M. d., Regueiro, B., Rodriguez, S., Valle, A., & Nunez, J. C. (2020). Coping Strategies and Self-Efficacy in University Students: A Person-Centered Approach. *Frontiers in Psychology*, 11(841), 1-11.
- Gharetepeh, A., Safari, Y., Pashaei, T., Razaei, M., & Kajbaf, M. B. (2015). Emotional Intelligence as a Predictor of Self-Efficacy among Students with Different Levels of Academic Achievement at Kermanshah University of Medical Sciences. *Journal Advanced Medical Education Professional*, 3(2), 50-55.
- Ghorbanshiroudi, S., Khalatbari, J., Salehi, M., & Bahari, S. (2011). The relationship between emotional intelligence and life satisfaction and determining their communication skill test effectiveness. *Indian Journal of Science and Technology*, 4(11), 1560-1564.
- Goroshit, M., & Hen, M. (2014). Does Emotional Self-efficacy Predict Teachers' Self-efficacy and Empathy? *Journal of Education and Training Studies*, 2(3), 16-25.
- Goroshit, M., & Hen, M. (2016). Teacher's Self-Efficacy: Can It Be Predicted by Self-Efficacy? *Teacher and Teaching Theory and Practice*, 1-14.
- Hair, J. F., Black, W. C., Babin, B. J., Anderson, R. E., & Tatham, R. L. (2006). *Multivariate Data Analysis*. (6 ed.): Prentice Hall.
- Hair, J. J., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). *Multivariate data analysis* (7th ed.). Upper saddle River, New Jersey: Pearson Education International.
- Hameli, K., & Ordun, G. (2022). The Mediating Role of Self-Efficacy in the Relationship between Emotional Intelligence and Organizational Commitment. *European Journal of Management Studies*.
- Hamid, M. A., Sami, W., & Sidek, M. M. (2017). Discriminant validity assessment: Use of Fornell & Larcker criterion versus HTMT criterion. *Journal of Physics: Conference Series*, 890(1), 012163. doi:<https://doi.org/10.1088/1742-6596/890/1/012163>

- Hasna, A., Wibowo, M. E., & Mulawarman, M. (2020). The Relationship of Self-Efficacy and Social Support on Work-family Balance. *Islamic Guidance and Counseling Journal*, 3(1), 18-25. Retrieved from <https://doi.org/10.25217/igcj.v3i1.662>
- Hassan, N. B., & Teng, L. S. (2017). Work-Life Balance and Job Satisfaction among Working Adults in Malaysia: The Role of Gender and Race as Moderators. *Journal of Economics, Business and Management*, 5(1), 18-24.
- Hays. (2021). Malaysia's Professional Seek A Flexible Workplace of the Future That Values Employee Well-Being. Retrieved from <https://www.hays.com.my/press-release/content/malaysia-s-professionals-seek-a-flexible-workplace-of-the-future-that-values-employee-wellbeing-says-new-report-by-hays>
- Hickman, A. (2019). Workplace Isolation Occurring in Remote Workers. *Walden Dissertations and Doctoral Studies*, 1-126.
- Hu, L. T., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternative. *Structural Equation Modeling. A Multidisciplinary Journal*, 6(1), 1-55.
- Hussein Aizgool, M., Ahmed, U., Pahi, M. H., & Ahmed, A. (2020). COVID-19 and Work Engagement: Understanding the Nexus of Leaders Emotional Intelligence, Self-efficacy and Resilience in the Banking Sector of Bahrain. *Revista Argentina de Clínica Psicológica*, XXIX(3), 568-586.
- ILO. (2020). Teleworking during the COVID-19 Pandemic and Beyond: A Practical Guide. *International Labour Organization 2020*, 1-40.
- IPSOS . (2021). Pandemic Impact on Malaysian Workforce. *World Economic Forum*, 1-7.
