CHAPTER-I

THE PROBLEM
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1.0 INTRODUCTION

A modern teacher of our society cannot be expected to fit in to the image of a prehistoric “Guru” who lived the life of a sage in the same forest. A teacher being a member of the modern society has to play diverse and dynamic roles to meet his various needs, obligations and expectations. In doing so they often suffer from role stain or role conflict particularly when they have to perform certain roles to meet their conflicting or 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. Boundary spanners are routinely caught in the crossfire of competing expectations; they are subjected to high levels of conflict from intra organizational and extra organizational influences (Kahn et al, 1964). Role conflict is associated with increased tension, reduced job satisfaction and psychological withdrawal (Singh et al, 1981).

Sociological meaning of role, associated with a status or social position suggest, acting role as patterns of behavior associated with social statuses which can be looked at from three points of view: according to social expectations, i.e. the prescribed role, according to the way the role is seen i.e. the perceived role; and according to how the role is acted out, i.e. the performed role. Prescribed role tells what is expected of a person, to whom that person has responsibilities and to whom they can turn for help. In perceived role, how the person sees the role may not coincide with the ideal image of the role. The people with whom they interact may perceive the role in yet other ways. Performed role is how a person acts out the role. It depends
on more than expectations and perceptions. Most roles and statuses are related to other roles and statuses and form complex role sets. Due to different demands contained in a role set, a teacher is subjected to competing obligations and pressures. (Leonard Broom, Philip, Dorothy).

Roles are the result of expectations of others about appropriate behavior in a particular position (Kahn, Wolfe, Quinn, Snack and Rosentnal, 1964). This is similar to functional approach to role theory. Role in interaction or social action theory is not fixed or prescribed but something that is constantly negotiated between individuals in a tentative, creative way and the behavior is likely to be guided by group norms alone (Katz and Kahn, 1966).

A teacher has to perform multiple roles which compete for his time. As the time spent on activities within one role cannot be devoted to activities within another role (Greenhaus and Beutell, 1985), opposing pressures arise from engaging in multiple roles and these pressures can be incompative by requiring different roles to compete for a person’s limited time resources as well as the strain associated with one or more roles (Kopelman, Greenhaus and Connolly, 1983). In modern times role overload, role ambiguity and inter role conflict has become common experiences for the teachers (Capel, Sisley and Desertrain, 1987, Drake and Herbert, 2002, Locke and Massengale, 1978).

ROLE CONFLICT

Who defines the teacher’s role? The teacher, the students, the administrators or the community? Obviously each of these groups has its own expectations of the role of the teacher, but they are not often congruent and cannot all be simultaneously fulfilled. There is significant difference in
perception of teacher’s roles by principals, teachers, students, administrators and parents. (Donald, 1975, Freed, 1976, and Sellowood, 1976). The result for the teacher is role conflict which is described as the psychological tension that is aroused by conflicting pressures. The term role conflict has been conceived differently by different social scientists. Role conflict is produced in “the situation in which there are differences between criterion groups with respect to social roles.” (Jacobson et al, 1951). Role conflict occurs when a person occupies two or more positions simultaneously and when the role expectations of one are incompatible with the role expectations of the other (Sarbin, 1954). Role conflict was defined as the extent to which a person experienced pressures within one role that were incompatible with pressure within another role (Kopelman et al 1983). Role theory suggested that conflict occurs when individual, engage in multiple roles that are incompatible (Katz and Kahn, 1978) Role conflict can be time based, strain based or behaviour based (Greenhaus and Beutell, 1985). Time based conflict occurs when role pressures stemming from the two different domains compete for the individual time. Sometimes a teacher is required to work late with little notice. It might make difficult for teacher to meet family obligations. Time based conflict is based on the hypothesis that the sum of human energy is fixed and multiple roles inevitably reduce the time and energy available to meet all role demands, thus creating strain (Goode, 1960) and work-family role conflict.(Mark, 1977).

