CHAPTER-IV
ANALYSIS, INTERPRETATION AND DISCUSSION
ANALYSIS, INTERPRETATION AND DISCUSSION

4.0 INTRODUCTION

In this chapter, collection of data, their organization, analysis, interpretation and formulation of conclusions and generalization is done to get a meaningful picture out of the raw information.

Analysis of data is a process of inspecting, clearing, transforming and modeling data with the goal of highlighting useful information, suggesting conclusions and supporting decision making. Data interpretation and data analysis is a collection of methods use to derive useful information from collection of data (Abraham Robinson, 2010).

Analysis of data means studying the tabulated material in order to determine inherent facts or meanings. It involves breaking down the existing complex factors in to simpler parts and putting the parts together in new arrangements for purpose of interpretation (Ediger and Rao, 1996).

According to Wilkinson and Bhandarkar (1979) analysis of data involves a number of closely related operations that are performed with the purpose of summarizing the collected data and organizing these in such a manner that they will yield answer to the research questions.

Interpretation takes the results of analysis, makes inferences pertinent to the research relations studied and draws conclusions about the relations. In fact it is a search for broader meaning of research findings. The task of interpretation has two major aspects, firstly the effort to establish continuity in research through linking the results of a given study with those of another and secondly the establishment of some explanatory concepts.
According to **Jahoda and Cook (1951)** “Scientific interpretation seeks for relationships between the data of a study and between the study findings and other scientific knowledge.”

Data interpretation can be defined as applying statistical procedures to analyze specific facts from a study or body of research. Data interpretation questions are part of many standardized test (**Erica Leigh, 2010**).

The usefulness of the collected data lies in its proper interpretation. It provides certain conclusions about the problem under study. It is only by organizing, analyzing and interpreting the research data that their important features, inter relationships and cause effect relationship can be known.

The present study is an attempt to study the effect of emotional Intelligence, gender and type of school on the role conflict and its six dimensions, among higher secondary school teachers. Data was collected from five hundred higher secondary school teachers of three districts of Chhattisgarh that are Durg, Rajnandgaon and Bilaspur. Differential and correlational study was attempted. ANOVA and t-test was computed manually and correlation by SPSS. certain codes has been used in this study for the indication of variables which are depicted below:

<table>
<thead>
<tr>
<th>S.NO.</th>
<th>SHORT FORMS</th>
<th>FULL FORMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>EI</td>
<td>Emotional Intelligence</td>
</tr>
<tr>
<td>2.</td>
<td>G</td>
<td>Gender</td>
</tr>
<tr>
<td>3.</td>
<td>TOS</td>
<td>Type of School</td>
</tr>
<tr>
<td>4.</td>
<td>EI x G</td>
<td>Emotional Intelligence x Gender</td>
</tr>
<tr>
<td>5.</td>
<td>EI x TOS</td>
<td>Emotional Intelligence x Type of School</td>
</tr>
<tr>
<td>6.</td>
<td>G x TOS</td>
<td>Gender x Type of School</td>
</tr>
<tr>
<td>7.</td>
<td>EI x G x TOS</td>
<td>Emotional Intelligence x Gender x Type of School</td>
</tr>
</tbody>
</table>
4.1 ANALYSIS, INTERPRETATION AND DISCUSSION

The analysis, interpretation and discussion of the finding of ANOVA, t-test and Correlation have been described as follows:

4.1.1 DIFFERENTIAL STUDY

EFFECT OF EMOTIONAL INTELIGENCE, GENDER AND TYPE OF SCHOOL ON THE SCHOOL VERSUS FAMILY ROLE CONFLICT OF HIGHER SECONDARY SCHOOL TEACHERS.

The findings of ANOVA for the effect of emotional intelligence, gender and type of school on the school versus family role conflict of teachers have been summarized below.

TABLE NO. 4.01 SUMMARY OF ANOVA FOR EMOTIONAL INTELLIGENCE x GENDER x TYPE OF SCHOOL FOR THE DIMENSION SCHOOL VERSUS FAMILY ROLE CONFLICT

<table>
<thead>
<tr>
<th>SOURCE OF VARIANCE</th>
<th>SUM OF SQUARES</th>
<th>df</th>
<th>MS</th>
<th>F-ratio</th>
<th>SIGNIFICANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>EI</td>
<td>20.117134</td>
<td>2</td>
<td>10.058567</td>
<td>1.442225</td>
<td>NS</td>
</tr>
<tr>
<td>G</td>
<td>0.164634</td>
<td>1</td>
<td>0.164634</td>
<td>0.023605</td>
<td>NS</td>
</tr>
<tr>
<td>TOS</td>
<td>9.042928</td>
<td>1</td>
<td>9.042928</td>
<td>1.296600</td>
<td>NS</td>
</tr>
<tr>
<td>EI x G</td>
<td>48.751712</td>
<td>2</td>
<td>24.375856</td>
<td>3.495079</td>
<td>S*</td>
</tr>
<tr>
<td>EI x TOS</td>
<td>67.168762</td>
<td>2</td>
<td>33.584381</td>
<td>4.815422</td>
<td>S**</td>
</tr>
<tr>
<td>G x TOS</td>
<td>1.479324</td>
<td>1</td>
<td>1.479324</td>
<td>0.212109</td>
<td>NS</td>
</tr>
<tr>
<td>EI x G x TOS</td>
<td>163.2394</td>
<td>2</td>
<td>81.6197</td>
<td>11.702860</td>
<td>S**</td>
</tr>
<tr>
<td>With in</td>
<td>2706.0429</td>
<td>388</td>
<td>6.974337</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>3016.00679703</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*SIGNIFICANT AT 0.05 LEVEL    ** SIGNIFICANT AT 0.01 LEVEL
MAIN EFFECT OF EMOTIONAL INTELLIGENCE

Table no.4.01 makes clear that the F-value for the main effect of emotional intelligence is 1.44222 (df = 2,388) which is found not to be significant at 0.05 and 0.01 level of significance. It means that emotional intelligence has no significant effect on the role conflict a teacher experiences in performing school roles on account of expected roles in family. The mean values for low, average and high emotional intelligent teachers are 2.967, 3.065 and 3.484. It can be interpreted that no significant differences exist in the role conflict of low, average and high emotional intelligent teachers. Differences in the mean values may be due to error or chance.

DISCUSSION

Findings of the study that emotional intelligence has no significant effect on school versus family role conflict of teachers is in contradiction with earlier studies done like, David (2008) in Hong Kong, Penrose (2007), Mikolaiczak (2008), King and Gardner (2006) reported that emotional intelligence is found to predict significantly active coping strategy for role conflict. Similarly the findings of Zenaghan and Buda (2007) indicates that emotional intelligence is significantly related with well being, importance of work and negatively correlated with work-family conflict. Mean values indicated that low, average and high emotional intelligent teachers experience low role conflict (School versus Family). Above finding is in conformity with what Fu and Shaffer (2001) described as to how the number of hours spend on house hold work is an important determinant of family interference with work. In this study if emotional intelligence is not affecting school versus family role conflict, then some other factors like lack of mental preparation to manage social as well as family roles in teachers may be effecting role conflict. It is supported by the findings of Thomas and Ganster (1995) that
if employees felt capable of managing both work and family affairs, work-family conflict was reduced.

**MAIN EFFECT OF GENDER**

It is clear from table no. 4.01 that F-value for the main effect of gender is 0.02360 (df = 1,388) which is found not to be significant at 0.05 and 0.01 level of significance. It can be said that there is no effect of gender on the role conflict which a teacher confronts while performing school roles due to expected roles from family. It can be interpreted from mean values that there exist no significant differences in the role conflict of male and female higher secondary school teachers. The mean values are 3.192 and 3.298 for male and female teachers respectively which also indicate that male and female teachers experience low role conflict.

**DISCUSSION**

Finding of the study that gender has no effect on the role conflict of teacher is in conformity with the findings of Bakker, Demerout and Dollard (2008) according to them job requirements cause work-family conflict and emotional exhaustions, regardless of gender. It has been observed that Chapman, Dayton and Neat (1994) have found similar results that multiple role in work and family creates strain. If gender has no effect on this kind of role conflict then lack of experience in handling different roles in two situations due to short length of service in the organization may be the reason. It is evident from the study done by Nahta (1980) that role conflict scores were greater among groups with short length of service in the organization and at each level role conflict differ significantly with regard to length of service.
MAIN EFFECT OF TYPE OF SCHOOL

Table no. 4.01 also depict that the F-value for the main effect of type of school is 1.2966 (df = 1,388). It is found not to be significant at 0.05 and 0.01 level of significance. Thus it can be concluded that type of school has no significant effect on the role conflict emerging in school situation due to expected role demands from family. In other words it can be said that there exist no significant differences in the role conflict of government and private higher secondary school teachers. It is indicated by the mean values which are 3.075 and 3.415 for government and private school teachers respectively.

DISCUSSION

In the context of present study, it is observed that type of school has no effect on the role conflict (school versus family). It is in contradiction with the findings of Richardson, Young, Vandenberg, Dejoy and Wilson (2008) that perception of organizational support can reduce stress and emotional exhaustion but it cannot reduce physiological exhaustion. Both government and private school teachers experience role conflict in school due to family obligations like when they are called beyond duty hours for any school programme, taking students for educational tours etc is effected by family obligations. It imparts negative effect on teachers.

According to Barling, Maccwen, Kelloway Higginbottom, (1994), and Bruke (1998) work-family conflict has been related to important individual and organizational outcome such as absenteeism, intention to leave work etc. If type of school has no effect on role conflict then excessive work load in family and school situation may be the reason. The findings of Elloy and Smith (2004) also reveal similar results that work load have a significant effect on work-family conflict.
INTERACTION EFFECT OF EMOTIONAL INTELLIGENCE x GENDER

Table no.4.01 also depicts the F-value for the interaction effect of emotional intelligence and gender as 3.4950 (df = 2,388) which is found to be significant at 0.05 level of significance. It indicates that there is significant interaction effect of emotional intelligence and gender on the role conflict arising in school on account of expected roles in family.

Graph 4.01: Effect of Interaction of Emotional Intelligence X Gender on the School Versus Family Role Conflict

The mean values of low, average and high emotional intelligent male teachers are 2.550, 3.166 and 3.844 and the mean values of low, average and high emotional intelligence female teachers are 3.5242, 2.966 and 3.142.

DISCUSSION

The mean values indicate significant differences in the role conflict of male and female teachers. Analysis of graph 4.01 indicated that male teachers
experience role conflict when their emotional intelligence is low. As the emotional intelligence goes to average and high, role conflict also increases. But in case of female teachers, they show high role conflict when their emotional intelligence is low. It is also observed from the graph-4.01 that with average emotional intelligence female teachers experience low role conflict but when emotional intelligence increases role conflict also increases. The above finding is supported by the Akintayo (2010) that emotional intelligence has significant influence on work-family role conflict management. Posig and Nickal (2004) found that for a female, a family-work conflict is a key contributor to work-family conflict and emotional exhaustion and for male work-family conflict mediated the relationship between work role expectation and emotional exhaustion.

It is clear from the mean values that the role conflict of high emotional intelligent male teacher is greater than low and average emotional intelligent male teacher. In spite of having high emotional intelligence if they are facing role conflict, it means some other factors like lack of support from family members may be the reason. Similar result was found in the findings of Beatty (1986) that family members support helps in minimizing stress. Low emotional intelligence male teacher may be getting such kind of support which lowers their role conflict.

Mean values also indicates that role conflict of low emotional intelligent female teacher is greater than the role conflict of average and high emotional intelligent female teacher. Low emotional intelligence characterizes ineffective management skill and understanding. According to Kulkarni, Janakiram and Kumar (2009) emotional intelligence has an impact on the performance level. Hence it can be said that low emotional intelligence effects performance in any conflict situation. Average emotional
intelligent female teachers may possess better management skills which lower their role conflict.

It is also noted from mean values that the role conflict of average and high emotional intelligent male teacher are higher than average and high emotional intelligent female teachers. It is supported by the findings of Gupta (1993) that more role conflict is found among males than female teacher and more among secondary school teachers than primary teachers. The reason may be that male teacher experience more job stress than female teachers which contributes work-family role conflict. Similar findings has been observed in the study of Witting and Berman (2008) that job stress is the most important factor influencing work-family role conflict.

Further the mean values indicate that the role conflict of low emotional intelligent female teachers is greater than low emotional intelligent male teachers. The reason may be that the family role demands is more from female than male teachers in Indian culture due to which females experience role conflict in fulfilling school roles. Other reason may be having more number of children. Grandey and Cropanzano (1999) found that there is correlation between numbers of children to family versus work conflict.

**INTERACTION EFFECT OF EMOTIONAL INTELLIGENCE x TYPE OF SCHOOL**

The F-value for the interaction effect of emotional intelligence and type of school as depicted in table no. 4.01 is 4.8154 which is found to be significant at 0.01 level of significance. It means that emotional intelligence and type of school has significant effect on the role conflict of government and private school teachers.
Graph: 4.02 Effect of Interaction of Emotional Intelligence X Type of School on the School Versus Family Role Conflict.

Above graph reveals that the mean values of low, average and high emotional intelligent government teachers are 2.775, 2.664 and 3.737 and the mean values of low, average and high emotional intelligent private teachers are 3.432, 3.902 and 2.842 Mean values indicates significant differences in the role conflict of low, average and high emotional intelligent government and private school teachers.

From the mean values of low, average and high emotional intelligent teachers of government schools, it can be said that role conflict of high emotional intelligent government teachers are greater than the role conflict of low and average emotional intelligent teachers of government schools. Similarly the mean value for low emotional intelligent government teachers is 2.775 which is less than the mean values of average and high emotional intelligent government teachers.
The mean value for average emotional intelligent private school teacher is 3.902 which are greater than the low and high emotional intelligent private teachers. It indicates average emotional intelligent teachers experience greater role conflict.

Further the mean values for low emotional intelligent government and private school teacher are 2.775 and 3.432. It indicates that role conflict of low emotional intelligent private school teacher is greater than low emotional intelligent government school teacher. The mean values for average emotional intelligent government and private school teachers are 2.664 and 3.902. It indicates average emotional intelligent private school teachers experience greater role conflict than average emotional intelligent government school teachers. Similarly the mean values for high emotional intelligent government and private school teachers are 3.737 and 2.842. It reveals that role conflict of high emotional intelligent government teachers are greater than high emotional intelligent private teachers.

DISCUSSION

There is significant effect of emotional intelligence and type of school on the role conflict of government and private school teachers. It is supported by the findings of Coser and Cosey (1974) Korman and Korman (1980) that organizations frequently put pressure on individuals to achieve success at work, at the expense of success in other roles. Emotional intelligence plays an important role in managing stress. Similar result has been observed by King and Gardner (2006) among professional staff in New Zealand that emotion self management and understanding other emotion play an important role in managing work related stress.

Mean values indicate that role conflict of high emotional intelligent government teacher is greater than low and average emotional intelligent.
teachers of government schools, it may be due to lack of organizational and family support. Similar results has been observed in the findings of Lingard and Francis (2006) that there is a significant influence of organizational support on emotional exhaustion and an indirect influence of work and family conflict on emotional exhaustion. The average emotional intelligent private teachers experience greater role conflict than high and low emotional intelligent private teachers. The reason may be that the demand of performance has not changed and they feel boredom and disinterest in performing roles.

The role conflict of high emotional intelligent private school teacher is lesser than low and average emotional intelligent private school teachers. High emotional intelligence characterize greater self efficacy to cope a difficult situation. It is in conformity with the findings of Mikolajczak and Luminet (2008) according to which emotional intelligent individual exhibit greater self efficacy to cope and appraise the situation a challenge rather than a threat. Similarly average emotional intelligent government teacher experience less role conflict, it may be because they posses skills to gain organizational and family support and understanding.

Further it is noted from the mean values that the role conflict of low and average emotional intelligent private teachers are greater than low and average emotional intelligent government teachers. The reason may be insecurity, fear of losing job, short employment status etc. It is substantiated by the finding of Netemeyer, Boles and McMurrian (1996) that teachers with lifelong employment status experience less role conflict. Government school teachers generally have long employment status.

It is also clear from the mean values that role conflict of high emotional intelligent government teachers are more than high emotional
intelligent private teachers. The reason may be their negative attitude towards teaching profession due to which they fail to fulfill school obligations and experience role conflict. Similar results have been observed in the findings of Sumangala and Dev (2009) on secondary school teachers in Kerela that role conflict has greater predictive efficiency and attitude towards teaching profession determines role conflict.

