CHAPTER-II

PURPOSE

OF

THE STUDY
2.0 INTRODUCTION

A school teacher has to play many roles to meet the various expectations in different situations. Each of these situations has certain role demands from a teacher who at time perceives them as incompatible. The three life situations figured as most relevant in respect of their roles and role conflict are family, school and society. Role conflict arises due to difficulty in performing role in one situation an account of role expectation in some other situation. According to Jacobson et al (1951), role conflict is produced in the situation in which there are differences between criterion groups with respect to social roles.

Some researchers have suggested that work – family balance is an illusive goal and one that is unattainable (caproni, 1977). Work -family conflict has been found to be a predictor of employee’s wellbeing (vallone and Donaldson, 2001). The more one is committed to work, the more one enjoys the associated benefits, both financial and non financial, which encourage them to devote more time and energy to work. Since neither one’s time nor energy is limitless, by definition, then such workers will find themselves far from the balance they originally sought with one of the roles, invariable ending up on the losing end.

A growing body of research suggests that conflict can be beneficial and that to be in conflict is to be emotionally activated. Understanding and control of these activated emotions is where emotional intelligence comes in (Bodtker and Jameson, 2001). Emotional Intelligence is defined as the ability to think intelligently about emotions and to use emotions to thinks
intelligently (Druskat and Wolff, 2001). Similarly Gardner and Stough (2002) have defined Emotional Intelligence as the ability to successfully manage emotions, allows the leader to handle the stress of the job, the frustration, disappointment and joys. Emotional Intelligence refers to an ability to recognize the meanings of emotions and their relationship and to reason and problem solving on the basis of them. (Marqua, 2007). Since Emotional Intelligence reflects the ability to accurately appraise and understand emotions the positive application of these emotions to facilitate thinking and creativity, flexibility and trust remain the primary goal of the collaborative individual (chattopadhyay and Finn, 2000).

Teacher’s social and emotional competence and well being helps in maintenance of supportive teacher -student relationship, effective class room management and successful social and emotional learning programme implementation. These factors contribute to creating a classroom climate that is more conductive to learning and that promotes the developmental outcomes among students. (Patricia, Mark and Greenberg, 2001) It maximizing one’s leadership or individual effectiveness and having the ability to influence and more people one must possess the knowledge and skills of Emotional Intelligence. The importance of Emotional Intelligence lies in the obvious but often ignored fact that the mood of the leaders and how it impacts other on the team are interrelated. Knowledge, awareness and application of the competencies of emotional intelligence can enhance effectiveness. (Xavier, 2005) Emotional Intelligence competency is also seen to be increasingly important to an individual’s ability to be society effective. (Kerr, Garcin, Heaton and Boyle, 2006).

The purpose of the study was to see if there was effect of Emotional Intelligence and demographic variables, Gender and type of schools on the
role conflict and its six dimensions among higher secondary school teachers of three districts of Chhattisgarh i.e. Durg, Rajnandgoan and Bilaspur. The study seeks to fix priorities and promising effective implementations of Emotional Intelligence in training programmes and strategies for overcoming role conflict and accelerating progress and revise the curriculum of teachers.

2.1 OBJECTIVES

1. To study the effect of emotional intelligence on the role conflict of higher secondary school teachers.

2. To study the effect of gender on the role conflict of higher secondary school teachers.

3. To study the effect of type of school on the role conflict of higher secondary school teachers.

4. To study the effect of emotional intelligence on the school versus family role conflict of higher secondary school teachers.

5. To study the effect of emotional intelligence on the school versus society role conflict of higher secondary school teachers.

6. To study the effect of emotional intelligence on the family versus school role conflict of higher secondary school teachers.

7. To study the effect of emotional intelligence on the society versus school role conflict of higher secondary school teachers.

8. To study the effect of emotional intelligence on the family versus society role conflict of higher secondary school teachers.

9. To study the effect of emotional intelligence on the society versus family role conflict of higher secondary school teachers.
10. To study the relationship between role conflict and emotional intelligence of higher secondary school teachers.

