CHAPTER-5

SUMMARY
5.0 INTRODUCTION

Teachers being members of the modern society, have to play diverse and dynamic roles to meet there various needs, obligations and expectations. In doing so they often suffer from role conflict particularly when they have to perform certain roles to meet incompatible expectations. Formal organizational structure has long been recognized as a direct source of role expectations and pressures that can contribute to perceived role conflict (Rizzo et al, 1970). They have to mediate between different groups with different values, beliefs and interests and are subjected to high levels of conflict from intra and extra organizational influences (Kahn et al, 1964). A role associated with a status or social position is a pattern of behavior, which can be of different types like prescribed roles, perceived roles and performed roles. Roles are the result of expectations of others about appropriate behavior in a particular position (Kahn, Wolfe, Quinn, Snack ad Rosenthal, 1964). 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 (Greenhaus and Beutel, 1985). In modern time role overload, role ambiguity and inter role conflict have become common experiences for the teachers (Capel, Sisley and Desertrain, 1987, Drake and Herbert, 2002, Locke and Massengale, 1978).

Role conflict has been defined as the extent to which a person experienced pressures within one role that are incompatible with the pressure within another role (Kopelman et al, 1983) Role conflict occur when a person occupies two or more positions simultaneously and when the role expectations of one are incompatible with the role expectations of other.
In teachers life, three life situations figured as most relevant in respect of their roles and role conflict. They were, family, school and society. These life situations have been categorized in six role conflict areas for the present study. Which are school versus family, school versus society, family versus school, society versus school, family versus society and society versus family.


Individual engagement in multiple roles in response to role demands cause strain which results in depression or negative effect (Rothebard, 2007). It has been linked to psychiatric and substance abuse disorders (frone, 2003), organizational outcomes such as absenteeism (Barling, Maceusen, Kelloway and Higginbbottom, 1994), intention to leave work (Bruke, 1983), decrease job, family and life satisfaction (Higgins, Duxbury and Ining, 1992) etc. In Chhattisgarh social problem like naxalism has taken a heavy toll not only on education system but teachers family and social role performance has also been effected. At grass root level, it has been observed that they are reluctant to attend schools fearing threat to their life, many of them are abducted and killed, they face problem of security forces occupying schools in maoist areas and occasional attack on schools by maoist.
academic progress of their students are below satisfactory due to problem like poverty, poor health, Poor socio economic backgraound etc. All these situations add to teachers role conflict. There is difference in role concepts of school teachers working in public and private schools. (Presse and Bills, 1981)

In government schools of Chhattisgarh there is higher incidence of violence, especially in maoist hit areas, government bureaucracy exist i.e. teachers have less control in schools, larger classes, lack of facilities and inadequate infrastructure, outdated books and equipment, complaints are not addressed quickly.Teachers of private schools get less incentives, poor administrative support, strict discipline etc. These situations hinder their role performance in school, society of family. Maslach, Jackson and Leiter (1996) had observed that general organizational stressor relate positively to burnout which includes role conflict and role ambiguity. Role conflict is probably embedded with different kinds of emotions. So it is important to understand whether different inter and intra personal conflict resolution styles are associated with one’s ability to indentify emotions, understanding emotions to facilitate thoughts and to regulate emotions. These abilities are collectively called emotional intelligence (Mayer and salovey, 1997)

Emotion refers to a feeling with its distinctive thoughts, psychological and biological states and ranges of properties to act (Singh, 2001)Emotional intelligence involves the abilities of self awareness, managing emotions, motivating one self, empathy and handling relationship (Gardner, 1993) Emotional intelligence is an array of non cognitive capabilities, competencies and skills that influence one’s ability to succeed in coping with environmental demands and pressures (Bar on, 1997).