- Jayasingam, S., Lee, S. T., & Zain, K. N. (2021). Demystifying The Life Domain In Work-Life Balance: A Malaysian Perspective. *Current Psychol.*
- Jobstreet. (2020, August). COVID-19 Job Report. Malaysia. Retrieved from <https://www.jobstreet.com.my/en/cms/employer/wp-content/themes/jobstreet-employer/assets/loa/report/my/JobStreet-COVID-19-Job-Report-Malaysia-Sept-2020.pdf>
- Jobstreet. (2021). Ultimate Guide to Work Trends 2021. Decoding Global Talent Malaysia Edition: Report 2. Retrieved from https://www.jobstreet.com.my/en/cms/employer/wp-content/themes/jobstreet-employer/assets/pdf/gts/Global_Talent_Survey_2_MY_2.pdf
- Karassvidou, E., & Glaveli, N. (2015). Work-family balance through border theory lens: The case of a company “driving in the fast lane. *Equality, Diversity and Inclusion*, 84-97. doi:<https://doi.org/10.1108/EDI-05-2014-0038>
- Kheirkhah, A. (2020). Investigating the Effect of Social Skills Training on Happiness, Academic Resilience and Self-Efficacy of Girl Students. *Arch Pharma Pract*, 11(S1), 157-164.
- Kim, J. (2018). Factors Influencing Nursing Students’ Empathy. *Korean Journal of Medical Education*, 30(3), 229-236.
- Likert, R. (1932). A Technique for the Measurement of Attitudes. *Arch Psychology*, 22(140).
- Madan, C., & Raja, S. (n.d.). Emotional Intelligence and Work Life Balance of Employees. *Shanlax Intenational Journal of Arts, Science and Humanities*, 6(3), 37-43.
- Malik, M., Haider, Z., & Hussain, A. (2019). Perceived Emotional Intelligence, Work Life Balance and Job Satisfaction among Healthcare Professionals in Pakistan. *International Journal of Pharmaceutical Research & Allied Sciences*, 8(2), 80-86.
- Mahanta, M. (2015). Exploring the Relationship between Emotional Intelligence and Work-Life Balance in the Service Industry. *The IUP Journal of Organizational Behavior*, XIV(2), 42-60.

- Mohamad, M., & Jais, J. (2016). Emotional Intelligence and Job Performance: A Study Among Malaysian Teachers. *7th International Economics & Business Management Conference*, 35, 674-682.
- Mohamad Puzi, N. H., Baker, R., Mohd Saudi, N., Mohd Zahari, H., & Mohamed, H.-B. (2022). Effect of Emotional Intelligence and Transformational Leadership Towards Work-Life Balance among Royal Malaysian Navy (RMN). *International Journal of Academic Research in Business and Social Sciences*, 12(11), 2387-2403.
- Muafi, M. (2021). Investigating the Dimensionality of Work Life Balance in Islamic Perspective (Wlbip): An Insight from Indonesia. *Journal of Islamic Business and Management*, 11(01), 198-216.
- Muafi, M., Siswanti, Y., & Anwar, M. Z. (2021). Work life balance in Islamic perspective (WLBIP) and its impact on organizational citizenship behavior in islamic perspective (OCBIP) and service performance. *International Journal of Research in Business & Social Science*, 10(3), 223-230.
- Muda, T. F.M.T., Husin, S. N.M.S, Ismail, S. K., Yusoff, Z. M., Salleh, S. F., Zakaria, N. N., & Chik, W. M. (2019). Working Women and the Islamic Work-Life Balance Concept. *International Journal of Academic Research in Business and Social Sciences*, 9(11), 834-841.
- Mumin, N. (2020). Are Malaysian Ready for Telecommuting? A Case of COVID-19 Movement Control Order. *Journal of Critical Review*, 7(18), 3979-3990.
- Muralidhar, B., & Prasad, K. (2020). Association among Remote Working Concerns and Challenges on Employee Work-Life Balance: An Empirical Study Using Multiple Regression Analysis with Reference to International Agricultural Research Institute, Hyderabad. *International Journal of Advanced Research in Engineering and Technology (IJARET)*, 11(6), 281-297. doi:DOI: 10.34218/IJARET.11.6.2020.025
- Nadaraja, R., & Harshani, M. (2023). Impact of Emotional Intelligence on Employee Work-Life Balance: A Study of Clinical, Non-Executive Level Employees in ABC Hospital (Pvt) Limited. *Kelaniya Journal of Human Resource Management*, 18(02), 12-24.
- Nanda, M., & Randhawa, G. (2020). Emotional Intelligence, Work-Life Balance, and Work-Related Well-Being: A Proposed Mediation Model. *Colombo Business Journal International Journal of Theory and Practice*, 11(2), 1-23.
