
Assessing the Role of Emotional Intelligence in Achieving Work-Life Balance Among Clinical Nursing Professionals

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ABSTRACT

*This study assessed the role of emotional intelligence (EI) in achieving work-life balance (WLB) among clinical nursing professionals at Mendez Specialists Medical Center. Utilizing a quantitative descriptive-correlational design, data were collected from 67 nurses selected through simple random sampling from a population of 80. Standardized and validated survey instruments measured five components of EI: self-awareness, self-regulation, motivation, empathy, and social skills, and four domains of WLB: stress management, personal time, professional satisfaction, and compensation. Descriptive statistics, Pearson's *r*, and Analysis of Variance (ANOVA) were employed to analyze the data at a 0.05 level of significance. Findings revealed that nurses demonstrated generally high levels of emotional intelligence and moderate-to-high levels of work-life balance. A statistically significant positive relationship was found between emotional intelligence and work-life balance, indicating that higher EI was associated with better stress management, improved personal time allocation, and greater professional satisfaction. Certain demographic variables showed variations in EI and WLB levels. The study concluded that emotional intelligence plays a vital role in enhancing nurses' well-being and professional effectiveness. Strategies focused on developing emotional skills were recommended to strengthen work-life balance and reduce burnout among clinical nursing professionals.*

Keywords: *Clinical Nursing Professionals, Demographic Profile, Emotional Intelligence, Stress Management, Work-Life Balance*

INTRODUCTION

Nursing is a highly demanding profession that requires both clinical competence and emotional resilience. Nurses are frequently exposed to stressful and emotionally charged situations, which can affect their work-life balance and overall well-being. Emotional intelligence has been identified as a key factor in helping nurses manage stress, improve communication, and maintain healthy workplace relationships. Similarly, work-life balance is essential in promoting job satisfaction and reducing burnout among healthcare professionals. Despite existing studies, there remains limited local research on how emotional intelligence influences work-life balance among Filipino nurses. This study was conducted to address this gap and provide insights that may support nurse well-being and improve healthcare delivery.

STATEMENT OF THE PROBLEM

This study sought to answer the following questions:

1. What was the demographic profile of the respondents in terms of age, gender, marital status, highest educational attainment, length of clinical experience, and area assignment?
2. What was the level of emotional intelligence among clinical nursing professionals in terms of self-awareness, self-regulation, motivation, empathy, and social skills?
3. What was the level of work-life balance among clinical nursing professionals in terms of stress management, personal time, professional satisfaction, and compensation?
4. Was there a significant relationship between the level of emotional intelligence and the level of work-life balance among clinical nursing professionals?
5. Was there a significant difference in emotional intelligence and work-life balance when grouped according to the profile of respondents?
6. Based on the findings, what strategies or action plan were proposed to improve work-life balance among clinical nursing professionals?

SCOPE AND LIMITATIONS

This study focused on determining the level of emotional intelligence and work-life balance among 67 clinical nursing professionals at Mendez Specialists Medical Center. Respondents were selected through simple random sampling from a population of 80 nurses with at least six months of clinical experience. Data were collected using a validated online questionnaire. The study examined emotional intelligence, work-life balance, and selected demographic variables. It was limited to self-reported data and did not include other external factors such as workload intensity, organizational policies, or personal life conditions that may also influence the results.

REVIEW RELATED LITERATURE

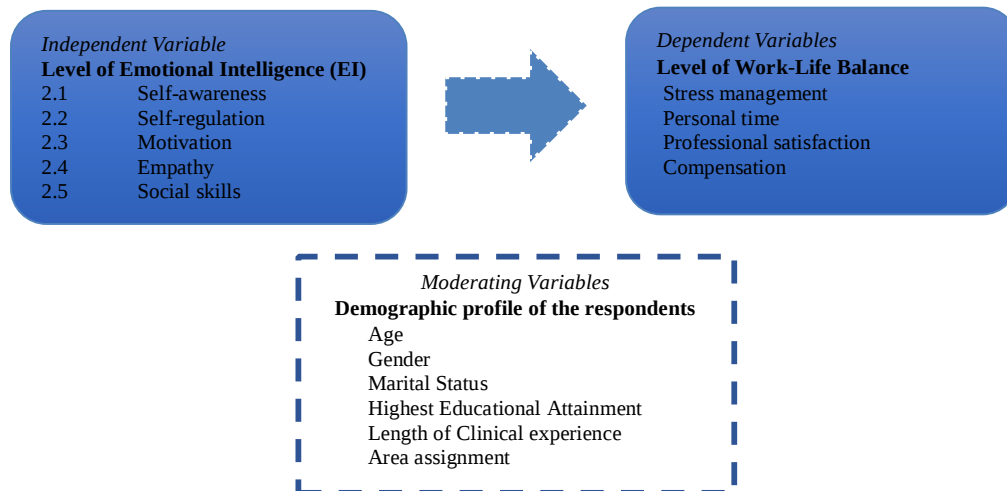
Studies by Laschinger, Wong, and Grau (2020) and Farrington (2021) show that older nurses generally demonstrate stronger coping skills and resilience, while younger nurses often struggle with emotional boundaries due to limited experience. Gender differences indicate that female nurses tend to exhibit greater empathy, whereas male nurses often display stronger self-regulation and assertiveness (Codier et al., 2020; Kaur et al., 2021). Marital status, education, experience, and work assignment further shape stress management and emotional development, underscoring the important role these variables play in how nurses manage professional and personal responsibilities. Emotional intelligence is a key factor in improving nurses' ability to manage workplace stress and maintain work-life balance, as it is associated with greater resilience, stronger teamwork, higher job satisfaction, and reduced burnout (Karimi et al., 2021). Work-life balance is also shown to improve job satisfaction and retention when effectively maintained (Kalliath & Brough, 2020).