It has been highlighted by Patricia and Greenberg (2007) that the importance of teachers social and emotional competence and well being is
supportive in maintaining teachers students relationship and effective classroom management. These factors contribute to creating a classroom climate that is more conducive to learning and promotes the developmental outcomes among students. Emotional intelligence of teachers especially the intrapersonal and interpersonal dimension have a positive effect on the leadership roles of teachers such as evaluation of the performance, motivational support and development (Dimitra, 2007). Individuals with higher emotional intelligence were able to maintain a positive mood and self esteem when faced with negative state induction (Schuttle et. al, 2002) Emotional intelligent individuals can through self regulation, adapt to the social situation and remain functional (Gisenberg and fabes, 1992) Social and emotional skills are associated with success in many areas of life including effective teaching, students learning, quality relationships and academic performance (Brackett and Salovey, 2004, Mayer Salovey and Caruso, 2004, Sutton and wheately, 2003) Overall emotional intelligence, understanding emotions and emotional management were significantly related with integrating style of conflict resolution (Geodse, et. al, 2009).

In the present study an attempt has been made to study the effect of emotional intelligence, gender and type of school 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 of three districts of Chhattisgarh i.e. Durg, Rajnandgaon and Bilaspur.

5.1 SCOPE AND SIGNIFICANCE

- The outcome of the research will be helpful for teachers. Its implementations can be seen in improving teacher’s training
programme, improving productivity of teachers, to help teachers for normal life, improving the effectiveness of teaching-learning process, to help teachers in professional development and skill enhancement in coping with role conflict in school, family and society.

- Teachers can consider conflict resolution as one of the important component not only in daily life situations but also in preparing youth to find non violent responses to conflict, in promoting social justice and in reducing prejudice in school communities.

- Incorporating emotional intelligence training programs in to the classroom can result in a number of benefits, especially with in the academic setting. Indeed, schools that utilize social and emotional learning programs report an increase in academic success, improved quality relationships between teachers and students and a decrease in problems.

- The findings of the study can motivate educators to organize various seminars, workshops, extension lectures of resource persons for effective implementation of emotional intelligence skills in academic institutions, as modern day teachers are pressurized by many role demands.

- There is significant impact of emotional intelligence on personal, professional, family and social outcomes. Future research should be aimed at examining the effectiveness of emotional intelligence intervention programmes.
5.2 STATEMENT OF THE PROBLEM

“To study the effect of emotional intelligence on the role conflict among higher secondary school teachers.”

5.3 OPERATIONAL DEFINITIONS

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

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

ROLE CONFLICT

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

EMOTIONAL INTELLIGENCE

Emotional Intelligence can be attributed to a comprehensive package of individual skills and dispositions, usually referred to as soft skills or interpersonal and intra personal skills which make up the competency profile of a person.
Such skills are beyond the traditional areas of specific knowledge, general intelligence and technical or professional skills.

It involves the ability to reason using emotions and of emotions to enhance reason to use it to guide cognitive activities like problem solving. In the present study emotional intelligence is the obtained mean score on emotional intelligence scale constructed by Mishra (2006).

HIGHER SECONDARY SCHOOL TEACHERS

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

5.4 OBJECTIVES

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

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

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

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

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

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

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

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

10. To study the relationship between role conflict and emotional intelligence of higher secondary school teachers.

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

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

5.5 HYPOTHESES

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

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

H₃ There exists no significant effect of type of school on the role conflict of higher secondary school teachers.
H₄ There exists no significant effect of emotional intelligence on the school versus family role conflict of higher secondary school teachers.

H₅ There exists no significant effect of emotional intelligence on the school versus society role conflict of higher secondary school teachers.

H₆ There exists no significant effect of emotional intelligence on the family versus school role conflict of higher secondary school teachers.

H₇ There exists no significant effect of emotional intelligence on the society versus school role conflict of higher secondary school teachers.

H₈ There exists no significant effect of emotional intelligence on the family versus society role conflict of higher secondary school teachers.

H₉ There exists no significant effect of emotional intelligence on the society versus family role conflict of higher secondary school teachers.