11. To study the relationship between role conflict and emotional intelligence of higher secondary school teachers on the basis of gender.

12. To study the relationship between role conflict and emotional intelligence of higher secondary school teachers on the basis of type of school.

2.2 STATEMENT OF THE PROBLEM

“To study the effect of Emotional Intelligence on the Role Conflict among higher secondary school teachers.”

2.3 OPERATIONAL DEFINITIONS

Operationalization refers to the transformation of an abstract, theoretical concept into something concrete, observable and measurable in an empirical research project. Operational definitions are pragmatic and realistic indicator of more diffuse notions, which often have an immediate impact on the course of the research, especially the findings.

Operational definitions of the variables and their dimensions involved in the present study has been presented below-

2.3.1 ROLE CONFLICT

Role conflict is a type of conflict arising out of the difficulty in performing role by teachers in one situation and incapability on account of their role expectation in some other situations like family, school and society. In the present study role conflict is the mean score obtained on total and six role conflict areas namely school versus family, school versus society, family
versus school, society versus school, family versus society and society versus family of role conflict inventory constructed by Prasad and Bhushan (1991).

2.3.2 EMOTIONAL INTELLIGENCE

Emotional Intelligence can be attributed to a comprehensive package of individual skills and dispositions, usually referred to as soft skills or interpersonal and intrapersonal skills which make up the competency profile of a person. Such skills are beyond the traditional areas of specific knowledge, general intelligence and technical or professional skills. It involves the ability to reason using emotions and of emotions to enhance reason to use it to guide cognitive activities like problem solving. In the present study emotional intelligence is the obtained mean score on emotional intelligence scale constructed by Mishra (2006).

2.3.3 HIGHER SECONDARY SCHOOL TEACHERS

In the present study teachers has been operationally defined as regular, shiksha karmi teachers and lecturers teaching IX and XII classes in higher secondary schools of Chhatisgarh.

2.4 HYPOTHESES

H₁  There exists no significant effect of emotional intelligence on the role conflict of higher secondary school teachers.

H₂  There exists no significant effect of gender on the role conflict of higher secondary school teachers.

H₃  There exists no significant effect of type of school on the role conflict of higher secondary school teachers.
There exists no significant effect of emotional intelligence on the school versus family role conflict of higher secondary school teachers.

There exists no significant effect of emotional intelligence on the school versus society role conflict of higher secondary school teachers.

There exists no significant effect of emotional intelligence on the family versus school role conflict of higher secondary school teachers.

There exists no significant effect of emotional intelligence on the society versus school role conflict of higher secondary school teachers.

There exists no significant effect of emotional intelligence on the family versus society role conflict of higher secondary school teachers.

There exists no significant effect of emotional intelligence on the society versus family role conflict of higher secondary school teachers.

There exists no significant relationship between role conflict and emotional intelligence of higher secondary school teachers.

There exists no significant relationship between role conflict and emotional intelligence of higher secondary school teachers on the basis of gender.

There exists no significant relationship between role conflict and emotional intelligence of higher secondary school teachers on the basis of type of school.

2.5 DELIMITATION OF THE STUDY

Delimitation of the study means marking or presenting the limits of the study. In the present study, the study was delimited in the sense that-
1. Study is restricted only to three districts of Chhattisgarh, Durg, Rajnandgaon and Bilaspur.

2. Study is conducted on higher secondary school teachers only.

3. The sample includes five hundred subjects only.

4. Sample selected were made identical by controlling intelligence (IQ).

5. For the study of Role Conflict and Emotional Intelligence, teacher’s role conflict inventory constructed and standardized by Prasad and Bhusan (1991) and emotional intelligence scale constructed and standardized by Mishra (2006) were used and to control intelligence, Culture fair intelligence test constructed and revised by Cattell (1961) was taken.

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“Knowing others and knowing oneself, in one hundred battles no danger. Not knowing the other and knowing oneself, one victory for one loss. Not knowing the other and not knowing oneself, in every battle certain defeat.”

- Sun Tzu