INTERACTION EFFECT OF GENDER X TYPE OF SCHOOL

Table no: 4.01 clearly indicates that the F-value for the interaction effect of gender and type of school is 0.2121 (df = 1,388) which is found not to be significant at 0.05 and 0.01 level of significance. This means that there is no significant interaction effect of gender × type of school on the role conflict of male and female teachers of government and private schools. Mean values indicates that no significant difference exist in the role conflict of male and female teachers of government and private schools. The mean values for the role conflict of male teachers of government and private schools are 3.0895 and 3.29625 and the mean values for female teachers of government and private school are 3.0618 and 3.535 respectively.

DISCUSSION

Mean values indicate that both male and female teachers of government and private school teachers experience role conflict. According to Cinamon and Rich (2003) teachers attributed high importance to both work and family roles and reported higher work-family role conflict than family-work role conflict in Israel teachers. If gender × type of school has no role to play then excessive family roles may be affecting role conflict. It is similar to the finding of Dahlia Moore and Abraham (2005) among jewish teachers of Israel that family roles contribute more to role conflict than work
roles. No difference in role conflict may be due to similarity in the nature of roles.

**INTERACTION EFFECT OF EMOTIONAL INTELLIGENCE x GENDER x TYPE OF SCHOOL**

It has been observed from table no.4.01 that the F-value for the interaction effect of emotional intelligence × gender × type of school is 11.7028. This value is found to be significant at 0.01 level of significance. It means that there is significant interaction effect of emotional intelligence × gender × type of school on the school versus family role conflict of higher secondary school teachers.

**Graph No. 4.03 Effect of Interaction of Emotional Intelligence X Gender X Type of School on the School Versus Family Role Conflict**
The mean values for low, average and high emotional intelligent male teachers of government schools are 2.44, 2.5 and 4.36 and the mean values for low, average and high emotional intelligent male teachers of private schools are 2.79, 4.5 and 2.5 Similarly the mean values for low, average and high emotional intelligent female teachers of government schools are 3.19, 2.87 and 3.14 and the mean values for low, average and high emotional intelligent female teachers of private schools are 4.46, 3.21 and 3.15 The mean values indicate significant interaction effect of emotional intelligence ×gender × type of school on the school versus family role conflict of male and female teachers of government and private higher secondary school teachers.

**DISCUSSION**

Emotional intelligence, gender and type of school together have significant interaction effect on role conflict of teachers. According to Abubakr, Fuad and Alshaikh (2007) there is significant effect of emotional intelligence in affecting work outcomes and there is significant difference between employee’s perception of emotional intelligence, conflict and readiness to create and innovate among the employees of United Arab Emirates.

Mean values indicate that role conflict of high emotional intelligent male teachers of government school is greater than low and average emotional intelligent male teacher of government school. Similarly the role conflict of average emotional intelligent male teachers of private school is greater than low and high emotional intelligent male teachers of private school. The reason may be inappropriate family climate and excessive domestic responsibilities. It is supported by the findings of Wiersma and Vandenberg (2003) that domestic responsibilities and family climate each
correlate significantly with work-home role conflict. Mean values also indicates that role conflict of low emotional intelligent female teachers of government and private school is greater than average and high emotional intelligent female teachers of government and private schools. The reason may be that low emotional intelligence implies improper coping strategies of problem solving, negative distraction etc. which adds to their work-family role conflict. Similar results has been observed in the findings of Pashang and Singh (2008) among the professionals of Mysore that coping strategies of distraction negative, religion and social support was found high in the group of low and average emotional intelligent levels.

It is also clear from the mean values that the role conflict of low emotional intelligent male teacher of government teacher is lower than average and high emotional intelligent male teacher of government school. It may be because they are getting support from family and school. Further the role conflict of high emotional intelligent male teachers of private school is lower than low and average emotional intelligent male teachers of private schools. It may be because teaching experiences helped them in learning to manage their role conflict. It is in conformity with the findings of Gali Cinamon and Rich (2005) among Israel women that school level and teachers experiences contributed to explaining the conflict.

Role conflict of low and average emotional intelligent male and female teachers of private school is greater than the low and average emotional intelligent male and female teachers of government teachers. It may be due to nervousness, anxiety when burdened with role demands. It is supported by the findings of Crzywacz and Narks (2000) that the conflict, stress and nervousness from work are all correlated to work-family conflict. The role conflict of high emotional intelligent male and female teachers of government
teachers is higher than role conflict of high emotional intelligent male and female teachers of private schools. It may be due to poor time management skills in government school teachers.

**EFFECT OF EMOTIONAL INTELLIGENCE, GENDER AND TYPE OF SCHOOL ON THE SCHOOL VERSUS SOCIETY ROLE CONFLICT OF HIGHER SECONDARY SCHOOL TEACHERS.**

To determine the effect of emotional intelligence, gender and type of school on the school versus society role conflict of higher secondary school teachers, ANOVA is computed and its findings has been summarized in table no.4.02

**TABLE NO.4.02 SUMMARY OF ANOVA FOR EMOTIONAL INTELLIGENCE x GENDER x TYPE OF SCHOOL FOR DIMENSION SCHOOL VERSUS SOCIETY ROLE CONFLICT**

<table>
<thead>
<tr>
<th>SOURCE OF VARIANCE</th>
<th>SUM OF SQUARES</th>
<th>Df</th>
<th>MS</th>
<th>F–RATIO</th>
<th>SIGNIFICANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>EI</td>
<td>36.05469</td>
<td>2</td>
<td>18.0273</td>
<td>2.1716</td>
<td>NS</td>
</tr>
<tr>
<td>G</td>
<td>8.48681</td>
<td>1</td>
<td>8.4868</td>
<td>1.0223</td>
<td>NS</td>
</tr>
<tr>
<td>TOS</td>
<td>0.5009</td>
<td>1</td>
<td>0.5009</td>
<td>0.0603</td>
<td>NS</td>
</tr>
<tr>
<td>EI x G</td>
<td>15.83045</td>
<td>2</td>
<td>7.91522</td>
<td>0.9534</td>
<td>NS</td>
</tr>
<tr>
<td>EI x TOS</td>
<td>5.10299</td>
<td>2</td>
<td>2.5514</td>
<td>0.3073</td>
<td>NS</td>
</tr>
<tr>
<td>G x TOS</td>
<td>2.09757</td>
<td>1</td>
<td>2.0975</td>
<td>0.2526</td>
<td>NS</td>
</tr>
<tr>
<td>EI x G x TOS</td>
<td>24.11923</td>
<td>2</td>
<td>12.0596</td>
<td>1.4527</td>
<td>NS</td>
</tr>
<tr>
<td>WITHIN</td>
<td>3220.9041</td>
<td>388</td>
<td>8.3012</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>3313.0968</td>
<td>399</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MAIN EFFECT OF EMOTIONAL INTELLIGENCE

It has been observed from Table No. 4.02 that, F-value for the main effect of emotional intelligence on the role conflict of higher secondary school teachers is 2.1716 (df = 2.388) which is found not to be significant at 0.05 and 0.01 level of significance. It indicates that there is no significant effect of emotional intelligence on the role conflict, which a teacher experience in performing school roles on account of some expected roles in society.

The mean values for low, average and high emotional intelligent teachers of higher secondary schools are 4.16, 3.53 and 4.18. It can be interpreted from mean values that there exist no significant differences in the role conflict of higher secondary school teachers. The existing differences may be due to chance or error.

DISCUSSION

Mean values indicated that low, average and high emotional intelligent teachers experience role conflict. This finding is similar to the findings of Philippe Dubreuil, Laughrea, Alexandre, Francois Courcy and Loiscle (2009) that social relationship did mediate the relationship between role stressor and burnout. A teacher very often face problem due to parents interference, social problems like naxalism which affects normal proceedings in schools. All such situations leads to role conflict. Emotional intelligence has no effect on school versus society role conflict of teachers, some other factors may be playing important role like lack of social support. Similar results have been observed in the findings of Harkes, Janssen, Dejonge and Baliker (2003) that lack of social support leads to emotional exhaustion. Role conflict of teachers results in decline in performance. It is also supported by
the findings of French and Caplan (1972) that role conflict has been associated with poor work group relationship. According to Liddell and Slocum, (1976) role conflict decline group performance.

MAIN EFFECT OF GENDER

It has been observed from Table No.4.02 that, F-value for the main effect of gender is 1.0223 (df =1,388) which is found not to be significant at 0.05 and 0.01 level of significance. It means that gender has no effect on the school versus society role conflict, which a teacher confronts while performing school roles on account of some expected roles in society. The mean values for male and female teachers are 4.08925 and 3.8614 respectively. Mean values indicates that no significant differences exist in the role conflict of male and female teachers of higher secondary school teachers. Existing differences are a matter of chance.

DISCUSSION

The mean values indicates that both male and female teachers of higher secondary schools, experience role conflict. It is substantiated by the findings of Perrone, Kristin, Webb, kay, Blalock and Rachel (2005) that there is significant effect of role congruence and role conflict on work, marital life and life satisfaction. Both male and female teacher’s experiences social interference like parental pressure, pressure to manipulate results from elite group etc. which creates role conflict. Gender has no role to play in this kind of role conflict. It is in contradiction with the study done by Petrides and Furnham (2000) that female scored higher than male on the social skills factor of emotional intelligences and manages roles effectively.

Some other factor may be playing important role like teachers might have given commitment to large number of social roles due to which they get
pressurized frequently. It hinders their role performance in schools. Similar results has been observed in the findings of Cooke and Rousseau (1984), Goode (1960), Kandel, Davies and Ravies (1985) that getting involved in large number of social roles causes role conflict. It can also be said that teachers might be lacking interaction with co-workers, supervisors etc. which can give them absolute solution. Jackson and Schuler’s (1985) reported similar observation that the relationship between role conflict and performance is significantly stronger when performance is dependent upon successful interaction with co-workers, supervisors etc.

**MAIN EFFECT OF TYPE OF SCHOOL**

Table number 4.02 also depicts the F-value for the main effect of type of school which is 0.0603 (df = 1,388). This value is found not to be significant at 0.05 and 0.01 level of significance. This means that type of school has no significant effect on the role conflict which a teacher faces in performing school roles on account of expected social roles. The mean values for government and private schools are 3.934 and 4.012. These values indicate that no significant differences exist in the role conflict of government and private school teachers. The differences observed are a matter of chance or error.

**DISCUSSION**

The findings that school has no significant effect on the role conflict is in contradiction with the study done by Mazur , Mertin and Lynch (1989) that organizational factors such as work over load, support and isolation were significant predictors of teachers burn out. Mean values indicated that teachers of government and private schools experience role conflict. In private schools generally children are financially sound and parent’s interference is more, like they object when their ward is punished. Such
interference is seen less in government schools. Bureaucratic influence is seen more in government schools. Teachers thus experience role conflict which competes for persons limited time resources. Similar results has been observed by Kopelman, Greenhaus and Connolly (1983) that engaging in multiple roles creates pressure which can be incompatible and compete for a person’s limited time resources. If school has no significant role to play then factors like employees potentiality to resolve conflict may be affecting role conflict of higher secondary school teachers. That means teacher having higher potential, resolve conflict more effectively than teachers having low potential. It is supported by the findings of Shrivastava (1982) that employees potentiality to produce more were observed to perceive lesser ambiguities, role conflict and workloads with regards to their job roles as compared to those belonging to low production group.

**INTERACTION EFFECT OF EMOTIONAL INTELLIGENCE X GENDER**

F-value indicated in Table no. 4.02 for the interaction effect of emotional intelligence × gender is 0.9534 (df = 2,388) which is found not to be significant at 0.05 and 0.01 level of significance. It is clear that no significant interaction effect of emotional intelligence × gender is observed on the role conflict of teacher arising in school on account of expected roles in society.

The mean values of low, average and high emotional intelligent male teachers are 4.06, 3.7 and 4.52 and that of low, average and high emotional intelligent female teachers are 4.47, 3.26 and 3.95. These values indicates that no significant differences exist in the role conflicts of low, average and high emotional intelligent male and female teachers of higher secondary schools. Existing difference is a matter of chance or error.
DISCUSSION

It is clear from the mean values that low, average and high emotional intelligent male and female teachers experience role conflict. They have social obligations to perform like community services, protest against government malfunction etc. which hinder role performance in school. According to Singh et. al (1981) role conflict is associated with increased tension, reduced job satisfaction and psychological withdrawal. Findings of the study reveal that teachers have role conflict but it is independent of the interaction effect of emotional intelligence × gender. Some other factors may be playing important role like lack of divergent thinking’s, inappropriate time management, Poor decision making etc. among higher secondary school teachers. No difference in the role conflict of male and female teachers may be because the nature of social and school roles are similar for male and female teachers. This also results in no difference in their teaching performance. According to Joseph and Joseph (2008) there is no significant difference between emotional mature male teacher and female teachers of Kottayam with respect to teaching effectiveness. Other reason may be parent’s intrusion in teacher’s work. It is supported by the findings of Dworking (1977) that excessive parent’s interference in teacher’s work cause role conflict in teachers.

INTERACTION EFFECT OF EMOTIONAL INTELLIGENCE X TYPE OF SCHOOL

It is also clear from Table No. 4.02 that F-value for the interaction effect of emotional intelligence × type of school is 0.3073 (df = 2,388) which is found not to be significant at 0.05 and 0.01 level of significance. It means there is no significant interaction effect of emotional intelligence × type of school on the role conflict of teachers resulting in schools on account of expected roles in society.
The mean values of low, average and high emotional intelligent government school teachers are 4.07, 3.62 and 4.13 and that of private school teachers are 4.46, 3.34 and 4.35. It can be interpreted from mean values that there exists no significant difference in the school versus society role conflict of higher secondary school teachers. The differences observed in mean values may be due to chance or error.

DISCUSSION

Above findings reveals that teachers of both government and private schools, experience school versus society role conflict which can lead to emotional exhaustion. According to Stephen Crane and Edward Iwanicki (1986) role conflict and role ambiguity explained a significant amount of variance in feelings of emotional exhaustion and depersonalization. The school versus society role conflict is independent of the interaction effect of emotional intelligence × type of school, some other variables may be effecting like problem solving ability of teachers, working environment, support of co-workers etc. Werner (1994) has also reported that emotionally and physically taxing environment, behaviour such as offering assistance to co-workers or taking the initiatives is critical to organization success. No difference in role conflict may be due to similar conflict situations for both government and private secondary school teachers in school and society.

INTERACTION EFFECT OF GENDER × TYPE OF SCHOOL

It has been observed from Table No.4.02 that F-value for the interaction effect of gender × type of school is 0.2526 which is found not to be significant at 0.05 and 0.01 level of significance. It means there is no interaction effect of gender × type of school on role conflict arising in school due to expected roles from society. The mean values for male teachers of
government and private schools are 4.12 and 4.04 and the mean values for female teachers of government and private schools are 3.74 and 3.97 it indicates no significant differences in the role conflict of male and female teachers of government and private schools. The observed differences in the mean values may be due to chance or error.

**DISCUSSION**

It can be said from above findings that there is no interaction effect of gender × type of school on role conflict of teachers, some other factors may be playing important role like inflexible work arrangements which restrict them from performing other roles. Similar result was found in the findings of **Bohl and Scott (1996)** that flexible work arrangements are popular because it is assumed that the increase flexibility of spatial and temporal boundaries of work will allow workers to handle competing demands from work and personal interest. In Indian context social demands from male is high in comparison to females and family role demand is more from female than males. No differences in the role conflict may be because social and school role demand is same for both genders. Nature of role conflict is also similar.

**INTERACTION EFFECT OF EMOTIONAL INTELLIGENCE X GENDER × TYPE OF SCHOOL**

Table No.4.02 also shows the F-value for the interaction effect of Emotional intelligence x Gender x Type of school which is 1.4527 (df =2388) which is found not to be significant at 0.05 and 0.01 level of significance. It indicates no interaction effect of emotional intelligence× gender × type of school on role conflict of teachers arising in school on account of some expected roles in society. The mean values of low, average and high emotional intelligent male teachers of government schools are 4.01, 3.81 and 4.55 and that of low, average and high emotional intelligent male teachers of
private schools are 4.12, 3.59, and 4.5. Similarly the mean values of low, average and high emotional intelligent female teachers of government schools are 4.14, 3.43 and 3.71 and that of low, average and high emotional intelligent female teachers of private schools are 4.8, 3.10 and 4.2. Observed differences in the mean values is due to chance or error.