H₁₀ There exists no significant relationship between role conflict and emotional intelligence of higher secondary school teachers.

H₁¹ There exists no significant relationship between role conflict and emotional intelligence of higher secondary school teachers on the basis of gender.

H₁₂ There exists no significant relationship between role conflict and emotional intelligence of higher secondary school teachers on the basis of type of school.

5.6 DELIMITATION OF THE STUDY

In the present study, the study was delimited in the sense that-

1. Study in restricted only to three districts of Chhattisgarh i.e Durg, Rajnandgaon and Bilaspur.
2. Study is conducted on higher secondary school teachers only.
3. The sample includes five hundred subjects only.
4. Sample selected were made identical by controlling intelligence (IQ).
5. For the study of role conflict and emotional intelligence, teacher’s role conflict inventory constructed and standardized by Prasad and Bhusan (1991) and emotional intelligence scale constructed and standardized by Mishra (2006) was used and to control intelligence, culture fair Intelligence test constructed, standardized and revised by Cattell (1961) was used.

5.7 METHODOLOGY

The present study is a research of survey type intended to study the effect of emotional intelligence on the role conflict among higher secondary school teachers. The study uses the technique of factorial design.

Variables Involved In The Study

Variables involved in the present study are mentioned below.

Independent Variables

In the present study, the independent variable is emotional intelligence.

Dependent Variables

In the present study, role conflict in taken as dependent variable.

Demographic Variables

For the present study, gender and type of school are taken as demographic variables.
Population And Sample

Population for which generalizations are to be made and from which sample of the subjects of the present study are to be chosen are the higher secondary school teachers from both government and private schools of three districts, Durg, Rajnandgaon and Bilaspur of Chhattisgarh.

SAMPLE

In order to choose a representative sample for the study, the principles of Multistage stratified proportionate random sampling technique was adopted. There are eighteen districts in Chhattisgarh from which 15% districts were selected. The three districts selected were Durg, Rajnandgaon and Bilaspur. In these three districts the total numbers of private and government higher secondary schools are two hundred ninety six and four hundred forty three as shown in Table No.5.01.

**TABLE NO.5.01 SHOWING NUMBER OF HIGHER SECONDARY SCHOOLS IN THREE DISTRICT OF CHHATTISGARH**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>NAME OF DISTRICT</th>
<th>TOTAL NUMBER OF HIGHER SECONDARY SCHOOLS</th>
<th>GRAND TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>GOVERNMENT</td>
<td>PRIVATE</td>
</tr>
<tr>
<td>1.</td>
<td>RAJNAND GAON</td>
<td>62</td>
<td>54</td>
</tr>
<tr>
<td>2.</td>
<td>DURG</td>
<td>137</td>
<td>158</td>
</tr>
<tr>
<td>3.</td>
<td>BILASPUR</td>
<td>97</td>
<td>231</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>296</td>
<td>443</td>
</tr>
</tbody>
</table>

COURTESY: DISTRICT EDUCATION OFFICE OF DURG, RAJNANDGAON AND BILASPUR
In these three districts the total number of male and female teachers in government and private schools are nine thousand nine hundred seventy six as shown in Table No.5.02

**TABLE NO.5.02** SHOWING NUMBER OF HIGHER SECONDARY SCHOOL TEACHERS IN THREE DISTRICTS.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>NAME OF DISTRICT</th>
<th>TOTAL NUMBER OF TEACHERS</th>
<th>GRAND TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>MALE</td>
<td>FEMALE</td>
</tr>
<tr>
<td>1.</td>
<td>RAJNAND GAON</td>
<td>826  168       343  130</td>
<td>1467</td>
</tr>
<tr>
<td>2.</td>
<td>DURG</td>
<td>2622 566      565 416</td>
<td>4169</td>
</tr>
<tr>
<td>3.</td>
<td>BILASPUR</td>
<td>1519 1060    992 769</td>
<td>4340</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>4967 1794    1900 1315</td>
<td>9976</td>
</tr>
</tbody>
</table>

COURTESY: DISTRICT EDUCATION OFFICE OF DURG, RAJNANDGAON AND BILASPUR.