- Naz, S., Ahmad, S., & Batool, A. (2021). Emotional Intelligence and Work-Life Balance: A Study of Working Women Teachers in Public Sector Universities. *Humanities and Social Sciences Reviews*, 9(2), 141-149.
- Ng, M. A., Naranjo, A., Schlotzhauer, A. E., Shoss, M. K., Kartvelishvili, N., Bartek, M., . . . Silva, C. (2021). Has the COVID-19 Pandemic Accelerated the Future of Work or Changed Its Course? Implications for Research and Practice. *International Journal of Environmental Research and Public Health*, 18(19). doi:doi: 10.3390/ijerph181910199
- Ng, P. M., Lit, K. K., & Cheung, C. T. (2022). Remote Working as a New Normal? The Technology-Organization Environment (TOE) Context. *Techology in Society Journal*, 70.
- Noranee, S., Abdul Aziz, R., Noranee, S., Shahrudin, S., & Jusoh, A. H. (2022). Factors Influencing Work-Life Balance among Human Resource Personnel in Malaysian Health Departments during the COVID-19 Pandemic. *Global Business and Management Research: An International Journal*, 14(4s), 339-346.
- Nivetha, P., & Sudhamathi, S. (2017). Role of Emotional Intelligence and Work-Life Balance of Career Women in Job Stress. *Indian Journal of Applied Research*, 7(9), 79-96.
- Oakman, J., Kinsman, N., Stuckey, R., Graham, M., & Weale, V. (2020). A Rapid Review of Mental and Physical Health Effects of Working at Home: How Do We Optimise Health? *BMC Public Health*, 20(1825), 1-13.

- O'Boyle, E., Humphrey, R. H., & Pollack, J. M. (2011). Emotional intelligence and job performance: A meta-analysis. *Journal of Organizational Behavior*, 788-818.
- Palumbo, R. (2020). Let me go to the office! An investigation into the side effects of working from home on work-life balance. *International Journal of Public Sector Management*, 33(6/7), 771-790.
- Pluut, H., & Wonders, J. (2020). Not Able to Lead a Healthy Life When You Need It the Most: Dual Role of Lifestyle Behaviors in the Association of Blurred Work-Life Boundaries With Well-Being. *Frontiers in Psychology Research*, 11, 1-15.
- Prasad, K., & Satyaprasad, V. (2023). The Relationship between Remote Working and Work-life Balance with Mediating and Moderating Effects of Social Support: An Empirical Study of Information Technology Employees. *International Journal of Organizational Leadership*, 12, 235-253.
- Praya, S. M., Ghosh, A., Isaac, O., Jesuraj, S. A., & Ameen, A. (2019). The Impact of Emotional Intelligence on Work Life Balance among Pharmacy Professionals in Malaysia. *International Journal of Management and Human Science (IJMHS)*. *International Journal of Management and Human Science (IJMHS)*, 3(1), 29-34.
- Raj, R., Kumar, V., Sharma, N., & Singh, S. (2023). The study of remote working outcome and its influence on firm performance. *Social Sciences & Humanities Open*, 8(1).
- Randstad Malaysia Work-monitor . (2021). One in three workers polled says WFH makes them less productive, affects life-work balance. *Malaysia Mail*. Retrieved from https://www.malaymail.com/news/malaysia/2021/09/18/one-in-three-workers-polled-says-wfh-makes-them-less-productive-affects-lif/2006524?utm_source=chatgpt.com
- Rasiah, R., Turner, J. J., & Ho, Y. F. (2019). The Impact of Emotional Intelligence on Work Performance: Perceptions and Reflections from Academics in Malaysian Higher Education. *Contemporary Economics*, 13(3), 270-282.
- Salavera, C., Usan, P., & Jarie, L. (2017). Emotional intelligence and Social Skills on Self-Efficacy in Secondary Education Students. Are There Gender Differences? *Journal of Adolescence*, 60, 39-46.
- Sekaran, U., & Bougie, R. (2010). *Research Methods for Business: A Skill-Building Approach* (5th ed.). John Wiley & Sons.
- Seong, J. Y. (2016). Person-Organization Fit, Family Supportive Organization Perceptions, and Self Efficacy affect Work Life Balance. *Journal of Social Behavior and Personality*, 44(6), 911-922.