**DISCUSSION**

It is clear from the mean values that low, average and high emotional intelligent male and female teacher of government and private school, experience school versus society role conflict. Sometimes social problems like naxalism, illiteracy, ignorance among people creates difficulty in maintaining discipline in school. In appropriate support from public and private sectors also create in appropriate school environment, sometimes teachers are forced to change results of examinations. All such social factors cause hindrance in performing school roles. It may also be due to difference in perception of teacher’s role which results in role conflict. It is supported by the findings of Donald (1975), Freed (1976) and Sellowood (1976) that there is significant difference in perception of teacher’s role by principals, teachers, students, administrators and parents.

Result reveals that role conflict of teacher is independent of the interaction effect of emotional intelligence× gender × type of school, some other factors might be effecting school versus society role conflict of teachers like economic strength of teachers due to which they are in need to indulge in multiple roles. It is substantiated by the findings of Voydanoff and Kelly (1984) that high income people feel less shortage of time compared to low income ones. Their presuming economic strength probably helps to satisfy them on time demand. No difference in role conflict may be because they may be facing similar situations.
EFFECT OF EMOTIONAL INTELLIGENCE, GENDER AND TYPE OF SCHOOL ON THE FAMILY VERSUS SCHOOL ROLE CONFLICT OF HIGHER SECONDARY SCHOOL TEACHER.

To study the effect of emotional intelligence, gender and type of school on the family versus school role conflict of higher secondary school teachers, ANOVA was computed. Its findings have been depicted in table given below.

TABLE NO. 4.03: SUMMARY OF ANOVA FOR EMOTIONAL INTELLIGENCE x GENDER x TYPE OF SCHOOL FOR THE DIMENSION FAMILY VERSUS SCHOOL ROLE CONFLICT

<table>
<thead>
<tr>
<th>SOURCE OF VARIANCE</th>
<th>SUM OF SQUARES</th>
<th>df</th>
<th>MS</th>
<th>F-RATIO</th>
<th>SIGNIFICANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>EI</td>
<td>38.24614634</td>
<td>2</td>
<td>19.12307317</td>
<td>2.48936</td>
<td>NS</td>
</tr>
<tr>
<td>G</td>
<td>0.18899325</td>
<td>1</td>
<td>0.18899325</td>
<td>0.024602</td>
<td>NS</td>
</tr>
<tr>
<td>TOS</td>
<td>53.6416608</td>
<td>1</td>
<td>53.6416608</td>
<td>6.982853</td>
<td>S**</td>
</tr>
<tr>
<td>EI x G</td>
<td>30.88966362</td>
<td>2</td>
<td>15.44483181</td>
<td>2.0105455</td>
<td>NS</td>
</tr>
<tr>
<td>EI x TOS</td>
<td>2.17478101</td>
<td>2</td>
<td>1.087390505</td>
<td>0.1415520</td>
<td>NS</td>
</tr>
<tr>
<td>G x TOS</td>
<td>57.21554997</td>
<td>1</td>
<td>57.21554997</td>
<td>7.4480882</td>
<td>S**</td>
</tr>
<tr>
<td>EI x G x TOS</td>
<td>38.66671239</td>
<td>2</td>
<td>19.3335619</td>
<td>2.5167379</td>
<td>NS</td>
</tr>
<tr>
<td>WITHIN</td>
<td>2980.5814</td>
<td>388</td>
<td>7.681910824</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>3201.604907</td>
<td>399</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** **SIGNIFICANT AT 0.01 LEVEL
MAIN EFFECT OF EMOTIONAL INTELLIGENCE

Table No. 4.03 depicts the F-value for the main effect of emotional intelligence which is 2.48936 (df = 2,388). It is found not to be significant at 0.05 and 0.01 level of significance. It can be accessed from the values that there is no significant main effect of emotional intelligence on the role conflict, which a teacher experiences in performing family roles on account of some expected roles in school. The mean values of low, average and high emotional intelligent teachers are 3.491, 3.256 and 3.997. It can be interpreted from mean values that no significant differences exist in the role conflict of low, average and high emotional intelligent teachers of higher secondary schools. The observed differences are a matter of chance or error.

DISCUSSION

Mean values indicates that low, average and high emotional intelligent teachers experience family versus school role conflict which occur due to simultaneous occurrence of two or more sets of pressure such that compliance with one would make more difficult compliance with another. Similar results have been observed by Kahnwolfe, Quinn, Snock and Rosenthal, (1964). According to Jackson and Schuler (1985), Vansell, Brief and Schuler (1981) role conflict leads to many negative consequences for professionals and their employing organizations. Above findings that emotional intelligence has no effect on the role conflict is in contradiction with the study done by Panagopolou, Wildt, Mconks and Doorn (2006) that there is a connection between emotional exhaustion and work focus, in that negative emotion will lead to negative result. If emotional intelligence has no effect on family versus school role conflict some other factors may be playing important role like job setbacks which leads to personal setback at work, inducing physical and emotional frustration. Similar result was found
in the findings of **Maslach, Jackson and Lester (1997)** according to them job setbacks leads to job exhaustion causing total depletion of personal potency, leading to a loss of energy or rigor. These factors interfere in performing family role.

**MAIN EFFECT OF GENDER**

Further the F-value indicated in table no. 4.03 is 0.246 (df = 1,388). This value is found not to be significant at 0.05 and 0.01 level of significance. It indicates that gender has no effect on the family versus school role conflict of teachers. The mean values of role conflict of male and female teachers are 3.6084 and 3.9315 respectively. Mean values indicates that no significant difference exist in the family versus school role conflict of male and female teachers. Differences in the mean values may be due to error or chance.

**DISCUSSION**

The findings that gender has no role to play in the family versus school role conflict is in contradiction with the study done by **Cinamon and Rich (2005)** that females are not able to look after the children or other family roles due to their official work, often resulting in emotional disorders. No differences in the role conflict of male and female teachers is found to be in contradiction with the findings of **Eckman Ellen Wexler (2004)** that there are differences between male and female teachers in their personal and professional attributes as well as in role conflict. The reason for no difference may be because both male and female teachers experience similar kind of conflict situations. If gender has no role to play then some other factors may be playing important role like failure in achieving professional goals, poor management skills, student’s misbehaviour etc. which hinder their role performance at home. **Hastings and Bham (2003)** has reported similar
findings that frustration of goal attainment, students misbehaviour and class management demands are major stressors for teachers.

MAIN EFFECT OF TYPE OF SCHOOL

Further it is clear from table no. 4.03 that the F-value for the main effect of type of school is 6.9828 (df = 1,388) which is found to be significant at 0.01 level of significance. It indicates that type of school has significant effect in the role conflict which a teacher confronts in family due to expected

Graph No. 4.04: Effect of Type of School on the Family Versus School Role Conflict

It is clear from graph no. 4.04 that the mean values of government and private school teachers are 3.342 and 4.1977 which indicates significant differences in the role conflict of government and private school teachers. It is verified by t-value of 2.66 which is found to be significant at 0.01 level of significance.
DISCUSSION

The findings that type of school has significant effect on teachers role conflict is supported by the findings of Maslach, Jackson, and Leiter, (1996) that general organizational stressors relating positively educator burnout including role conflict and ambiguity. Mean values indicates that private school teachers confronts greater role conflict than government school teachers. The reasons may be that private schools generally keep lesser number of teachers, it results in greater work pressure in school, and they also have sense of job insecurity. Government teachers have no such insecurities. Other reasons may be negative relation with students or staff. Dorman (2003) has reported similar findings that negative relation with student or staff adds to conflict and burnout. These situations in schools interfere their role performance in family. Other reason may be no limit of working hours in private instructions. It is supported by the findings of Perrone, Kristin, Webb, Kay, Rachel (2005) that role conflicts are related to the hours of work of women and men. Similar result has also been observed by Stoner, Hartman and Arora (1991) that working hour has positive correlation with the role conflict of teachers.

### TABLE NO. 4.04 SHOWING t-VALUE BETWEEN GOVERNMENT AND PRIVATE SCHOOL

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Type of School</th>
<th>N</th>
<th>Mean</th>
<th>SD (Ex^2)</th>
<th>t-Value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Government</td>
<td>282</td>
<td>3.35</td>
<td>2108.24</td>
<td>2.66</td>
<td>0.01</td>
</tr>
<tr>
<td>2.</td>
<td>Private</td>
<td>118</td>
<td>4.15</td>
<td>1017.25</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
INTERACTION EFFECT OF EMOTIONAL INTELLIGENCE × GENDER

It has been observed in table no. 4.03 that the F-value for the interaction effect of emotional intelligence × gender is 2.0105 (df = 1,388) which is found not to be significant at 0.05 and 0.01 level of significance. It indicates that there is no significant interaction effect of emotional intelligence × gender on the family versus school role conflict of teachers.

The mean values of low, average and high emotional intelligent male teachers are 3.21, 3.47 and 4.21 and the mean values of low, average and high emotional intelligent female teachers are 4.23, 3.46 and 4.13. The mean values indicate that no significant differences exist in the family versus school role conflict of teachers. Existing differences in the mean values may be due to chance or error.

DISCUSSION

The findings that there is no interaction effect of emotional intelligence × gender on the family versus school role conflict of teachers is in conformity with the findings of Wysocks and Leonard (2005) that there is no significant correlation for gender with emotional intelligence in imparting any effect on life and career success. No difference in the family versus school role conflict of male and female teacher is found to be in conformity with the study done by Perkin, Wesley, Demers and Dehra (1996) that there is no gender difference in family versus school role conflict. The reason of no difference may be that they confront similar conflict situations. Instead of emotional intelligence × gender some other factor may be playing important role like year of working experience which helps in maintaining balance. Lacke and Massengale (1978) found similar result that amount of experience is related to role conflict. Other reasons may be low income in
organizations which hinders role fulfillment of family. It is supported by the findings of Frone (2000) that there is positive correlation between income and work interference in performing family roles.

**INTERACTION EFFECT OF EMOTIONAL INTELLIGENCE × TYPE OF SCHOOL**

It is clear from table no. 4.03 that the F-value for the interaction effect of emotional intelligence × type of school is 0.14155 (df = 2, 388) which is found not to be significant at 0.05 and 0.01 level of significance. It indicates that there is no significant interaction effect of emotional intelligence × type of school on family versus school role conflict of teachers.

The mean values of low, average and high emotional intelligent government teachers are 3.33, 2.96 and 3.77 and the mean values of low, average and high emotional intelligent private teachers are 4.11, 3.95 and 4.57. It indicates no significant difference in the family versus school role conflict of low, average and high emotional intelligent government and private school teachers.

**DISCUSSION**

Mean values indicate that teachers of government and private schools are experiencing family versus school role conflict. According to Parasuraman, Greenhorns and Granrose (1992) conflicts is positively associated with overall life stress. Marked and Frone (1998) has added that conflicts has been negatively related to school readiness.

If there is no interaction effect of emotional intelligence × type of school on family versus school role conflict, some other factors may be playing important role like many students with special needs in class, large
class size and low student achievement. Similar result was observed in the findings of Maslach and Leiter (1999), Ross (1998) that presence of many exceptional children in class, low achievement etc. adds to teacher’s conflict. No difference in the role conflict may be due to similar role conflict situations.

**INTERACTION EFFECT OF GENDER x TYPE OF SCHOOL**

Table No. 4.05 also shows the F-value for the interaction effect of Gender × type of school which is 7.4480 (df = 1,388). It is found to be significant at 0.01 level of significance. It means there is significant interaction effect of gender × type of school on the family versus school role conflict of teachers.

![Graph No. 4.05](image)

**Graph No. 4.05**  Effect of Interaction of Gender × Type of School on the Role Conflict.
It is clear from graph No. 4.05 that the mean values of male government and private schools teacher are 3.596 and 3.620 and the mean values of role conflict for female teachers of government and private schools are 3.088 and 4.774. It can be said that significant differences exist in role conflict of male and female teachers of government and private schools.

DISCUSSION

The findings of gender differences are supported by Bamji (2005) according to which gender disparity occurs at all levels and its adverse impact has become a face of life. Similar result has been observed by Mc Elwan, Allysom, Korabik, Karen, Rosin and Hazel (2005) in the professional employees of Canadian organizations that gender difference were found in the relationship between family demands and work interference with family.

Mean values indicate that male and female teachers of private schools experience greater role conflict than male and female teachers of government schools. It may be because of greater work pressures in private schools and sometimes management is not fully equipped with knowledge and resources which add to the role conflict of teachers. It is supported by the findings of Iravo (2000) that when the management is knowledgeable in conflict resolution, the school also performed better.

It is also clear from graph no. 4.05 that male teachers of government school experience greater role conflict than female teachers of government school. The reason may be interpersonal conflicts existing in an organization which may be because of dislikes, distrust, prejudice etc. These factors hinder role performance in family. Nzuve (2007) has also reported that
interpersonal conflicts resulting from personality variables such as dislikes, distrust or prejudice usually hinder group performance.

From the graph no. 4.05 it can also be concluded that female teachers of private school is greater than male teachers of private school. The reason may be that women have their traditional function as housewives and they have to do additional responsibilities as employees out of the home. It has significantly affected families. This reason is similar to the findings of Rastegarkhaled (2004) that women performing traditional function as housewives have taken additional responsibilities in the workforce which has created conflict situation due to dual role.

INTERACTION EFFECT OF EMOTIONAL INTELLIGENCE x GENDER x TYPE OF SCHOOL

It has been observed from table no. 4.05 that the F-value for the interaction effect of emotional intelligence x gender x type of school is 2.5167 (df = 2,388) which is found not to be significant at 0.05 and 0.01 level of significance. It means there is no interaction effect of emotional intelligence x gender x type of school on the family versus school role conflict of teachers which arises in family on account of expected roles in school.

The mean values of low, average and high emotional intelligent male government teachers are 3.13, 3.31 and 4.38 and that of male teachers of private schools are 3.29, 3.63 and 4.05.

Similarly the mean values of low, average and high emotional intelligent female teachers of government schools are 3.54, 2.62 and 3.16 and that of female teachers of private schools are 4.93, 4.31 and 5.1. These
values indicate that no significant differences exist in the role conflict of low, average and high emotional intelligent male and female teachers of government and private schools. Existing differences may be due to chance or error.

**DISCUSSION**

Mean values indicate that both male and female teachers are experiencing family versus school role conflict. Kossek and Ozekis (1998) found that family versus work conflict is negatively related to job and life satisfaction. It has been associated with parental overload and decrease family performance. If there is no interaction effect of emotional intelligence × gender × type of school on role conflict of teachers, some other factors may be playing important role in effecting family versus school role conflict like occurrence of inter group conflict in schools frequently because of dissimilar work orientations, competition for limited resources, conflicting goals etc. It is substantiated by the findings of Adler (2008) that inter group conflict may arise in situations where conflicting goals, task dependency, dissimilar work orientations, competition for limited resources etc. These factors when experienced by teachers in organization hinder their role performance in family. No difference in the role conflict may be due to similar socio, economic and cultural background of teachers.