From each district 15% private and 15% governments higher secondary school were selected randomly by adopting lottery method for the sample as shown in Table no.5.03

**TABLE NO.5.03** SHOWING NUMBER OF HIGHER SECONDARY SCHOOLS SELECTED FOR SAMPLE

<table>
<thead>
<tr>
<th>SL. NO.</th>
<th>NAME OF DISTRICTS</th>
<th>NO. OF SCHOOLS TAKEN</th>
<th>GOVERN MENT SCHOOLS</th>
<th>PRIVATE SCHOOLS</th>
<th>% TAKEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>RAJNAND GAON</td>
<td>18</td>
<td>10</td>
<td>8</td>
<td>15%</td>
</tr>
<tr>
<td>2.</td>
<td>DURG</td>
<td>44</td>
<td>20</td>
<td>24</td>
<td>15%</td>
</tr>
<tr>
<td>3.</td>
<td>BILASPUR</td>
<td>48</td>
<td>14</td>
<td>34</td>
<td>15%</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>110</td>
<td>44</td>
<td>66</td>
<td></td>
</tr>
</tbody>
</table>
From the selected schools of each district, 5% higher secondary school teachers were selected randomly by adopting lottery method for the sample as depicted in table no.5.04. Due to limited resources only 5% of the higher secondary school teachers were selected.

**TABLE NO.5.04 SHOWING NUMBER OF HIGHER SECONDARY SCHOOL TEACHERS SELECTED FOR SAMPLE**

<table>
<thead>
<tr>
<th>SL. NO.</th>
<th>NAME OF DISTRICTS</th>
<th>GOVERNMENT TEACHERS</th>
<th>PRIVATE TEACHERS</th>
<th>GRAND TOTAL</th>
<th>% TAKEN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>MALE</td>
<td>FEMALE</td>
<td>MALE</td>
<td>FEMALE</td>
</tr>
<tr>
<td>1.</td>
<td>RAJNAND GAON</td>
<td>32</td>
<td>27</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>2.</td>
<td>DURG</td>
<td>76</td>
<td>84</td>
<td>22</td>
<td>27</td>
</tr>
<tr>
<td>3.</td>
<td>BILASPUR</td>
<td>59</td>
<td>66</td>
<td>50</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>167</td>
<td>177</td>
<td>80</td>
<td>76</td>
</tr>
</tbody>
</table>

Total sample selected was five hundred higher secondary school teachers. After controlling intervening variable, intelligence (IQ), the sample size got reduced to four hundred. The selected sample was categorized in to three groups on the basis of emotional intelligence scores as low, average and high emotional intelligent teachers.

**TABLE NO.5.05 SHOWING NUMBER OF HIGHER SECONDARY SCHOOL TEACHERS AFTER CONTROLLING IQ**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>EMOTIONAL INTELLIGENCE</th>
<th>MALE GOVT.</th>
<th>PRIV.</th>
<th>FEMALE GOVT.</th>
<th>PRIV.</th>
<th>GRAND TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Low</td>
<td>52</td>
<td>24</td>
<td>42</td>
<td>15</td>
<td>133</td>
</tr>
<tr>
<td>2.</td>
<td>Average</td>
<td>44</td>
<td>22</td>
<td>48</td>
<td>19</td>
<td>133</td>
</tr>
<tr>
<td>3.</td>
<td>High</td>
<td>47</td>
<td>18</td>
<td>49</td>
<td>20</td>
<td>134</td>
</tr>
<tr>
<td></td>
<td>TOTAL :</td>
<td>143</td>
<td>64</td>
<td>139</td>
<td>54</td>
<td>400</td>
</tr>
</tbody>
</table>
5.8 RESEARCH DESIGN