- Setia, M. S. (2016). Methodology Series Module 3: Cross-sectional Studies. *Indian Journal of Dermatology*, 61(3), 261-264. doi:<https://doi.org/10.4103/0019-5154.182410>
- Shylaja, P., & Prasad, C. J. (2017). Emotional Intelligence and Work Life Balance. *IOSR Journal of Business and Management (IOSR-JBM)*, 19(5), 18-21.
- Situmarong, N. Z., & Wijayanti, F. (2017). The Effect of Self-Efficacy and Gender on The Work-Family Balance Of Employees in Yogyakarta. *Advances in Social Science, Education and Humanities Research*, 133, 191-194.
- Sun, G., & Lyu, B. (2022). Relationship between Emotional Intelligence and Self-Efficacy among College Students: The Mediating Role of Coping Styles. *Discover Psychology*, 2(42). doi:<https://doi.org/10.1007/s44202-022-00055-1>
- Tavares, A. (2017). Telework and Health Effects Review. *International Journal of Healthcare*, 3(2), 30-36.
- Tongco, M. C. (2007). Purposive Sampling as a Tool for Informant Selection. In P. a. *A Journal of Plants*. Retrieved from <http://hdl.handle.net/10125/227>

- Udayar, S., Fiori, M., & Bausseron, E. (2020). Emotional Intelligence and Performance in a Stressful Task: The Mediating Role of Self-Efficacy. *Personality and Individual Differences*, 1-6.
- Vasumathi, A., Sagaya, M. T., & Poranki, K. R. (2019). The Impact of Emotional Intelligence on Work Life Balance among the Faculty Members' Performance in the Private Universities using Multivariate Analysis, Tamil Nadu, India – An Empirical Study. *International Journal Services and Operations Management*, 34(1), 1-20.
- Vyas, L., & Butakhieo, N. (2020). The impact of working From Home During COVID-19 On Work and Life Domains: An Exploratory Study on Hong Kong. *Policy Design and Practice*, 4(1), 59-76.
- Vyas, L., & Butakhieo, N. (2021). The Impact of Working from Home during COVID-19 on Work and Life Domains: An Exploratory Study on Hong Kong. *Policy Design and Practice*, 4(1), 59-76.
- Weinzimmer, L. G., Baumann, H. M., Gullifor, D. P., & Koubova, V. (2017). Emotional intelligence and job performance: The mediating role of work-family balance. *The Journal of Social Psychology*, 157(3), 322-337.
- Wen, Y., Chen, H., Pang, L., & Gu, X. (2020). The Relationship between Emotional Intelligence and Entrepreneurial Self-Efficacy of Chinese Vocational College Students. *International Journal of Environmental Research and Public Health*, 17(4511), 1-18.
- Xiao, Y., Gerber, B. B., Lucas, G., & Roll, S. C. (2021). Impacts of Working From Home During COVID-19 Pandemic on Physical and Mental Well-Being of Office Workstation Users. *Journal of Occupational and Environmental Medicine*, 63(3), 181-190.
- Yingying, L. (2024). The relationships among emotional intelligence, self-efficacy and teaching performance of lecturers in a private university. *Dissertation*, 1-89.
- Zappala, S., Toscano, F., & Topa, G. (2021). The Implementation of a Remote Work Program in an Italian Municipality before COVID-19: Suggestions to HR Officers for the Post-COVID-19 Era. *European Journal of Investigation in Health Psychology and Education*, 11, 866-877.
- Zeb, S., Akhbar, A., Gul, A., Haider, S. A., Poulouva, P., & Yasmin, F. (2021). Work–Family Conflict, Emotional Intelligence, and General Self-Efficacy Among Medical Practitioners During the COVID-19 Pandemic. *Psychology Resource Behaviour Management*, 14, 1867-1876.
- Zhang, Z. J., Zhang, C. L., Zhang, X. G., Liu, M. X., & Zhang, H. (2015). Relationship Between Self-Efficacy Beliefs and Achievement Motivation in Student Nurses. *Chinese Nursing Research*, 67-70.
- Zhu, B., Chen, C. R., Shi, Z. Y., Liang, H. X., & Liu, B. (2016). Mediating Effect of Self-Efficacy In Relationship Between Emotional Intelligence and Clinical Communication Competency of Nurses. *International Journal of Nursing Sciences*, 162-168.