**EFFECT OF EMOTIONAL INTELLIGENCE, GENDER AND TYPE OF SCHOOL ON THE SOCIETY VERSUS SCHOOL ROLE CONFLICT OF HIGHER SECONDARY SCHOOL TEACHERS.**

Findings of ANOVA for the main and interaction effect of emotional intelligence, gender and type of school on the society versus school role conflict of higher secondary school teachers has been presented in the table given below.
**TABLE NO.4.05** SUMMARY OF ANOVA FOR EMOTIONAL INTELLIGENCE x GENDER x TYPE OF SCHOOL FOR THE DIMENSION SOCIETY VERSUS SCHOOL ROLE CONFLICT

<table>
<thead>
<tr>
<th>SOURCE OF VARIANCE</th>
<th>SUM OF SQUARES</th>
<th>df</th>
<th>MEAN SQUARES</th>
<th>F-RATIO</th>
<th>SIGNIFICANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>EI</td>
<td>11.49180817</td>
<td>2</td>
<td>5.745904085</td>
<td>0.583212956</td>
<td>NS</td>
</tr>
<tr>
<td>G</td>
<td>18.88194528</td>
<td>1</td>
<td>18.88194528</td>
<td>1.916529578</td>
<td>NS</td>
</tr>
<tr>
<td>TOS</td>
<td>14.486647754</td>
<td>1</td>
<td>14.48664754</td>
<td>1.470404033</td>
<td>NS</td>
</tr>
<tr>
<td>EI x G</td>
<td>47.24873089</td>
<td>2</td>
<td>21.12436544</td>
<td>2.144136665</td>
<td>NS</td>
</tr>
<tr>
<td>EI x TOS</td>
<td>57.01998003</td>
<td>2</td>
<td>28.50999001</td>
<td>2.893782304</td>
<td>NS</td>
</tr>
<tr>
<td>G x TOS</td>
<td>6.48720034</td>
<td>1</td>
<td>6.48720034</td>
<td>0.658455002</td>
<td>NS</td>
</tr>
<tr>
<td>EI x G x TOS</td>
<td>114.72313347</td>
<td>2</td>
<td>57.3615667</td>
<td>5.822235876</td>
<td>S**</td>
</tr>
<tr>
<td>Within</td>
<td>3822.6359</td>
<td>388</td>
<td>9.852154381</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>4092.975345</td>
<td>399</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SIGNIFICANT AT 0.01 LEVEL**

**MAIN EFFECT OF EMOTIONAL INTELLIGENCE**

From the above table no.4.05 it can be observed that the F-value for the main effect of emotional intelligence is 0.5832 (df = 2,388) which is found not to be significant at 0.05 and 0.01 level of significance. This means there is no effect of low, average and high emotional intelligence on the society versus school role conflict, a teacher confronts in performing social roles on account of some expected roles in school.
The mean values of low, average and high emotional intelligence are 4.3840, 4.0949 and 3.9814. It can be interpreted that no significant differences exist in the role conflict of low, average and high emotional intelligence higher secondary school teachers. The existing differences in mean values are a matter of chance or error.

Society versus school role conflict of teachers is independent of the effect of emotional intelligence that means some other variables may be playing important role in effecting role conflict like lack of adjustment in teachers, ineffective management, Priorities work etc. Singh et.al (2008) has found contradictory result indicating significant negative relationship of emotional intelligence with organizational role stress. Findings of study on principals in Queensland indicates that in modern world, role conflict now characterized the job to some extent Cranston, Neil, Enrich et.al (2003) Findings of this study revealed that whether teachers have low, average and high emotional intelligence, it imparts no effect on role conflict.

The obtained result is also in contradiction with the findings of Godse Anand, (2009), according to them over all emotional intelligence, understanding emotions and emotional management were negatively correlated with integrating style of conflict resolution.

**MAIN EFFECT OF GENDER**

The Table No. 4.04 clearly shows that the F-value for the main effect of Gender is 1.91652 (df =1,388) which is not significant at 0.05 and 0.01 level of significance. It means society versus school role conflict is independent of the effect of gender. In other words it can be said that no differences exist in the role conflict of male and female teachers of higher secondary schools.
The mean values for male teacher is 4.2303 and that of female teacher is 3.8981. The existing differences in the role conflict as indicated by mean values are a matter of chance or some error.

DISCUSSION

Above mean values indicates that both male and female teachers experience society versus school role conflict. Similar findings have been reported by Neil, (1990) that gender role conflict occurs in all areas of man’s life, including family life and interpersonal relationships, as well as work. Findings of this study reveal that no difference exist in the role conflict of male and female teachers, it is in contradiction with earlier studies done, like findings of Helen Marilyn (1995) indicates that women experience greater role conflict than men. Similarly, findings of Malhotra, Sachdeva, et.al (2005) concludes that more the number of social roles, higher the role conflict in working women. In the context of Chhattisgarh it can be interpreted that the nature of social roles for male and female is similar, like, they are associated with any social clubs, are part of community services, to participate in social celebrations etc. The nature of school role is also similar for them hence they experience similar kind of role conflict in performing social roles due to school obligations. Some other factors may be effecting role conflict like lack of enthusiasm towards social responsibilities, ineffective management of time etc. but gender has no effect on this kind of role conflict.

MAIN EFFECT OF TYPE OF SCHOOL

Table no. 4.04 also shows the F-value for the main effect of type of school which is 1.4704 (df = 1,388) which is not significant at 0.05 and 0.01 level of significance. It means type of school whether government and private
has no effect on the role conflict, which is experienced by teachers in Performing social roles due to expected roles in schools.

The mean values for government higher secondary school teachers are 4.2718 and that of private higher secondary school teachers are 3.8566. It indicates that there exists no significant difference in the role conflict of government and private school teachers. Existing differences in the mean values is a matter of chance or error.

DISCUSSION

The result of the present study is in contradiction with the study of press and Bills (1981) which shows differences in role concepts of school teachers working in public and private schools. The mean values indicate that teachers experience society versus school role conflict in performing social roles, it may be due to lack of support from the school management, lack of commitment towards community services etc. but type of school has no role to play in this type of role conflict because performing social role is an individual choice and not a school duty.

INTERACTION EFFECT OF EMOTIONAL INTELLIGENCE X GENDER

Further Table no.4.04 shows that F-value for the interaction effect of emotional intelligence x gender is 2.1441 (df = 2,388) which is found not to be significant at 0.05 and 0.01 level of significance. It means that emotional intelligence × gender together has no interaction effect in the role conflict, a teacher experiences in performing social roles on account of expected roles in school.
The mean values for low, average and high emotional intelligent male teachers are 4.395, 4.485 and 3.81 and the mean values for low, average and high emotional intelligence female teachers are 4.205, 3.14 and 4.37. The mean values indicates that no significant differences exist in the role conflict of low, average and high emotional intelligence male and female teachers of higher secondary school. The existing differences in the mean values may be matter of chance or some error.

DISCUSSION

The observed result is in contradiction with the studies done earlier by Petridis et. al (2000), according to which gender was a significant predictor of self estimated emotional intelligence. According to Suresh, Venkatammal, (2007) conflict management style is positively related to emotional intelligence. It has also been observed that female teachers reported greater emotional intelligence as compared to male teachers Perry, cris et al, (2004) Mean values indicate that low , mid and high emotional intelligence male and female teachers experience role conflict in performing social roles. According to Richard et. al, 1982, Piko (2001), role conflict contributes to emotional exhaustion and depersonalization, stress, burnout, negative attitude towards students. In the context of present study the results indicates that emotional intelligence × gender has no role to play in this conflict area, it mean other factors are effecting society versus school role conflicts like inability to adopt in conflict situations, or in efficiency in handling various roles.

INTERACTION EFFECT OF EMOTIONAL INTELLIGENCE X TYPE OF SCHOOL

Further the F-value for the interaction effect of emotional intelligence × type of school is 2.8937 (df = 2,388) which is not significant at 0.05 and
0.01 level of significance. It means emotional intelligence × type of school has no significant interaction effect on society versus school role conflict, a teacher experiences in fulfilling social roles because of expected roles in school. In other words it can be said that there exist no difference in the role conflict of low, average and high emotional intelligent teachers of government and private schools.

The mean values for low, average and high emotional intelligent teachers of government school is 4.47, 4.57 and 3.82 and the mean values for low, average and high emotional intelligent teachers of private schools are 4.13, 3.05 and 4.36. Existing differences in the mean values is a matter of chance or error. These mean values show that teachers experiences society versus school role conflict.

**DISCUSSION**

The findings that emotional intelligence x type of school has no effect on role conflict is in contradiction with the study done by Zenaghan and Buda (2007) according to their study emotional intelligence is significantly and positively related with well being, importance of work and negatively correlated with role conflict. There is no difference in the role conflict when interaction effect of emotional intelligence x type of school is observed, some other variables may be effecting role conflict like, lack of knowledge required for maintaining balance between social roles and school roles, inappropriate application of knowledge etc.

**INTERACTION EFFECT OF GENDER x TYPE OF SCHOOL**

Table no.4.04 depicts the F-value for the interaction effect of Gender x Type of School as 0.06584 (df = 1,388). This value is found not to be
significant at 0.05 and 0.01 level of significance. It can be said that gender × type of school together imparts no effect on role conflict existing in fulfilling social roles on account of expected roles in school.

The mean values for male teachers of government and private schools are 4.5775 and 3.8831 and the mean values for female teachers of government and private schools are 3.9661 and 3.8301. The existing differences in the mean values are a matter of chance or error. Hence, it can be interpreted that no differences exist in the role conflict of male and female teachers of government and private schools.

DISCUSSION

If there is no interaction effect of gender × type of school on the society versus school role conflict of teachers some other factors may be affecting role conflict like low self monitoring by teachers. According to Snyder (1974) individuals with high ability of self monitoring tend to be highly attuned to cues of situational appropriateness. They adopt their behaviour and attitudes to suit different situational requirement. According to Gangestad and snyder (2000) low self monitors tend to be relatively rigid in their reaction to changing situational demands. It is supported by several researches that pragmatic, unyielding stance of low self monitors has been shown to be positively related to number of important work place outcomes such as promotions (Kilduff and Day,1994) job performance (Mehra, Kilduff and Brass,2001) and leadership emergence(Dobbins, Long and Dedrick,1990)
INTERACTION EFFECT OF EMOTIONAL INTELLIGENCE X GENDER X TYPE OF SCHOOL

Table no. 4.04 clearly show that the F-value for the interaction effect of emotional intelligence x gender x type of school is 5.8222 (df = 2,388). This value is found to be significant at 0.01 level of significance. The interaction effect of emotional intelligence x gender x type of school can be observed on role conflict, a teacher experiences in performing social roles on account of some expected roles in school. This result can also be seen in graph no. 4.06.

Graph No. 4.06 Effect of Interaction of Emotional Intelligence X Gender X Type of School on the Society Versus School Role Conflict.
From the graph no.4.06 it can be interpreted that significant differences exist in the role conflict of low, average and high emotional intelligent male and female teachers of government and private schools.

The mean values of low, average and high emotional intelligent male teachers of government school are 4.59, 5.34 and 3.85. It indicates that role conflict of average emotional intelligent male teacher is greater than low and high emotional intelligent male teachers. The mean values also indicates that significant differences exist in the society versus school role conflict of low, average and high emotional intelligent male teachers of government schools.

The mean values of low, average and high emotional intelligent male teachers of private school is 4.20, 3.63 and 3.77, it indicates that role conflict of low emotional intelligent male teachers of private school is greater than average and high emotional intelligent male teachers of private schools. Similarly the mean values of low, average and high emotional intelligent female teachers of government schools are 4.35, 3.81 and 3.79, it is clear from mean values that role conflict of low emotional intelligent female teacher is greater than average and high emotional intelligent female teachers.

The mean values of low, average and high emotional intelligent female teachers of private schools are 4.06, 2.47 and 4.95, these values indicates that role conflict of high emotional intelligent female teachers of private schools are greater than low and average emotional intelligent teachers of private schools. Further the mean values indicates that the role conflict of low emotional intelligent female teachers of government school is less than the role conflict of low emotional intelligent male teachers of government schools. The mean values also indicates that the role conflict of low and
average emotional intelligent female teachers of private schools are less than the role conflict of low and average emotional intelligent male teachers of private schools. Similarly the role conflict of low and high emotional intelligent male teachers of government school is greater than role conflict of low and high emotional intelligent male teachers of private schools.

**DISCUSSION**

The role conflict of average emotional intelligent male teachers of government school is greater than low and high emotional intelligent male teachers of government schools. It may be because their perception regarding role demands differ and are not capable of handling multiple role demands. This finding is supported by research done by Abubakr Suliman (2007) in which there is significant difference between employee’s perception of emotional intelligent and conflict. The role conflict of low emotional intelligent male teachers of private school is greater than high and average emotional intelligent male teachers of private schools. Similarly the role conflict of low emotional intelligent female teachers of government school is greater than average and high emotional intelligent female teachers of government schools. The reason may be that low emotional intelligence results in ineffective monitoring of ones and other’s emotion and ineffective problem solving ability which results in greater role conflicts. Goleman (1995, 1998), Epstein, (1988), Sternberg (1986), Gardner (1993), Weisenger (1998), Low (2000), Nelson and Low (1999), (2003), (2005) has also connected the relationship of emotional intelligence to achievement, Productivity, leadership and personal health.

The role conflict of high emotional intelligent female teachers of private schools is greater than low and average emotional intelligent female teachers of private schools. The reason may be their lack of interest towards
social and school roles. The role conflict of low, average and high emotional intelligent male teachers of government school is greater than low, average and high emotional intelligent female teachers of government schools. In Indian society, social role demands from male teachers are more than females. More over government teachers are also assigned election duties, in survey etc. due to which they are unable to perform social activities. This result of the study is similar to the findings of Perry et al (2004) that female teachers reported greater emotional intelligence compared to male teachers. Hence female teachers are able to resolve conflict efficiently. The findings also indicates that the role conflict of low and average emotional intelligent female teachers of private schools, experience lesser role conflict than low and average emotional intelligent male teachers of private schools. This finding is supported by Gaurav singh (2010) that emotional intelligence of secondary school teachers differs significantly in relation to their sex. The reason for greater role conflict may be due to lack of support from management.

The role conflict of high emotional intelligent male teachers of government school is greater than role conflict of high emotional intelligent female teachers of government school, the reason may be that they don’t find the role demand of society and school lucrative; due to their unwillingness in role performance they feel pressurized and experience role conflict.

EFFECT OF EMOTIONAL INTELLIGENCE, GENDER AND TYPE OF SCHOOL ON THE FAMILY VERSUS SCHOOL ROLE CONFLICT OF HIGHER SECONDARY SCHOOL TEACHERS

The findings of ANOVA for the effect of emotional intelligence, gender and type of school on the family versus school role conflict of higher secondary school teachers has been summarized in the table given below.
**TABLE NO. 4.06** SUMMARY OF ANOVA FOR EMOTIONAL INTELLIGENCE x GENDER x TYPE OF SCHOOL FOR THE DIMENSION FAMILY VERSUS SOCIETY ROLE CONFLICT

<table>
<thead>
<tr>
<th>SOURCE OF VARIANCE</th>
<th>SUM OF SQUARES</th>
<th>df</th>
<th>MEAN SQUARE</th>
<th>F-RATIO</th>
<th>SIGNIFICANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>EI</td>
<td>17.33613</td>
<td>2</td>
<td>8.66806</td>
<td>1.1810</td>
<td>NS</td>
</tr>
<tr>
<td>G</td>
<td>6.81940</td>
<td>1</td>
<td>6.81940</td>
<td>0.9291</td>
<td>NS</td>
</tr>
<tr>
<td>TOS</td>
<td>2.89664</td>
<td>1</td>
<td>2.89664</td>
<td>0.3946</td>
<td>NS</td>
</tr>
<tr>
<td>EI x G</td>
<td>5.4776</td>
<td>2</td>
<td>2.7388</td>
<td>0.3731</td>
<td>NS</td>
</tr>
<tr>
<td>EI x TOS</td>
<td>52.5127</td>
<td>2</td>
<td>26.2587</td>
<td>3.5777</td>
<td>NS</td>
</tr>
<tr>
<td>G x TOS</td>
<td>7.7618</td>
<td>1</td>
<td>7.7618</td>
<td>1.0575</td>
<td>NS</td>
</tr>
<tr>
<td>EI x G x TOS</td>
<td>68.4157</td>
<td>2</td>
<td>34.20787</td>
<td>4.6607</td>
<td>S**</td>
</tr>
<tr>
<td>WITHIN</td>
<td>2847.7423</td>
<td>388</td>
<td>7.33954</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>3008.9670</td>
<td>399</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SIGNIFICANT AT 0.01 LEVEL**

**MAIN EFFECT OF EMOTIONAL INTELLIGENCE**

Table No. 4.06 clearly shows that the F-value for the main effect of emotional intelligence is 1.1810 (df =2, 388) which is not significant at 0.05 and 0.01 level of significance. Hence it can be said that emotional intelligence imparts no effect on role conflict, which a teacher experiences while performing family roles because of some expected roles from society.

The obtained mean values for the role conflict of low, average and high emotional intelligence teachers are 2.904, 2.971 and 3.375, they shows no
significant differences among themselves. The differences observed are due
to error or chance. It can be said that no significant differences exist in the
role conflict of low, average and high emotional intelligent teachers.