VARIABLE

INDEPENDENT

DEPENDENT

1. EMOTIONAL INTELLIGENCE
   (i) Low
   (ii) Average
   (iii) High

2. GENDER
   (i) Male
   (ii) Female

3. TYPE OF SCHOOL
   (i) Private
   (ii) Government

1. ROLE CONFLICT
   (i) School versus Family
   (ii) School versus Society
   (iii) Family Versus School
   (iv) Society Versus School
   (v) Family Versus Society
   (vi) Society Versus Family

5.9 RESEARCH PROCEDURE

To study the effect of emotional intelligence, gender and type of school on the role conflict of higher secondary school teachers, a research of survey type was attempted. In the present study emotional intelligence, gender and type of school are independent variables and role conflict is dependent variable. By adopting the principle of multistage stratified proportionate random sampling technique, five hundred teachers of higher secondary schools of three districts of Chhatisgarh i.e Durg, Rajnandgaon and Bilaspur
were selected randomly as sample. Data were collected by administrating teachers role conflict inventory, constructed and standardized by Pramila and Bhusan (1991), emotional intelligence scale by Mishra (2006) on five hundred higher secondary school teachers. Intervening variable, Intelligence (IQ) was controlled by administrating culture fair Intelligence test constructed, standardized and revised by cattell (1961). Its revised Hindi edition 1980 prepared by Mrs. S. Rao was used in this study. After controlling intelligence (IQ), the sample size got reduced to four hundred higher secondary school teachers. The selected sample was categorized on the basis of emotional intelligence as low, average and high emotional intelligent teachers. For the statistical analysis of data three way ANOVA (3× 2× 2), t-test and correlation were computed.

5.10 RESEARCH INSTRUMENT

TABLE NO.5.06 SHOWING LIST OF RESEARCH TOOLS

<table>
<thead>
<tr>
<th>SL.No.</th>
<th>VARIABLES</th>
<th>TOOLS</th>
<th>PROPONENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Role Conflict</td>
<td>Teachers role conflict inventory (TRCI)</td>
<td>Prasad and Bhushan (1991)</td>
</tr>
<tr>
<td>2.</td>
<td>Emotional Intelligence (EQ)</td>
<td>Emotional Intelligence Scale</td>
<td>Mishra (2006)</td>
</tr>
<tr>
<td>3.</td>
<td>Intelligence (IQ)</td>
<td>Culture fair Intelligence test, Scale-3, Form-A</td>
<td>Cattell (1961)</td>
</tr>
</tbody>
</table>

5.11 STATISTICAL TREATMENT

For the analysis of data, three way ANOVA (3×2×2), t-test and correlation were computed.
5.12 RESULT

The results of the study have been described as follows.

RESULTS FOR DIFFERENTIAL STUDY

Differential study was done for role conflict and its six dimensions. The result of differential study has been described dimension wise as follow-

Dimension I – School versus family role conflict

When ANOVA was computed to determine the effect of emotional intelligence, gender and type of school on school versus family role conflict of higher secondary school teachers, it was observed that there exist no significant main effect of emotional intelligence, gender and type of school on school versus family role conflict of teachers. The results for the first order interaction indicate that the interaction effect of emotional intelligence X gender is found to be significant at 0.05 level of significance. Similarly another first order interaction effect of emotional intelligence X type of school was found to be significant at 0.01 level of significance. But the first order interaction effect of gender X type of school is found not to be significant at 0.05 and 0.01 level of significance. When second order interaction effect of emotional intelligence X gender X type of school was computed, the findings revealed that there exists significant interaction effect of Emotional intelligence x Gender x Type of school on school versus family role conflict of higher secondary school teachers as it was found to be significant at 0.01 level of significance.