THEORETICAL FRAMEWORK

This study is anchored on Daniel Goleman's Emotional Intelligence Theory (1995), which defines emotional intelligence (EI) as the ability to recognize, understand, and manage one's own emotions and those of others to achieve personal and professional effectiveness. Goleman identified five core components of EI: self-awareness, self-regulation, motivation, empathy, and social skills. The study is also guided by Work-Life Balance (WLB) theory,

which emphasizes the importance of maintaining equilibrium between professional responsibilities and personal well-being through effective stress management, time allocation, and job satisfaction.

CONCEPTUAL FRAMEWORK



The conceptual framework of this study illustrated the relationship between emotional intelligence (EI) and work-life balance (WLB) among clinical nursing professionals. Emotional intelligence served as the independent variable, while work-life balance was identified as the dependent variable.

METHODOLOGY

The study utilized a quantitative approach to examine the relationship between emotional intelligence and work-life balance among clinical nursing professionals. Data were collected using a structured questionnaire.

RESEARCH DESIGN

A descriptive-correlational design was applied to determine the levels of emotional intelligence and work-life balance and to assess their relationship. This design is appropriate for identifying patterns and associations without manipulating variables.

RESEARCH STEPS

The study followed a systematic process beginning with the identification of variables and development of the research instrument. This was followed by data gathering, coding, and tabulation of responses. Finally, results were interpreted using statistical analysis and relevant literature.

DATA COLLECTION AND SAMPLE SELECTION

Data were gathered from 67 clinical nursing professionals selected from a total population of 80 using a structured sampling method. Respondents were chosen based on inclusion criteria focused on active clinical nurses with direct patient care experience. Data

collection was conducted using an online questionnaire to ensure accessibility and convenience.

DATA ANALYSIS METHODS

The collected data were analyzed using descriptive statistics such as frequency, percentage, mean, and standard deviation. Inferential statistics, including correlation tests, were used to examine relationships and differences among variables. Results were presented in tables and interpreted alongside related literature.

RESEARCH HYPOTHESIS AND VALIDATION

The study tested the hypothesis that emotional intelligence has a significant relationship with work-life balance among nurses. Statistical results showed a weak and non-significant relationship, leading to the acceptance of the null hypothesis. Additional tests also examined differences across demographic variables.

STUDY LIMITATION AND ETHICAL CONSIDERATIONS

The study was limited to clinical nurses at one medical center and relied on self-reported data, which may introduce bias. It did not account for other external factors such as workload intensity and organizational policies. Ethical considerations were observed through proper approval and voluntary participation of respondents.

RESULTS AND DISCUSSION

Most respondents were young, female, single nurses with 1–5 years of clinical experience. They were mainly assigned to general nursing units, indicating a predominantly early-career workforce. The level of emotional intelligence across all domains was generally moderate, with most indicators interpreted as Agree or Neutral. Self-awareness, self-regulation, and motivation were rated slightly higher. However, empathy and social skills were mostly neutral. Work-life balance among respondents was generally moderate, with most areas interpreted as Neutral. Stress management and professional satisfaction showed slightly better results, indicating that nurses can cope with work demands and still find fulfillment in their roles. However, personal time and compensation were rated lower, reflecting limited rest, self-care opportunities, and perceptions of fairness in pay. The results showed a weak positive relationship between emotional intelligence and work-life balance, which was not statistically significant. This means that higher emotional intelligence does not necessarily translate to better work-life balance among the respondents. Findings revealed no significant differences in emotional intelligence based on gender and length of service, but significant differences were found in marital status and area of assignment. Younger nurses and those in specific clinical areas showed variations in emotional intelligence levels, suggesting that personal and work environments influence emotional functioning. The findings suggest the need for targeted interventions that enhance emotional intelligence while addressing workplace conditions affecting work-life balance.

SUMMARY

The study found that the respondents were mostly young, female, and early-career nurses with 1–5 years of experience. Emotional intelligence was generally moderate, with higher levels in self-awareness, self-regulation, and motivation, while empathy and social skills were only neutral. Work-life balance was also moderate, but limitations were observed in personal time, compensation, and professional support. The relationship between emotional intelligence and work-life balance was weak and not statistically significant. Some demographic factors, particularly age, marital status, and area of assignment, showed significant differences in emotional intelligence.

CONCLUSIONS

The study concludes that most clinical nursing professionals are young and relatively inexperienced. They demonstrate moderate emotional intelligence but need further development in interpersonal and social skills. Work-life balance remains constrained due to workload demands, limited rest, and moderate organizational support. Emotional intelligence alone is not a strong determinant of work-life balance, as external workplace conditions play a more significant role. Demographic and work-related factors also influence emotional intelligence levels among nurses.

RECOMMENDATIONS

The study recommends continuous emotional intelligence development through training, workshops, and reflective practice among nurses. Nurse supervisors should strengthen supportive leadership, mentoring, and communication systems to improve staff well-being. Newly hired nurses should be guided through structured orientation and development programs to enhance early adaptation. Nurses in high-stress units are encouraged to adopt stress management and resilience-building strategies. Future researchers are advised to explore broader samples and additional workplace factors affecting emotional intelligence and work-life balance.

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