DISCUSSION

Mean values indicates that teachers experience family versus society
role conflict, the reason may be that being a part of society, a teacher has to
perform social roles like participating in community services, maintaining
social relationships, financial help to neighbors etc. Sometimes it hinders
performing family roles. According to Malhotra et.al (2005) more the
number of social roles, higher the role conflict. Role conflict has negative
consequences it contributes to strain which results in depression or negative
effect (Rothbard, 2001). Above findings reveals that emotional intelligence
has no significant effect on family versus schools role conflict. Contradictory
result has been observed in the findings of Samuel Salami (2007) among
employees of South Western Nigeria that emotional intelligence is negatively
related to work -family conflict of higher secondary school teachers. Some
other factors like lack of understanding of alternative means to resolve role
conflict in higher secondary school teachers may be affecting role conflict but
not emotional intelligence.

MAIN EFFECT OF GENDER

Table No. 4.06 depicts that the F-value for the main effect of gender is
0.9291 (df =1,388) which is found not to be significant at 0.05 and 0.01 level
of significance. It means that gender has no significant effect on the family
versus society role conflict, which often arises in performing family roles on
account of some expected roles in society. In other words it can be interpreted
that there exist no significant difference in the role conflict of male and
female teachers of higher secondary schools. It is made clear by viewing the
mean values which are 3.1897 and 3.06 for male and female teachers respectively.

**DISCUSSION**

Mean values indicates that both male and female teachers experience family versus society role conflict. 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. The social role demands for both male and female may differ but the nature of the social role is quite similar for both. These role demands are hindering their performance in family which may be due to ineffective implementation of ideas in fulfilling both kinds of role demands. Similar finding is observed in the findings of Netemeyer et.al (1996) according to which some responsibilities from the work are not compatible and negatively influence the employees family responsibilities. More over according to Weirsma and Vandenberg (2003) work-home role conflict is negatively related to family climate for men as well as for women.

**MAIN EFFECT OF TYPE OF SCHOOL**

The F-value, indicated in Table no. 4.06 for the main effect of type of schools is 2.89664 (df= 1,388) which is clearly not significant at 0.05 and 0.01 level of significance. It shows that type at school has no significant effect on family versus society role conflict, which a teacher confronts in family due to expected role demands from society. It can be interpreted that there exist no significant differences in the role conflict of government and private school teachers. It is clearly expressed in the mean values which are 3.0263 and 3.2234 for government and private teachers respectively. Mean values also indicate that teachers experiences family versus society role conflict.
DISCUSSION

Institutions have duties towards society which they successfully conduct through national organizations like NCC, NSS etc. with the help of teachers. The nature of community services by government and private schools are almost similar, it may hinder teachers in performing family roles. But other social roles like financial aid to relatives and neighbours, late homecoming due to social obligations etc. are independent of the effect of institutions. Some other factors may be affecting teacher’s role conflict like teachers priorities of roles, ability to manage roles etc. may be effecting family versus society role conflict. According to Capel, Sisley et.al (1987) Drake and Herbert (2002), Locke and Massengale (1978) in modern times role overload, role ambiguity and inter role conflict has become common experiences for the teachers. According to Pleck et.al (1980) strain in one role affects performance in another role due to the incompatibility. Hence it can be concluded that strain experienced in performing social role may hinder role performance in family but type of school has no role to play.

INTERACTION EFFECT OF EMOTIONAL INTELLIGENCE x GENDER

As shown in Table No. 4.06, the F-value for the interaction effect of emotional intelligence × gender is 0.3731 (df =2.388). This value is not significant at 0.05 and 0.01 level of significance. It means that emotional intelligence × gender together has no significant interaction effect on family versus society role conflict existing in family on account of expected roles in society.

The mean values for low, average and high emotional intelligent male teachers are 2.93, 3.46 and 3.14 and the mean values for low, average and high emotional intelligent female teachers are 2.58, 2.95 and 3.52. It can be
concluded that teachers experience family versus society role conflict and there exist no significant differences in the role conflict of low, average and high emotional intelligent male and female teachers of higher secondary schools. The differences existed in role conflict may be due to error.

**DISCUSSION**

The above findings is supported by the research done by Singh and Singh (2008) according to which there is no significant difference in the level of emotional intelligence and perceived role conflict between genders and there is negative relationship of emotional intelligence with organizational role stress for both the gender. If there is no interaction effect of emotional intelligence x genders then other factors like lack of sincerity and interest in the nature of family and social roles may be effecting family versus society role conflict of teachers but not emotional intelligence and gender. Role conflict leads to negative consequences like, according to Martinko and Gardner (1982), role conflict may degrade self-efficiency.

**INTERACTION EFFECT OF EMOTIONAL INTELLIGENCE x TYPE OF SCHOOL**

Table No. 4.06 reveals the F-value for the interaction effect of emotional intelligence x type of school, as 3.5777 (df =2,388). It is found not to be significant at 0.05 and 0.01 level of significance. It can be said that there exist no interaction effect of emotional intelligence × type of School on the family versus society role conflict, a teacher experiences in performing family roles due to expected roles from society. The mean values for the low, average and high emotional intelligent government teachers are 3.055, 2.59 and 3.415 and the mean values for low, average and high emotional intelligent private teachers are 2.455, 3.825 and 3.255. It can be interpreted from mean values that there exist no significant differences in the role
conflict of low, average and high emotional intelligent teachers of government and private higher secondary schools. Differences existed in the mean values may be due to error.

DISCUSSION

Teachers of government and private institutions have to perform social roles as school obligations or because of social relationship. According to Edward and Rothbard (2000) attitude, behavior and emotions associated with one role may spill over to the other resulting in conflict. Thus teachers confront conflict in performing family roles due to social roles. The above finding is in contradiction with the earlier study done by Bedlian et al (1981) according to which both role ambiguity and role conflict are significantly related to a number of organizational and interpersonal factor. Some other factors may be affecting this kind of role conflict like educational levels, age, experiences etc. but not emotional intelligence and type of school. It is supported by the findings of Ravichandran and Rajendran (2007), according to which sex, age, educational levels, years of teaching experience play a significant role in the perception of various services of stress related to teaching profession.

INTERACTION EFFECT OF GENDER × TYPE OF SCHOOL

It is indicated by Table no. 4.06 that the F-value for the interaction effect of gender × type of schools is 1.0575 (df =1,388) which is found not to be significant at 0.05 and 0.01 level of significance. It means that there is no significant effect of gender × type of School on the role conflict emerging in performing family roles on account of expected roles from society.

It can be interpreted that teachers experience family versus society role conflict and there exist no significant differences in the role conflict of male
and female teachers of government and private schools. It is made clear from the mean values. The mean values for male teachers of government and private schools are 3.244 and 3.135 and the mean values for female teachers of government and private schools are 2.808 and 3.3116. The existing difference may be due to chance or error.

DISCUSSION

The above finding is in contradiction with the study done by conley, Woosley (2001) that role ambiguity, role conflict and role over loaded are related to two individually and two organizationally valued statuses. According to Sinha and Jain (2004) emotional intelligence is related with job satisfaction, personal effectiveness, organizational commitment etc. but in the present study emotional intelligence has no effect, some other factors may be dominating like non availability of resources and personal inadequacy. It is in conformity with the study done by Aziz (2004) that resource inadequacy has emerged as the most potent role stressor, followed by role overload and personal inadequacy. It can be said that teachers may not be competent enough in handling roles demands from family and society.

INTERACTION EFFECT OF EMOTIONAL INTELLIGENCE x GENDER x TYPE OF SCHOOL

Table no. 4.06 depicts the F-value for the interaction effect Emotional Intelligence x Gender x Type of school as 4.66076 (df =2,388) which is found to be significant at 0.01 level of significance. It indicated that there is significant interaction effect of emotional intelligence x gender x type of school on the family versus society role conflict, which a teacher experience in performing family roles because of some expected roles from society. According to Schuttle et.al (2002) individuals with higher emotional
intelligence were able to maintain a positive mood and self esteem when faced with a negative state induction.

Graph No. 4.07 Effect of Interaction of Emotional Intelligence X Gender X Type of School on the Family Versus Society Role Conflict.

Graph no. 4.07 indicated that the mean values of low, average and high emotional intelligent male teachers of government schools are 3.28, 2.79 and 3.63 and the mean value of low, average and high emotional intelligent female teacher of government schools are 2.83, 2.39 and 3.20. Mean values indicated significant differences in the role conflict of male and female teachers of government schools. Similarly the mean values of low, average and high emotional intelligent male teachers of private schools are 2.58, 4.13 and 2.66 and that of female teachers of private schools are 2.33, 3.52 and
3.85. Mean values indicate significant differences in the role conflict of male and female teachers of private schools.

**DISCUSSION**

From the above graph it is clear that there exist significant differences in the role conflict of low, average and high emotional intelligent male and female teachers of government and private higher secondary school teachers. The mean values of low, average and high emotional intelligent male teachers of government schools are 3.28, 2.79 and 3.63. It indicates that role conflict of high emotional intelligent male teachers of government schools is more than low and average emotional intelligent male teachers of government schools. The reason for the role conflict of male teachers may be that they enjoy doing social roles which suits there aptitude but not family roles and when they feel pressurized they experience conflict. Priorities of work for high emotional intelligent male teachers may differ with low and average emotional intelligent male teachers. The role conflict of average emotional intelligence male teacher of government school is less; it may be because they are efficient in maintaining balance between different roles. According to Kulkarni et.al (2006) emotional intelligence has an impact on the performance level. Suliman (2007) has observed that there is significant difference between employee’s perception of emotional intelligence and conflict and readiness to create and innovate.

The mean values of low, average and high emotional intelligent male teachers of private schools are 2.58, 4.13 and 2.66. It is noted that role conflict of low emotional intelligent male teacher of private school is greater than average and high emotional intelligent male teachers of private schools. Low emotional intelligence implies ineffective monitoring of ones and other’s emotions and ineffective problem solving ability which results in
greater role conflict. Cote and Miner (2006) has observed that emotional intelligence may enhance the job performance with low cognitive intelligence. The mean values also indicate that high emotional intelligence male teachers of private school experience lowest role conflict. This finding is supported by King and Gardner (2006) that there is significant relationship of emotional intelligence with emotion self management, understanding other emotions, outcomes of work place demand and coping.

The mean values of low, average and high emotional intelligent female teachers of government schools are 2.83, 2.39 and 3.20, likewise the mean values of low, average and high emotional intelligence female teachers of private schools are 2.33, 3.52 and 3.85. In both cases the role conflict of high emotional intelligent female teachers are greater than low and average emotional intelligent female teachers. According to Shrivastava et.al (2004) Emotional intelligence is significantly correlated with transformational leadership and success but not with job satisfaction. It can be said that they don’t find role demands from society and family lucrative.

The role conflict of low emotional intelligent male teachers of government school is greater than the role conflict of low emotional intelligent male teachers of private teachers. Similarly the role conflict of low emotional intelligence female teachers of government schools is greater than the role conflict of low emotional intelligence female teachers of private schools. Low emotional intelligence implies poor self management, ineffective control over emotions. More over government school teachers are also assigned duties in elections, surveys etc. which is in addition to other social obligations. Same is the case with high emotional intelligent male teachers of government schools.
The role conflict of average emotional intelligent male teachers of private school is greater than average emotional intelligent male teachers of government schools. Similarly the role conflict of average emotional intelligent female teachers of private school is greater than average emotional intelligent female teachers of government school. The reason may be their inefficiency in maintaining balance between various role demands from society and family. The role conflict of high emotional intelligent female teachers of private school is greater than female teachers of government schools. The reason may be their lack of accountability.

The mean values indicate that role conflict of low, average and high emotional Intelligent male teachers of government school is greater than low, average and high emotional intelligent female teachers of government school. It is supported by the findings of Eckman Ellen (2004) that there are differences between male and female teachers in their personal and professional attributes as well as in role conflict. According to Gupta (1993) there exists more role conflict among males than female teachers. Similarly the role conflict of low and average emotional intelligent male teachers of private school is greater than low and average emotional intelligent female teachers of private school. According to Difabio et.al (2008) male obtained higher scores in the intrapersonal dimension while women scored higher on the inter personal dimensions.

EFFECT OF EMOTIONAL INTELLIGENCE, GENDER AND TYPE OF SCHOOL ON THE SOCIETY VERSUS FAMILY ROLE CONFLICT OF HIGHER SECONDARY SCHOOL TEACHERS.

The summary of the findings of ANOVA for the effect of emotional intelligence, gender and type of school on the society versus family role conflict of higher secondary school teachers has been given below.
**TABLE NO. 4.07** SUMMARY OF ANOVA FOR EMOTIONAL INTELLIGENCE, GENDER AND TYPE OF SCHOOL FOR SOCIETY VERSUS FAMILY ROLE CONFLICT.

<table>
<thead>
<tr>
<th>SOURCE OF VARIANCE</th>
<th>SUM OF SQUARE</th>
<th>df</th>
<th>MEAN SQUARE</th>
<th>F-RATIO</th>
<th>SIGNIFICANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>EI</td>
<td>76.907199</td>
<td>2</td>
<td>38.455399</td>
<td>4.371749</td>
<td>S*</td>
</tr>
<tr>
<td>G</td>
<td>19.099707</td>
<td>1</td>
<td>19.099707</td>
<td>2.171425</td>
<td>NS</td>
</tr>
<tr>
<td>TOS</td>
<td>6.776092</td>
<td>1</td>
<td>6.776092</td>
<td>0.770366</td>
<td>NS</td>
</tr>
<tr>
<td>EI x G</td>
<td>18.339995</td>
<td>2</td>
<td>9.169997</td>
<td>1.042527</td>
<td>NS</td>
</tr>
<tr>
<td>EI x TOS</td>
<td>21.229841</td>
<td>2</td>
<td>10.614920</td>
<td>1.206799</td>
<td>NS</td>
</tr>
<tr>
<td>G x TOS</td>
<td>6.750113</td>
<td>1</td>
<td>6.750113</td>
<td>0.767413</td>
<td>NS</td>
</tr>
<tr>
<td>EI x G x TOS</td>
<td>47.345872</td>
<td>2</td>
<td>23.672936</td>
<td>2.691351</td>
<td>NS</td>
</tr>
<tr>
<td>WITHIN</td>
<td>3412.8207</td>
<td>388</td>
<td>8.795929</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>3609.269523</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*SIGNIFICANT AT 0.05 LEVEL

**MAIN EFFECT OF EMOTIONAL INTELLIGENCE**

F-value for the main effect of emotional intelligence is 4.371749, as depicted in Table no. 4.07 this value is significant at 0.05 level of significance. It means that there is significant effect of emotional intelligence on the society versus family role conflict, a teacher experiences in performing social roles on account of some expected roles in family.
Graph no. 4.08 Effect of Interaction of Emotional Intelligence on the Society Versus Family Role Conflict

Graph no. 4.08 clearly depicts the mean values for low, average and high emotional intelligent teachers which are 2.43, 3.12 and 3.49 which indicates that there exist significant differences in the role conflict of low, average and high emotional intelligent teachers of higher secondary schools. It can be interpreted from mean values that role conflict of high emotional intelligence teacher is greater than low and average emotional intelligent teachers. Further the role conflict of low emotional intelligent is least in comparison to average and high emotional intelligent teachers. Significant differences in the role conflict of low, average and high emotional intelligent teachers is confirmed by applying t-test which is depicted below in the following tables:

TABLE NO. 4.08 SHOWING t-VALUE BETWEEN LOW AND AVERAGE EMOTIONAL INTELLIGENT TEACHERS

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Emotional Intelligence</th>
<th>N</th>
<th>Mean</th>
<th>SD (Ex²)</th>
<th>t-value</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Low</td>
<td>133</td>
<td>2.44</td>
<td>812.8288</td>
<td>2.06</td>
<td>0.01</td>
</tr>
<tr>
<td>2.</td>
<td>Average</td>
<td>133</td>
<td>3.12</td>
<td>1134.835</td>
<td>3.08</td>
<td>0.001</td>
</tr>
</tbody>
</table>
Table No. 4.08 clearly indicates the significant difference in the role conflict of low and average emotional intelligent teachers which is indicated by t-value of 2.06 which is found to be significant at 0.01 level of significance.