Dimension II – School versus society role conflict

Likewise when the differential study was conducted to determine the effect of emotional intelligence, gender and type of school on the school
versus society role conflict of teachers, all the three main effects of emotional intelligence, gender and type of school were found not to be significant at any level of significance. Similarly first order interaction and second order interaction effect were also found not to be significant at 0.05 and 0.01 level of significance.

**Dimension III – Family versus school role conflict**

Further in third dimension, amongst the main effects only type of school was found to be significant at 0.01 level of significance. The main effect of emotional intelligence and gender were found not to be significant at any level. In first order interaction effect of emotional intelligence X gender and emotional intelligence X type of school were not found to be significant at any level but interaction effect of gender X type of school was found to be significant at 0.01 level of significance. In addition to this, there exists no significant interaction effect of emotional intelligence X gender X type of school on family versus school role conflict of higher secondary school teachers.

**Dimension IV – Society versus school role conflict**

The result of ANOVA for fourth dimension indicates that the main effect of emotional intelligence, gender and type of school have not significantly affected the role conflict of teachers. The first order interaction effect of these variables were also not observed to be significant at any level but when the second order interaction effect of emotional intelligence X gender X type of school was considered, the F-value was found to be significant at 0.01 level of significance which indicates significant interaction effect of emotional intelligence × gender × type of school on society versus school role conflict of higher secondary school teachers.
Dimension V – Family versus Society role conflict

It can be concluded from the findings that when the main and first order interaction effect of emotional intelligence, gender and type of school was analyzed, it was found not to be significant at any level of significance. This indicates that there exist no significant main effect and first order interaction effect of independent variables on family versus society role conflict of higher secondary school teachers. But the second order interaction effect of emotional intelligence X gender X type of school was found to be significant at 0.01 level of significance which shows significant second order interaction effect of independent variables on the family versus school role conflict of higher secondary school teachers.

Dimension VI – Society versus family role conflict

The differential study for the main effect of emotional intelligence on the school versus family role conflict of teachers was found to be significant at 0.05 level of significance which imparts significant effect on the school versus family role conflict of higher secondary school teachers. It was indicated by t-test that significant differences exist in the role conflict of low and average emotional intelligent teachers, low and high emotional intelligent teachers but between average and high emotional intelligent teachers, insignificant differences exist in the role conflict of teachers. But the main effect of other two independent variables i.e. gender and type of school was found not to be significant at any level. Similarly the first and second order interaction effect of variables was found not to be significant at any level of significance and thus have no impact on society versus family role conflict of teachers.
TOTAL ROLE CONFLICT

The findings of ANOVA for the main and first order interaction effect of emotional intelligence, gender and type of school on the total was found not to be significant at any level which indicates that no significant effect of variables on total role conflict was observed. But the findings of second order interaction effect of emotional intelligence X gender X type of school was found to be significant at 0.05 level which imparts significant effect on the role conflict of higher secondary school teachers.

RESULT FOR CORRELATIONAL STUDY

1. Correlation between emotional intelligence and role conflict of higher secondary school teachers

   When Correlation was computed between emotional intelligence and six role conflict areas of higher secondary school teachers, it was observed that the obtained value of correlation was found not to be significant at any level of significance which makes clear that no significant relationship exists between emotional intelligence and six role conflict areas of higher secondary school teachers. It was also observed that when correlation was computed for total role conflict, significant and negative correlation was found between emotional intelligence and role conflict of higher secondary school teachers. The obtained correlational value was found to be significant at 0.01 level of significance. Hence it can be said that high emotionally intelligent teachers experience low role conflict and low emotionally intelligent teachers experience high role conflict.

2. Correlation between emotional intelligence and role conflict of male teachers of higher secondary schools

   The findings of correlation between emotional intelligence and six role conflict areas of male teacher’s reveals that the obtained value of correlation
was found not to be significant at any level of significance. It means there exist no significant relationship between emotional intelligence and six role conflict areas of male teachers of higher secondary schools. But the findings of correlation for total role conflict indicate the existence of significant negative correlation between emotional intelligence and total role conflict of male teachers of higher secondary schools. The correlation value was found to be significant at 0.01 level of significance. It can be concluded that high emotional intelligent male teachers experience low role conflict and low emotional intelligent male teachers experience high role conflict.

3. **Correlation between emotional intelligence and role conflict of female teachers of higher secondary schools**

The correlation study between emotional intelligence and six role conflict areas of female teachers of higher secondary schools clearly shows the non existence of any significant relationship between emotional intelligence and six role conflict areas of teachers. Similar results have been obtained for the relationship between emotional intelligence and total role conflict of female teachers of higher secondary schools.

The obtained correlation value was found not to be significant at any level of significance which indicates no significant relationship between the variables.

4. **Correlation between emotional intelligence and role conflict of government higher secondary school teachers**

It can be accessed from the correlational study between emotional intelligence and six role conflict areas of government higher secondary school teachers that there exist no significant relationship between emotional
intelligence and six role conflict areas of government higher secondary school teachers. But when correlation study was conducted between emotional intelligence and total role conflict of teachers of government schools, the obtained correlation value is found to be negative and significant at 0.01 level of significance which means significant negative relationship between emotional intelligence and total role conflict of teachers of government schools. In other words higher the emotional intelligence, lower will be the role conflict of teachers and vice versa.

5. **Correlation between emotional intelligence and role conflict of private higher secondary school teachers**

The obtained correlational value between emotional intelligence and six role conflict areas of private higher secondary school teachers were found not to be significant at any level of significance which indicates non existence of any significant relationship between emotional intelligence and six role conflict areas of private higher secondary school teachers. Similar results have been obtained for the correlation between emotional intelligence and total role conflict of teacher of private higher secondary school. No significant relationship was obtained between the variables.

5.13 **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 correlation 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, many opportunities provided by state government, 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 exists 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, Ninggaand (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 family versus school 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 and 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 accepts school versus family role conflict of teachers. **Abrahim (1999) and Carmeli (2003)** were of the view that emotional intelligence may enhance helping behaviour and other citizenship behaviour 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 \( \times \) type of school on schools versus family role conflict of teachers. If there is no interaction effect of emotional intelligence \( \times \) 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 \( \times \) type of school on the role conflict of higher secondary school teachers, no significant interaction effect of gender \( \times \) 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 × gender × 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 × gender, emotional intelligence × type of school and gender × type of school on the role conflict of teachers. But it has been observed that there is significant interaction effect of emotional intelligence × gender × 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 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.

5.14 SUGGESTIONS

- Emotional intelligence growth can be promoted in institutions by holding discussions to become fully aware of the power and principles of emotional intelligence. By implementing emotional intelligence power every day in class room interactions, in peer discussions, at home, and by evaluating each person contribution to person-to-person exchange, emotional intelligence can be enhanced.

- Institutions can organize seminars, workshops, extension lectures on conflict resolution styles like accommodation, Avoidance, compromise and competition and the importance of emotional intelligence in daily life situations. Institutions should implement emotional intelligence training programme to improve emotional intelligence skills.

- Organizations should try to have professional counselors on the staff, giving some training on conflict resolutions and emotional intelligence.
• Modification in the curriculum of teacher training programme can be done; conflict resolution and emotional intelligence aspect can be included in the curriculum.

• Institutions should provide democratic and flexible environment to allow one to express themselves freely to a concerned and understanding listeners. This aid in minimizing conflict pressures.

5.15 FOLLOW UP STUDY

• To study the relationship of role conflict and role ambiguity to burnout in high school teachers of Chhattisgarh
• To study the impact of role conflict on the creativity of higher secondary school teachers.
• To study the impact of emotional intelligence training programmes on the role conflict of teachers.
• To explore the gender differences in perceived role conflict and its impact on adjustment ability of teachers.
• A comparative study of the perceived role conflict, role ambiguity and burnout among high school teachers of Chhattisgarh.

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