**TABLE NO. 4.09 SHOWING t-VALUE BETWEEN AVERAGE AND HIGH EMOTIONAL INTELLIGENT TEACHERS**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Emotional Intelligence</th>
<th>N</th>
<th>Mean</th>
<th>SD (Ex^2)</th>
<th>t-value</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Average</td>
<td>133</td>
<td>3.12</td>
<td>1134.835</td>
<td>0.97</td>
<td>0.01</td>
</tr>
<tr>
<td>2.</td>
<td>High</td>
<td>134</td>
<td>3.5</td>
<td>1585.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It can be interpreted from Table No. 4.09 that the t-value of 0.97 is found not to be significant at 0.05 level of significance which indicates that no significant difference exist in the society versus family role conflict of average and high emotional intelligent teachers.

**TABLE NO. 4.10 SHOWING t-VALUE BETWEEN LOW AND HIGH EMOTIONAL INTELLIGENT TEACHERS**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Emotional Intelligent</th>
<th>N</th>
<th>Mean</th>
<th>SD (Ex^2)</th>
<th>t-value</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Low</td>
<td>133</td>
<td>2.44</td>
<td>812.8288</td>
<td>2.94</td>
<td>0.01</td>
</tr>
<tr>
<td>2.</td>
<td>High</td>
<td>134</td>
<td>3.5</td>
<td>1585.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Further Table No. 4.10, make clearly that there exist significant differences in the society versus family role conflict of low and high emotional intelligent teachers which is indicated by t-value of 2.94 which is found to be significant at 0.01 level of significance.
DISCUSSION

Findings indicate that teachers experience society versus family role conflict. In modern world, teachers faces role conflict to some or larger extend. According to Koustelios, Theodorakis and Goulimuris (2004) role conflict and role ambiguity is significant predictor of job satisfaction. Role conflict generally has negative effect on teachers. Mohr and Puck (2007) have reported high level of role conflict and lower job satisfaction. The findings of the study are similar to the finding of Chistry (2007) according to his study there is significant predictive relationship between emotional intelligence, leadership effectiveness and coping mechanism. Moment, Nona (2009) has also observed that emotional intelligence has influence on organization climate and credibility.

Mean values indicated that high emotional intelligent teacher experience greater role conflict. The reason may be ineffective implementation of emotional intelligence; they are in need to attend emotional intelligence training programmes to learn effective implementation of emotional intelligence which they already posses. There may be personal, inadequacy also. According to Elias et.al (1997) emotional intelligence training programs results in increase not only in academic success, but also improved quality relationship and decrease in problem behaviour.

Mean values also indicates that low emotional intelligent teachers experience lowest role conflict. The reason may be that some other factor like logical and divergent thinking may be dominating in low emotional intelligent teachers which help them in maintaining balance between social and family work.
MAIN EFFECT OF GENDER

Table no. 4.07, shows the F-value for the main effect of gender as 2.1714 which is found not to be significant at 0.05 and 0.01 level of significance. It means that there is no significant effect of gender on the society versus family role conflict of higher secondary school teachers. It can be interpreted that there exist no significant difference in the role conflict of male and female teachers of higher secondary school teachers which is clearly expressed by the mean values which are 3.1223 and 2.7939 for male and female teachers respectively. Existing differences in the mean values is a matter of chance or error.

DISCUSSION

In Indian Society, females generally have more domestic roles to perform than males due to which they find difficulty in performing social roles which results in role conflict. According to Luhaorhgenen and Marilyn (1995) individuals whose gender role and situation matches, experience less gender role conflict than individual whose gender role and situation do not match. It can be said that males experience role conflict due to excessive domestic roles which doesn’t match their aptitude and it has effect in their role performance towards society.

In the context of present study it has been observed that gender has no effect on society versus family role conflict. Some other factor may be dominating like experience of low perceived social recognition of their social roles due to which they are not motivated.

MAIN EFFECT OF TYPE OF SCHOOL

Table no. 4.07 reveals the F-value for the main effect of type of schools as 0.7703668 which is found not to be significant at 0.05 and 0.01
level of significance i.e. there is no significant effect of type of school on the society versus family role conflict which a teacher experiences in performing social roles on account of family roles. It can be interpreted that there exist no significant difference in the role conflict of government and private schools. It is clearly expressed in the mean values which are 3.0995 and 2.8167 for government and private school teachers respectively.

**DISCUSSION**

It has been clear from the findings that type of school has no effect on role conflict; other factors may be imparting effect on role conflict like significant dependent care responsibilities. Similar result has been observed in the findings of *Frone, Rusell and Cooper (1992)* that employees who have responsibilities caring for young children, employee with large families with dependent elders tend to report higher work- family role conflict.

**INTERACTION EFFECT OF EMOTIONAL INTELLIGENCE x GENDER**

It is observed from Table no. 4.07 that the F-value for the interaction effect of emotional intelligence x gender is 1.042527 which is found not to be significant at 0.05 and 0.01 level of significance. It is indicated that there is no significant interaction effect of emotional intelligence x gender on society versus family role conflict of teachers existing in performing social roles on account of expected roles in family.

The mean values for low, average and high emotional intelligent male teachers are 2.335, 3.56 and 3.585 and that of female teachers are 2.295, 2.875 and 3.105. It can be concluded from the mean values that there exist no significant differences in the role conflict of low, average and high emotional
intelligent male and female teachers of higher secondary schools. Differences observed may be due to chance or error.

DISCUSSION

A teacher has to perform certain family obligations like guiding their own children, looking after elderly family members etc. sometimes they find difficulty in taking out time for social roles and they experience role conflict. It is supported by the findings of Greenhaus and Beutell (1985) that a teacher has to perform multiple roles which compete for their time, where time spent on activities within one role could not be devoted to activities with in another role. The findings that there is no significant interaction effect of Emotional Intelligence x Gender is in contradiction with study done by Eisenberg and Fabes (1992) that emotional intelligent individuals can through self regulation, adapt to the social situation and remain functional. It can be interpreted that if there is no significant interaction effect of emotional intelligence x gender then some other factor may be dominating like according to the study of Goode (1960) and Mark (1977) human energy is fixed and multiple roles inevitably reduce the time and energy available to meet all role demands, thus creating strain and work family role conflict. Hence it can be concluded that due to diminishing energy level and time they are unable to perform all roles effectively.

INTERACTION EFFECT OF EMOTIONAL INTELLIGENCE x TYPE OF SCHOOL

Table no. 4.07 depicts the F-value for the interaction effect of emotional intelligence x type of school as 1.20679 (df =2,388) which is found not to be significant at 0.05 and 0.01 level of significance. This means there is no significant interaction effect of emotional intelligence x type of school
on the society versus school role conflict which a teacher experience while performing social roles on account of family roles.

It can be interpreted from mean values that there exist no significant differences in the role conflict of low, average and high emotional intelligent teachers of government and private schools which are 2.605, 3.025 and 3.71 for government school teachers and 2.025, 3.41 and 2.98 for private school teachers respectively. Existing differences in the mean values may be due to error.

**DISCUSSION**

Mean values indicates that both government and private school teachers experience society versus family role conflict. It is in conformity with the findings of Rizzo et.al (1970) that formal organizational structure has been recognized as direct sources of role expectations and pressures that can contribute to perceived role conflict. The result of the study that emotional intelligence x type of school has no effect on role conflict is in contradiction with the study done by Noor (2003) according to which emotional intelligence interacts with work-family conflict to predict one’s well being. It also contradict the study of Goleman, Cooper and Saff (1997) that emotional intelligence plays a significant role in the kind of work an employee produces and the relationship they enjoy in the organization. Some other factors may be playing important role in effecting role conflict like helping under privileged, helping people financially, to be a part of strike etc.

**INTERACTION EFFECT OF GENDER x TYPE OF SCHOOL**

F-value depicted in Table no. 4.07 for the interaction effect of gender x type of school is 0.767413 (df = 1,388) which is not significant at 0.05 and
0.01 level of significance. It means that gender x type of school has no significant effect on society versus family role conflict of higher secondary school teachers.

It can be interpreted from mean values that there exist no significant difference in the role conflict of male and female teachers of government and private schools. The mean values for male teachers of government and private schools are 3.406 and 2.838 and for female teachers of government and private schools are 2.792 and 2.795 respectively. Differences observed in the mean values are a matter of chance or error.

DISCUSSION

It can be accessed from mean values that both male and female teachers of government and private schools experience society versus family role conflict. According to Sarbin (1954) role conflict occur when a person occupies two or more positions simultaneously and when the role expectation of one is incompatible with the role expectations of the other. Role conflict has negative effect. According to Perrerve et.al (2004) over all role conflict causes stress, burnout and have serious and negative health consequences. The result of the study reveals that gender x type of school has no role to play in teachers role conflict; some other factors may be imparting effect on society versus family role conflict like maladaptive thinking processes in teachers. It is supported by the findings of Evers, Brauwers and Tomic (2005) that maladaptive thinking process prevents them from rational thinking which significantly contributes to conflict among higher secondary school teachers.
INTERACTION EFFECT OF EMOTIONAL INTELLIGENCE x GENDER x TYPE OF SCHOOL

Table no. 4.07 depicts the F-value for the interaction effect of emotional intelligence x gender x type of school which is 2.69135, (df =2,388) It is found not to be significant at 0.05 and 0.01 level of significance. It means that emotional intelligence x gender x type of school has no effect on the society versus family role conflict of higher secondary school teachers.

The mean values of low, average and high emotional intelligent male teachers of government and private schools are 2.55, 3.72 and 4.06 Similarly the mean values of low, average and high emotional intelligent female teachers of government and private schools are 2.66, 2.33 and 3.36. It can be interpreted from the mean values that there exist no significant differences in the role conflict of low, average and high emotional intelligent male and female teachers of government and private schools. Differences observed in the mean values may be due to error.

DISCUSSION

Result reveals that teacher’s experiences society versus family role conflict in performing social roles due to expected roles from family. According to Katz one Kahn (1978) role conflict occurs when individual engage in multiple roles that are incompatible. It is also revealed in the result that there is no significant effect of emotional intelligence x gender x type of school on society versus family role conflict, some other factors like lack of social desirability or incompatible behavior, demands of competing roles may be effecting society versus family role conflict. A teacher is expected to be aggressive, hard doing to handle risk etc. for performing social roles but
this same behaviour in the family domain would most likely lead to conflict with family members.

EFFECT OF EMOTIONAL INTELLIGENCE, GENDER AND TYPE OF SCHOOL ON THE ROLE CONFLICT (TOTAL) OF HIGHER SECONDARY SCHOOL TEACHERS

The findings of ANOVA for the main and interaction effect of emotional intelligence, gender and type of school on the role conflict (total) of higher secondary school teachers has been summarized in the table given below.

TABLE NO.4.11 SUMMARY OF ANOVA FOR EMOTIONAL INTELLIGENCE x GENDER x TYPE OF SCHOOL FOR ROLE CONFLICT (TOTAL)

<table>
<thead>
<tr>
<th>SOURCE OF VARIANCE</th>
<th>SUM OF SQUARES</th>
<th>df</th>
<th>MEAN SQUARE</th>
<th>F-RATIO</th>
<th>SIGNIFICANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>EI</td>
<td>482.6268</td>
<td>2</td>
<td>241.3134</td>
<td>2.71240</td>
<td>NS</td>
</tr>
<tr>
<td>G</td>
<td>206.2439</td>
<td>1</td>
<td>206.2439</td>
<td>2.32123</td>
<td>NS</td>
</tr>
<tr>
<td>TOS</td>
<td>39.2402</td>
<td>1</td>
<td>39.2402</td>
<td>0.44163</td>
<td>NS</td>
</tr>
<tr>
<td>EI x G</td>
<td>466.36462</td>
<td>2</td>
<td>233.1823</td>
<td>2.6244</td>
<td>NS</td>
</tr>
<tr>
<td>EI x TOS</td>
<td>91.11695</td>
<td>2</td>
<td>45.5584</td>
<td>0.5127</td>
<td>NS</td>
</tr>
<tr>
<td>G x TOS</td>
<td>329.1668</td>
<td>1</td>
<td>329.1668</td>
<td>3.7047</td>
<td>NS</td>
</tr>
<tr>
<td>EI x G x TOS</td>
<td>730.9080</td>
<td>2</td>
<td>365.4540</td>
<td>4.11310</td>
<td>S**</td>
</tr>
<tr>
<td>TOS WITH IN</td>
<td>34474.2298</td>
<td>388</td>
<td>88.85110</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>36819.89716</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** SIGNIFICANT AT 0.01 LEVEL
MAIN EFFECT OF EMOTIONAL INTELLIGENCE

It has been observed from Table no. 4.11 that F-value for the main effect of emotional intelligence on the role conflict of higher secondary school teachers is 2.71240 (df = 2, 388) which is found not to be significant at 0.05 and 0.01 level of significance. It indicates that there is no significant effect of emotional intelligence on the role conflict of higher secondary school teachers.

The mean values for low, average and high emotional intelligent teachers are 20.372, 20.07 and 22.533. Mean values also indicate that no significant differences exist in the role conflict of teachers. The existing difference is a matter of chance or error.

DISCUSSION

Mean values indicate that whether the teachers have low, average and high emotional intelligent they experience role conflict. Hasnam Shahnawaz and Shukla (2000) had reported that role overload and role erosion were found to be the major source of role stress in teachers. It has been observed by Rizzo et.al (1970) that experiencing incompatible or irreconcilable expectations associated with multiple roles or with a single role is presumed to be psychologically uncomfortable for individual and to generate negative emotional reactions. It results in lesser life satisfaction. It is supported by the findings of Diraz, Tijenortlepp (2003) that there is significant inverse relationship between inter role conflict and life satisfaction. No difference in the role conflict of low, average and high emotional intelligent teachers indicates that some other factors are affecting teacher’s role conflict but not emotional intelligence. It is in contradiction with findings of Dimitra Lordanoglou (2007) among teachers in Greece that
emotional intelligence has positive effect on teacher’s commitment and effectiveness. In this modern world, the desires and needs of an individual have increased. To fulfill the needs, they get surrounded by many conflict situations like they opt for dual career, increasing the working hours etc. It is in conformity with the findings of Bond, Galinsky and Swanberg (1998), Parasuraman and Greenhuans (1997), Bond et.al (1998), Schor (1991) that this is not surprising that there’s growing number of dual career and single parent families and the increase in hours worked by many workers.

**MAIN EFFECT OF GENDER**

Table No. 4.11 also indicates that F-value for gender is 2.32123 (df = 1, 388) which is found not to be significant at 0.05 and 0.01 level of significance. It can be interpreted from above value than gender has no significant effect on role conflict of higher secondary school teachers. The mean values for male teacher is 21.4548 and that of female teacher is 20.5359, it indicates that no significant difference exist in the role conflict of male and female teachers. The observed difference is a matter of chance or error.

**DISCUSSION**

The findings that gender has no significant effect on role conflict of higher secondary school teachers, is in contradiction with the findings of Wiersma and Vandenberg (2003) that gender differences in domestic responsibilities contributes to gender differences in role conflict. Mean values indicates that male and female teachers of higher secondary school teachers experience role conflict. Both male and female teachers has to mediate between different groups with different values, beliefs and interest and are often caught in the cross fire of competing expectations, as a result they are subjected to high levels of conflict from intra organizational and
extra organizational influences. Kahn, Wolfe, Quinn, Snock, and Rosentnal, (1964) had reported similar findings. If gender has no effect on role conflict, some other factors may be playing important role like need of maintaining work-life balance for which one has to indulge in various roles. Similar results has been observed in the findings of Galinsky, Bond and Friedman (1993) that work-life balance is one of the important factors one consider in accepting a new position. No difference in role conflict of male and female teachers of higher secondary school teachers may be due to similarity in the nature of family, school and social roles.

MAIN EFFECT OF TYPE OF SCHOOL

It is also clear from the table no. 4.11 that F-value for type of school is 0.44163 (df = 1, 388) which is found not to be significant at 0.05 and 0.01 level of significance. It indicates that type of school whether government or private has no significant effect on the role conflict of higher secondary school teachers. Mean values for government and private school teachers of higher secondary schools are 20.7751 and 21.5395 respectively. It indicates no significant differences in the role conflict of government and private school teachers. The existing differences in the role conflict are due to chance or error.

DISCUSSION

Type of school has no impact on the role conflict of higher secondary school teachers. Similar result has been observed by Bacharach, Samuel, Bamberger, Mitchel Stephen (1990) according to which school managerial strategies have no impact on teacher’s role conflict and role ambiguity. If type of school has no effect on role conflict of teachers some other factors may be dominating in effecting role conflict like inflexible time arrangements of organizations due to which they are unable to fulfill other responsibilities,
and thus experience role conflict. It is substantiated by the findings of Scandura and Lankan (1997) that flexible time arrangements in organizations is strongly related to organizational commitment and job satisfaction among individuals with Kinship responsibilities. Mean values indicates that teachers of both government and private higher secondary school experience role conflict which can lead to emotional exhaustion. Similar result has been observed by Posing and Kickul (2004) that role conflict is the main cause of emotional exhaustion. No significant differences in the role conflict may be due to similarity in the nature of family, society and school role demands.

INTERACTION EFFECT OF EMOTIONAL INTELLIGENCE x GENDER

Further it is noted from table no. 4.11 that F-value for the interaction effect of emotional intelligence × gender is 2.6244 (df = 2, 388) which is found not to be significant at 0.05 and 0.01 level of significance. It means that no interaction effect of emotional intelligence x gender is observed on role conflict of higher secondary school teachers.

The mean values of low, average and high emotional intelligent female teachers are 21.63, 18.76 and 22.24 and that of male teachers are 19.58, 22.2 and 22.73 respectively. It can be accessed from mean values that no significant differences exist in the role conflict of low, average and high emotional intelligent male and female teachers of higher secondary school teachers. Existing differences in the role conflict is a matter of chance or error.

DISCUSSION

Mean values indicate that low, average and high emotional intelligent male and female teachers experience role conflict. The three life situations
family, school and society frequently place teachers in role conflict situations and they experience strain. According to Edward and Rothbard (2000) participation in a role produced strain that hampered role performance in another role. If this situation continues for long time it leads to decrease in job satisfaction. Similar observation has been made by Higgins, Duxbury and Ining (1992). The findings that there is no interaction effect of emotional intelligence and gender on role conflict is in contradiction with the study of Afolals, Awosola and Omole (2010) according to which respondents who have male and female roles with high emotional intelligence perform better and are satisfied more in comparison to low emotional intelligent male and female respondents. If emotional intelligence and gender has no role to play then some other factor may be effecting role conflict like agreeableness of individual i.e. one who give consent for every role demand they come across, they experience more role conflict. It is supported by the findings of Bruck and Allen (2003) that more agreeable the individual, the greater is the conflict.

INTERACTION EFFECT OF EMOTIONAL INTELLIGENCE AND TYPE OF SCHOOL

Table No. 4.11 clearly indicates the F-value for the interaction effect of emotional intelligence x type of school which is 0.5127 (df = 2,388). It is found not to be significant at 0.05 and 0.01 level of significance. It indicates that there is no significant interaction effect of emotional intelligence x type of school on role conflict of higher secondary school teachers.

The mean values of low, average and high emotional intelligent government higher secondary school teachers are 20.384, 19.485 and 22.615 and that of private higher secondary school teachers are 20.827, 21.475 and 22.355. It can be interpreted from mean values that there exist no significant
difference in the role conflict of low, average and high emotional intelligent teachers of government and private higher secondary schools. The observed differences in the mean values may be due to chance or error.

**DISCUSSION**

Mean value indicates that higher secondary school teachers of government and private schools, experience role conflict but emotional intelligence x type of school has no effect on role conflict. It has been observed by Hrebinjak, Lawrence, Alutto, Joseph (1972) that role tension, year of experiences in the organization and dissatisfaction with the bases of organizational advancement is related to organizational commitment. Some other factors like when their profession exposes them to contradictory expectations, they experiences role conflict like when management itself force them to change results which is against their professional ethics. It is in conformity with the findings of Getzels and Guba (1954) that individual’s experience, role conflict when their occupation exposes them to contradictory expectations. No difference in the role conflict of teachers of government and private schools may be due to similarity in conflict situations they confront.

**INTERACTION EFFECT OF GENDER x TYPE OF SCHOOL**

It is noted from table no. 4.11 that the F-value for the interaction effect of gender x type of school is 3.7047 (df = 1,388) which is found not to be significant at 0.05 and 0.01 level of significance. It can be assessed that there is no significant interaction effect of gender x type of school on the role conflict of higher secondary school teachers, Mean values for role conflict of male and female teachers of government and private schools are 22.0694,
20.8403, 19.4808 and 22.2388 respectively. Mean values indicate no significant differences in the role conflict of male and female teachers of government and private higher secondary schools. The differences observed in the role conflict are due to chance and error.

**DISCUSSION**

Above findings is in contradiction with the study done by Shamsuddin (1990) among working men and women of Dhaka city that perceived role conflict is explained by age, income, gender role perception, organizational roles etc. Mean values indicate that both male and female teachers of government and private schools experience role conflict. Sorenson (1974), Imdicke (1997), Tubre and Collins (2000) has made an observation that professionals face a commitment dilemma or an inter role conflict since organizational and professional role requirements are always incompatible. Role conflict leads to negative effect like Fisher and Gitelson (1983), Jackson and Schuler (1985), Sullivan and Bhagat (1992) has reported that role conflict has been consistently associated with lower levels of job satisfaction as well as higher propensity to leave an organization. Results indicate that gender × type of school has no significant effect on the role conflict of government and private school male and female teachers. Some other factors like negative role balance by teachers may be affecting role conflict. It is supported by the findings of Marks and MacDermid (1996), Vajdanoff (2002) that those with a negative role balance will disproportionately give some roles significant attention while fully disengaging or becoming apathetic in the performance of other roles. No difference in the role conflict may be due to similarity in the nature of conflict situations in both government and private schools.
INTERACTION EFFECT OF EMOTIONAL INTELLIGENCE x GENDER x TYPE OF SCHOOL

It is also clear from table no. 4.11 that F-value for the interaction effect of emotional intelligence x gender x type of school is 4.11310 (df = 2,388) which is found to be significant at 0.05 level of significance. It means there is significant interaction effect of emotional intelligence x gender x type of school on the role conflict of higher secondary school teachers.

Graph No. 4.09 Interaction Effect of Emotional Intelligence X Gender X Type of School on Total Role Conflict

The mean values of low, average and high emotional intelligent male teachers of government schools are 20.03, 21.5 and 24.85, and that of female teachers of government schools are 20.73, 17.47 and 20.38. Significant
differences exist in the role conflict of low, average and high emotional intelligent male and female teachers of government schools. Similarly the mean values of low, average and high emotional intelligent male teachers of private schools are 19.125, 22.90 and 20.61 and that of female teachers of private schools are 22.53, 20.05 and 24.1 significant differences exist in their role conflict.

**DISCUSSION**

Mean values indicate that low, average and high emotional intelligent male and female teachers of government and private school experience role conflict. It has been observed by Ryan and Sagar (2006) that when more effort is exerted towards one role or more satisfaction is gained from one role, an individual may perceive the lesser role as conflicting with the preferred role. Role conflict of high emotional intelligent male teachers of government school is greater than low and average emotional intelligent male teachers of government schools. Similarly the role conflict of high emotional intelligent female teachers of private school is greater than the role conflict of low and average emotional intelligent female teachers of private school. The reason may be some extraneous factors such as starting a family or having young children may cut down teacher’s opportunity or desire to take work. It is supported by the findings of Nevill and Damico (1977) that extraneous factors results in role conflict of teachers.

Further it is noted from the mean values that role conflict of low emotional intelligent male teachers of government and private schools is lowest similarly the role conflict of average emotional intelligent female teachers of government and private school is lowest. It may be because of more mindfulness and positive approach of teachers towards roles. It is in conformity with the observation made by Marks and MacDermid (1996)
that the more mindful an individual is of all the roles, the more likely the individual will be to fully engage in all roles.

It is also clear from the mean values that the role conflict of average and high emotional intelligent male teachers of government school is greater than the role conflict of average and high emotional intelligent female teachers of government school. The reason may be that individuals whose gender role and occupation didn’t match experience more role conflict than individuals whose gender role and occupation matched. **Luhaorg and Marilyn (2000)** has reported similar findings that a masculine gender role predicted the lowest gender role conflict in male occupation and the highest in female occupation, similar is the case with average emotional intelligent male teachers of private schools, their role conflict is greater than average emotional intelligent female teachers of private schools.

It is also clear from the mean values that the role conflict of low and high emotional intelligent female teachers of private schools is greater than the role conflict of low and high emotional intelligent male teachers of private schools. The reason may be female teachers experience worry, anxiety and inability to tolerate the whole burden due to dual role played by her. It has been similar to the findings of **Sheikh and Bhushan (2002)** that in a patriarchal society where male dominates, a growing sense of anxiety is imperative.

### 4.1.2 Correlational Study

Correlation by Karl Pearson product moment was computed to determine the relationship between variables. The findings of correlation have been described below -
**TABLE NO. 4.12 SHOWING CORRELATION BETWEEN EMOTIONAL INTELLIGENCE AND ROLE CONFLICT OF HIGHER SECONDARY SCHOOL TEACHERS.**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Dimensions</th>
<th>Correlation</th>
<th>Level Of Significance</th>
<th>Significant/Not-Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>School Vs. Family</td>
<td>0.066</td>
<td>0.190</td>
<td>NS</td>
</tr>
<tr>
<td>2.</td>
<td>Schools Vs Society</td>
<td>-0.073</td>
<td>0.144</td>
<td>NS</td>
</tr>
<tr>
<td>3.</td>
<td>Family Vs School</td>
<td>0.095</td>
<td>0.058</td>
<td>NS</td>
</tr>
<tr>
<td>4.</td>
<td>Society Vs School</td>
<td>-0.060</td>
<td>0.23</td>
<td>NS</td>
</tr>
<tr>
<td>5.</td>
<td>Family Vs Society</td>
<td>0.003</td>
<td>0.947</td>
<td>NS</td>
</tr>
<tr>
<td>6.</td>
<td>Society Vs Family</td>
<td>0.007</td>
<td>0.882</td>
<td>NS</td>
</tr>
<tr>
<td>7.</td>
<td>Total</td>
<td>-0.157</td>
<td>0.002</td>
<td>S**</td>
</tr>
</tbody>
</table>

**SIGNIFICANT AT 0.01 LEVEL**

It has been observed from table no. 4.12 that the obtained values of correlation between teachers role conflict and emotional intelligence of all the six dimensions of teachers role conflict is found not to be significant at any level.

It is also clear from table no. 4.12 that when correlation is computed for total, the correlation value between emotional intelligence and role conflict of higher secondary schools teachers in found to be -0.157 which is significant at 0.01 level of significance. It indicates that negative correlation exists between emotional intelligence and role conflict of higher secondary school teachers. It can be interpreted that high emotional intelligent teachers experience low role conflict. In other words emotional intelligence is inversely proportional to role conflict.
TABLE NO. 4.13 SHOWING CORRELATION BETWEEN EMOTIONAL INTELLIGENCE AND ROLE CONFLICT OF MALE TEACHERS OF HIGHER SECONDARY SCHOOL TEACHERS.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Dimensions</th>
<th>Correlation</th>
<th>Level Of Significance</th>
<th>Significant/Not Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>School Vs. Family</td>
<td>0.065</td>
<td>0.344</td>
<td>NS</td>
</tr>
<tr>
<td>2.</td>
<td>Schools Vs Society</td>
<td>-0.052</td>
<td>0.452</td>
<td>NS</td>
</tr>
<tr>
<td>3.</td>
<td>Family Vs School</td>
<td>0.083</td>
<td>0.227</td>
<td>NS</td>
</tr>
<tr>
<td>4.</td>
<td>Society Vs School</td>
<td>-0.104</td>
<td>0.130</td>
<td>NS</td>
</tr>
<tr>
<td>5.</td>
<td>Family Vs Society</td>
<td>-0.048</td>
<td>0.483</td>
<td>NS</td>
</tr>
<tr>
<td>6.</td>
<td>Society Vs Family</td>
<td>-0.110</td>
<td>0.109</td>
<td>NS</td>
</tr>
<tr>
<td>7.</td>
<td>Total</td>
<td>-0.209</td>
<td>0.002</td>
<td>S**</td>
</tr>
</tbody>
</table>

**SIGNIFICANT AT 0.01 LEVEL

It is depicted in table no. 4.13 that correlation values between emotional intelligence and role conflict for all the six role conflict areas of male teachers of higher secondary schools teachers in found not to be significant at 0.05 and 0.01 level of significance. It can be said that there exists no significant relationship between emotional intelligence and six role conflict areas of male teachers of higher secondary schools.

Further table no. 4.13 also makes clear that the correlation value computed for total is -0.209 which is found to be significant at 0.01 level of significance. It means there exists significant negative relationship between emotional intelligence and role conflict for male teachers of higher secondary schools. It can be interpreted that high emotional intelligent male teachers experience low role conflict and low emotional intelligent male teachers experience high role conflict.
**TABLE NO. 4.14 SHOWING CORRELATION BETWEEN EMOTIONAL INTELLIGENCE AND ROLE CONFLICT OF FEMALE TEACHERS OF HIGHER SECONDARY SCHOOL TEACHERS.**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Dimensions</th>
<th>Correlation</th>
<th>Level of significance</th>
<th>Significant/Not significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>School Vs. Family</td>
<td>0.054</td>
<td>0.461</td>
<td>NS</td>
</tr>
<tr>
<td>2.</td>
<td>Schools Vs Society</td>
<td>-0.087</td>
<td>0.235</td>
<td>NS</td>
</tr>
<tr>
<td>3.</td>
<td>Family Vs School</td>
<td>0.109</td>
<td>0.139</td>
<td>NS</td>
</tr>
<tr>
<td>4.</td>
<td>Society Vs School</td>
<td>0.011</td>
<td>0.877</td>
<td>NS</td>
</tr>
<tr>
<td>5.</td>
<td>Family Vs Society</td>
<td>0.062</td>
<td>0.397</td>
<td>NS</td>
</tr>
<tr>
<td>6.</td>
<td>Society Vs Family</td>
<td>0.128</td>
<td>0.079</td>
<td>NS</td>
</tr>
<tr>
<td>7.</td>
<td>Total</td>
<td>-0.101</td>
<td>0.166</td>
<td>NS</td>
</tr>
</tbody>
</table>

It has been made clear in table no. 4.14 that the obtained correlation value between emotional intelligence and role conflict in six areas of female teacher of higher secondary schools is found not to be significant at 0.05 and 0.01 level of significance. It can be interpreted that exists no significant relationship between emotional intelligence and six conflict areas of female teachers of higher secondary schools.

It is also depicted in table no. 4.14, that the obtained value of correlation between emotional intelligence and role conflict for total is -0.101 which is found to be non significant at 0.05 and 0.01 level of significance. It can be interpreted that no significant correlation exists between emotional intelligence and role conflict for total of female teachers of higher secondary schools.
TABLE NO. 4.15 SHOWING CORRELATION BETWEEN EMOTIONAL INTELLIGENCE AND ROLE CONFLICT OF GOVERNMENT HIGHER SECONDARY SCHOOL TEACHERS.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Dimensions</th>
<th>Correlation</th>
<th>Level of Significance</th>
<th>Significant/Not-Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>School Vs. Family</td>
<td>0.091</td>
<td>0.128</td>
<td>NS</td>
</tr>
<tr>
<td>2.</td>
<td>Schools Vs Society</td>
<td>-0.046</td>
<td>0.446</td>
<td>NS</td>
</tr>
<tr>
<td>3.</td>
<td>Family Vs School</td>
<td>0.088</td>
<td>0.139</td>
<td>NS</td>
</tr>
<tr>
<td>4.</td>
<td>Society Vs School</td>
<td>-0.058</td>
<td>0.336</td>
<td>NS</td>
</tr>
<tr>
<td>5.</td>
<td>Family Vs Society</td>
<td>0.007</td>
<td>0.906</td>
<td>NS</td>
</tr>
<tr>
<td>6.</td>
<td>Society Vs Family</td>
<td>-0.058</td>
<td>0.336</td>
<td>NS</td>
</tr>
<tr>
<td>7.</td>
<td>Total</td>
<td>-0.203</td>
<td>0.001</td>
<td>S**</td>
</tr>
</tbody>
</table>

**SIGNIFICANT AT 0.01 LEVEL**

Table no. 4.15 reveals that the correlation value between emotional intelligence and the six role conflict areas of government higher secondary school teachers is found not to be significant at 0.05 and 0.01 level of significance. It means that there exists no significant relationship between emotional intelligence and six role conflict areas of government higher secondary school teachers.

Further table no. 4.15 also indicates that the correlation value between emotional intelligence and role conflict for total is -0.203 which is found to be significant at 0.01 level of significance. It means significant negative correlation exist between emotional intelligence and role conflict for total of government higher secondary schools teachers. It can be interpreted that higher the emotional intelligence, lower will be the role conflict. It other
words emotional intelligence and role conflict are inversely proportional to each other in case of government higher secondary schools.

**TABLE NO. 4.16 SHOWING CORRELATION BETWEEN EMOTIONAL INTELLIGENCE AND ROLE CONFLICT OF PRIVATE HIGHER SECONDARY SCHOOL TEACHERS.**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Dimensions</th>
<th>Correlation</th>
<th>Level of Significance</th>
<th>Significant/Not-Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>School Vs. Family</td>
<td>0.029</td>
<td>0.757</td>
<td>NS</td>
</tr>
<tr>
<td>2.</td>
<td>Schools Vs Society</td>
<td>-0.121</td>
<td>0.190</td>
<td>NS</td>
</tr>
<tr>
<td>3.</td>
<td>Family Vs School</td>
<td>0.109</td>
<td>0.239</td>
<td>NS</td>
</tr>
<tr>
<td>4.</td>
<td>Society Vs School</td>
<td>-0.065</td>
<td>0.486</td>
<td>NS</td>
</tr>
<tr>
<td>5.</td>
<td>Family Vs Society</td>
<td>-0.003</td>
<td>0.976</td>
<td>NS</td>
</tr>
<tr>
<td>6.</td>
<td>Society Vs Family</td>
<td>-0.065</td>
<td>0.486</td>
<td>NS</td>
</tr>
<tr>
<td>7.</td>
<td>Total</td>
<td>-0.039</td>
<td>0.667</td>
<td>NS</td>
</tr>
</tbody>
</table>

It has been observed from Table no. 4.16 reveals that the correlation value between emotional intelligence and the six role conflict areas of private teachers of higher secondary schools is found not to be significant at 0.05 and 0.01 level of significance. It means that there exists no significant relationship between emotional intelligence and six role conflict areas of private higher secondary school teachers.

Further table no. 4.16 also indicates that the correlation value between emotional intelligence and role conflict for total is -0.039 which is found not to be significant at 0.05 and 0.01 level of significance. It indicates non significant relationship between emotional intelligence and role conflict for total of private higher secondary school teachers.
DISCUSSION

It has been observed that there exist no correlation between Emotional Intelligence and six role conflict areas of higher secondary school teachers. Some other factors like domestic responsibilities and family climate may correlate with the variables similar results have been observed in the findings of Wiersma and Vandenberg (2003) that excessive domestic responsibilities and family environment correlate significantly with role conflict. Significant negative correlation exists between Emotional Intelligence and total role conflict of higher secondary school teachers. It is in conformity with the finding of Zenagnan and Buda (2007) that Emotional Intelligence is significantly related to work-family conflict of teachers.

Findings indicates that no significant correlation exist between Emotional Intelligence and six role conflict areas of male and female teachers of higher secondary schools. It is in contradiction with the study done by Carmeli (2003) that significant interaction is observed between Emotional Intelligence and role conflict in predicting career commitment. Factors like social, family and administrative support may be related with the variables. Similarly no significant relationship was found between Emotional Intelligence and total role conflict of female teachers of higher secondary school teachers but significant negative correlation between Emotional Intelligence and total role conflict of male teachers of higher secondary school teacher. It is supported by the findings of Wysocki and Leonard (2005) that Emotional Intelligence and gender role conflict has impact on interpersonal relationship and life/career success.

It is also clear from correlation value that no significant correlation exist between Emotional Intelligence and six role conflict areas of higher secondary school teachers of government and private schools. It is in
contradiction with the findings of Posig and Kickul (2004) that work-family conflict is the main cause of role conflict and also a mediating variable between work, role anticipation and emotional exhaustion. There exist no significant correlation between Emotional Intelligence and total role conflict of higher secondary school teachers of private schools but significant correlation exist between Emotional Intelligence and total role conflict of higher secondary school teachers of government schools. It is in conformity with the findings of Montgomy, Panagopaluv, wildt, Meenks and Doom (2006) that role conflict mediated the relationship between negative emotional and emotional exhaustion.

4.2 GLOBAL INTERPRETATION

DIFFERENTIAL STUDY

To study the effect of emotional intelligence, gender and type of school on the role conflict among higher secondary school teachers, differential and correlational study was done. ANOVA was computed to study the effect of emotional intelligence and the two demographic variables, gender and type of schools on the role conflict and its six dimensions namely school versus family, school versus society, family versus school, society versus school, family versus society and society versus family role conflict of higher secondary school teachers. Global interpretation of the findings of ANOVA has been described as follows –

The obtained mean values for role conflict and its six dimensions indicates that higher secondary school teachers experience low role conflict and there is significant impact of emotional intelligence, gender and type of school on some of the dimensions of teachers role conflict. Low role conflict may be due to provision of permanent appointment in shiksha karmi,
availability of many opportunities provided by state government, support of literate and supportive family members etc. It can be interpreted from the findings that, for the main effect of emotional intelligence on the role conflict of higher secondary schools teachers there exist no significant effect of emotional intelligence on the five dimensions of role conflict except society versus family conflict areas. No effect of emotional intelligence on five dimensions of role conflict may be due to teacher’s efficiency in maintaining balance between different roles, availability of more job perspectives, rise in educational opportunities, due to effective teachers training programme by state government, teachers are getting skilled in maintaining balance between different roles. Significant main effect of emotional intelligence on society versus family conflict area in supported by the findings of Mikolaczak, Nelis, Harsenne and Quoidbad (2008) that trait emotional intelligence helps in moderating the effect of unfair treatment or organizational injustice on individual on the ground that individuals with high trait emotional intelligence would have the ability to appraise the situation, their resources, process the emotional information arising from organizational injustice or unfair treatment and select adaptive coping strategies rather than use maladaptive coping strategies to deal with the negative events.

If emotional intelligence has no effect on the five dimensions of teachers role conflict namely Schools versus family, School versus society, Family versus school, Society versus school and Family versus society, some other factors may be playing important role like lack of mental preparation to manage roles (Thomas and Ganster (1995), lack of social support (Hares et al, 2003) lack of adjustment in teachers (Singh et al, 2008), Opting dual career (Band et al, 1998) etc.

It has also been observed from the finding that there is no significant main effect of gender on all the six role conflict areas of higher secondary
school teachers. It is in contradiction with the study done by Christere, Nigngiand (2004) on the teachers of Netherland. They reported that male teachers experience more conflicting pressures between work and family life than females. In the modern age of equal opportunity, both male and female teachers are getting equal opportunities not only in society, educational institutions but also in family both are experiencing similar conflict situations. If there is no main effect of gender on the six role conflict areas of higher secondary school teachers, some other factors like lack of social support (Cinamon, 2009), lack of experiences (Nahta, 1980), handling multiple roles (Good, 1960) etc. may be effecting teachers role conflict.

Further it can be interpreted that there is no significant main effect of type of school on the five dimension of teacher’s role conflict except family versus school role conflict area of higher secondary school teachers. No effect of type of school on five dimensions of role conflict of higher secondary school teachers may be due to sense of job satisfaction due to permanent appointment in shiksha karmi, better pay scale in institutions, which aid in fulfilling various role demands from society and family, modification in the contents of teachers training programme like emphasis on management skills etc. If type of school has no role to play, then some other factors like excessive work load in family and school (flay and smith, 2004) lack of potential (Shrivastava, 1982) inflexible time arrangements (Scandura and Lankan, 1997) etc. may be effecting teachers role conflict of teachers. But there is significant effect of type of school on family versus school role conflict of teachers. Significant differences exist in the role conflict of government and private school teachers. In private institutions teachers experience more role conflict due to lesser numbers of teachers, greater work pressure, no limit of working hours (Perrone et. al, 2005).
It is also clear from the findings that there is no significant interaction effect of emotional intelligence × gender on the five dimensions of role conflict except School versus family role conflict area of higher secondary school teachers. It has been observed by Jarnals et.al (2008) that emotional intelligence competencies for male is higher on self regulation and self motivation and female score higher on self awareness, empathy and social skills which aid in resolving school versus family role conflict. No interaction effect of emotional intelligence × type of school on other dimensions of role conflict may be because the conflict situations are not gender specific and may not be requiring emotional intelligence aspects. It may be requiring constructive, logical and divergent thinking. If there is no interaction effect of emotional intelligence × gender on five dimensions of role conflict, some other factors may be playing important role like parent’s interference in teachers work (Dwarkin, 1997), unwillingness in role performance, lack of interest etc. may be playing important role.

It can also be interpreted from the findings that there is no significant interaction effect of emotional intelligence × type of schools on the five dimensions of role conflict of higher secondary school teachers excepts school versus family role conflict of teachers. Abraham (1999) and carmeli (2003) were of the view that emotional intelligence may enhance helping behavior and other citizenship behavior because it enables employees to comprehend their superiors and coworkers feelings and to respond better than employees with low emotional intelligence. Teachers are often called beyond duty hours; sometimes they have to carry school work at home, taking students on excursion etc. In all such cases family responsibilities hinder their role performance in school. There is significant interaction effect of emotional intelligence and type of school on schools versus family role conflict of teachers. If there is no interaction effect of emotional intelligence
× type of school on other five dimensions of role conflict, some other factors like insecurity, fear of losing job, short employment status (Netemeyer, 1996) working environment (Werner, 1994), educational level, year of teaching experiences (Ravichandran and Rajendran, 2007) low student achievement (Maslach et al, 1993) etc. may be playing important role in effecting role conflict of teachers.

Similarly when differential study was made to study the interaction effect of gender × type of school on the role conflict of higher secondary school teachers, no significant interaction effect of gender × type of school was observed on five dimensions of role conflict except family versus school role conflict of higher secondary school teachers. Some other factors may be effecting five dimensions of role conflict like, dislikes, distrust, prejudice in organization (Nzuve, 2007), non availability of resources and personal inadequacy (Aziz, 2004), maladaptive thinking processes in teachers (Evers et al, 2005) etc. Teachers very often experience conflict in performing their roles in family on account of certain expected roles in schools like not finding time to guide and support their own children, to look after ill family members etc. due to school obligations. Findings indicate significant interaction effect of gender × type of school on the family versus school role conflict of teacher (McElwan et al, 2005).

Findings of the study also reveals that there is significant interaction effect of emotional intelligence × gender × type of school on school versus family, society versus school and family versus society role conflict of higher secondary school teachers. There is significant gender difference in over all emotional intelligence (Bindu et al, 2006). High emotional intelligence perceives them to be more successful in their careers (Shrivastava et al, 2004). A significant negative correlation was observed between emotional
maturity and stress resulting from role conflict. (Tiwari and Rathore, 2006). Finding also reveals that there is no significant interaction effect of emotional intelligence $\times$ gender $\times$ type of school on the school versus society, family versus school and society versus family role conflict of teachers. Some other factors like poor economic status (Voydanoff and Helly, 1984), competition for limited resources, conflicting goals (Adler, 2008), lack of desirability etc may be affecting these kind of role conflict of teachers.

Moreover when the ANOVA was computed for total role conflict, there exists no significant main effect of emotional intelligence, gender and type of school on the role conflict of higher secondary schools teachers. Further there exists no significant interaction effect of emotional intelligence $\times$ gender, emotional intelligence $\times$ type of school and gender $\times$ type of school on the role conflict of teachers. But it has been observed that there is significant interaction effect of emotional intelligence $\times$ gender $\times$ type of school on the role conflict of teachers. It indicates that though there is some effect of emotional intelligence, gender and type of school on role conflict of teachers, it is not observed in main effect and first order interaction effect but seen in second order interaction effect.

It can be concluded from the findings of differential study that higher secondary school teachers experience role conflict (Rizzo et. al, 1970) which has negative impact like health problems (Greenhaus et. al, 2006), absenteeism (Barling et. al, 1994), psychiatric and substance abuse disorders (Frome, 2003), decrease job, family and life satisfaction (Higgins et. al 1992) It is important to resolve the role conflict of higher secondary school teachers for better performance in school, society and family. Alper, Low and Tyosvold (2000), Ogungbamila (2006) has linked resolution of conflicts in organizational settings with performance or attitude towards
work. It has also been observed that emotional intelligence, gender and type of school have significant main and interaction effect on some of the dimensions of role conflict. Jordan and Troth (2004) have reported that emotional intelligence is associated with conflict resolution styles. Emotional intelligence competency is also seen to be increasingly important to an individual ability to be socially effective (kerr et. al, 2006). It is in the application of this competency, to recognize, understand and use emotional information about one self and others that leads to or cause an effective or superior performance (Boyatzis, 2007)

GLOBAL INTERPRETATION OF CORRELATION

It can be interpreted from the findings that in almost all the role conflict areas of teachers no significant correlation between emotional intelligence and role conflict is found. In other words both variables are independent of each other. Similar results were found for gender and type of school also. This finding is in contradiction with the findings of Posig and Kickul (2004) that work family conflict is the main cause of role conflict and also a mediating variable between works, role anticipation and emotional exhaustion. No correlation between the variables may be because, the conflict situations teachers are experiencing may not be requiring emotional intelligence aspects but some other factors like divergent and constructive thinking. Some other variables like role ambiguity may be related with the variables. According to Karatepe and Vludag (2007) a significant correlation between role ambiguity and work-family role conflict is found, in that those who experience work-family role conflict face role ambiguity at the same time.

No correlation between the variables is also found to be in contradiction with the study done by Montgomery, Panagopolou, Wildt,
Meenks and Doom (2006) that role conflict mediated the relationship between negative emotion and emotional exhaustion. Other factors like domestic responsibilities and family climate correlate with role conflict. Similar results have been observed in the findings of Wiersma and Vandenberg (2003) that excessive domestic responsibilities and family environment correlate significantly with role conflict.

It has also been observed from the findings that when correlation is computed between emotional intelligence and role conflict for total, significant correlation is observed between emotional intelligence and role conflict. It is in conformity with the findings of Zenagnan and Buda (2007) that emotional intelligence is significantly related with work-family conflict of teachers. It can be said that emotional intelligence has significant role to play in managing role conflict which a teacher confronts in three life situations that is family, school and society. Teachers with high emotional intelligence manage conflict effectively and experience low role conflict.

Further the correlation computed between emotional intelligence and total role conflict of male teachers depicts significant negative relationship. It is supported by the finding of Wysocki and Leonard (2005) that emotional intelligence and gender role conflict has impact on interpersonal relationships and life/career success. The obtained correlation value between emotional intelligence and role conflict of female teachers is found not to be significant. It is in contradiction with the study done by Carmeli (2003) that significant interaction is observed between emotional intelligence and role conflict in predicting career commitment. If there exist no relationship between emotional intelligence with role conflict. Some other factors like neuroticism, Type-A behavior etc. may be related with the variables. It is supported by the finding of Burke, Weir and Duwers (1979) that Type-A behaviors, neuroticism is found to have a positive relationship with conflict.
Women’s participation in the work force has increased all around the world (Daisdson and Burke, 2004). This increase has significantly affected families. These changes may impose some significant impact on women in implementing their role at work place and in the family. It can be said that emotional intelligence is not the sole factor required in resolving role conflict of women, other factors like social, family and administration support is required.

It is also clear from the correlation value that significant correlation exists between emotional intelligence and role conflict for government higher secondary school teachers. It is substantiated by the findings of Saxton, Philips and Blakency (1991) that job stress influence emotional intelligence. That means higher emotional intelligence implies low role conflict. In case of private higher secondary school teachers there exist no correlation between emotional intelligence and role conflict. Teachers in private schools are frequently under pressure because of job insecurity, increased working hours, administrative pressures, and lack of support. Cinamon Israel (2005) has also found that there is significant effect of work and family roles and effects of stress and support variables on work and family and family and work conflict.

It has been observed that when a person has to perform multiple roles, it enhances their divergent thinking, creativity etc. by which they come up with ideas for resolving conflict. It may be the case of private teachers. The findings of Marks (1977), Thoits (1986) and Verbrugge (1982) indicates that multiple role incumbency is associated with improved well being i.e. positive rather than negative individual outcomes.
“You are the only problem you will ever have and you are the only solution.”

- Bob Proctor