Strain based role conflict occurs when the strain experienced in one role domain interferes with effective performance of role behavior in the other domain. It exists when strain in one role affects performance in another role due to the incompatibility between the roles. (Pleck, strain and lang, 1980) Strain based conflict could occur when participation in a role produced strain that hampered role performance in another role (Edward and
Rothbard, 2000). Any work or school role that produced strain contributes to a work-school conflict. A teacher who is anxious about his child’s illness might not be able to fully concentrate on his job as a teacher.

Behaviour based conflict is described as conflict stemming from incompatible behavior demanded by competing roles. A manager in a financial service firm might be expected to be aggressive, unemotional and hard doing but these same behavior in the family domain would likely lead to conflict with family members. Role conflicts of teachers also include intra-role conflict and inter-role conflict. Inter-role Conflict is defined as the simultaneous occurrence of two or more sets of pressure such that compliance with one would make more difficult compliance with another (Kahn, Wolfe, Quinn, Snock and Rosenthal, 1964). Intra-role conflict is likely to increase as the demands of either the work role or family role increases. Similarly inter role conflict can increase as one’s obligations to the family expand through marriage and the arrival of children. Inter role conflict has also been defined as work-family conflict, where in some responsibilities from the work are not compatible and negatively influence the employees family responsibilities (Netemeyer et al, 1996).

It is not always the others expectations which cause role conflicts rather self expectations also result in role strain particularly when they are not in consistence with their own performance. There are instances when one performs certain roles which they do not consider as desirable or proper. More the discrepancy between their role performance and self role expectations, greater is the magnitude of role conflict. Self expectations are the results of internalization of social norms, values and attitude. Sometimes role conflict may require teachers to reject their own principles and better judgments. The multiplicity of roles that the teacher may have to fulfill can
include that of diagnostician, guidance counselor, remediator, parent record keeper, evaluator and finally teaching. Pressure in role and hours worked had increased and role overload, role ambiguity and role conflict now characterized the job to some extent. *(Craton and Ehrich, 2002)*

The present social structure reflects the changes that have come through changing frame of time. A major breakthrough being the growing education and economic independence among women. The economic pressure of inflation, influence of the women’s movements and the psychological need to develop one’s self identify are encouraging the women to take a more active role outside the home to pursue full time careers. Working women faces new sets of problems involving both family and profession. Women who choose to combine marriage with career face almost a situation of norm less and they hardly know how to apportion time and resources between these two major responsibilities. This makes them experience great conflict, tension and strain *(Kapur, 1974)*. Gender roles contain cultural contradictions, according to cultural norms; intelligent women make good wives but the same culture norm say that women should not be too smart. Men don’t suffer the same degree of conflict. They are expected to put work first and family life second. Gender role conflict occurs in all areas of man’s life, including family life and interpersonal relationships, as well as work. *(O’Neil, 1990)* Women experience greater role conflict particularly with regards to occupational and domestic demands and greater role conflict than men. *(Luhaorghelen and Zlvian, 1995)*

It has also been observed by several researches, the existences of role conflict for women in educational administration as they attempt to balance home and family responsibilities with their professional roles. *(Edson, 1988,*
It has been documented that employees with significant dependent care responsibilities, employees who have responsibilities caring for young children, employees with large families, employees who care for dependent elders tend to report higher level of work-family conflict (Frone, Russell and Cooper, 1992). There are differences between male and female teachers in their personal and professional attributes as well as in role conflict and their exist similarly between them in terms of role commitment and job satisfaction (Eckman Ellen Wexler, 2004) women in profession with low level of perceived social recognition experience more role conflict than those in profession with high level of perceived social recognition. More the number of social roles, higher the role conflict in working women (Malhotra and Sachdeva, 2005).

NEGATIVE EFFECT OF ROLE CONFLICT

Role conflict generally has a negative effect on group dynamics. Every member of a group comes to expect certain behaviors from another member, asking that member to essentially perform his role and when those roles are questioned by another contradictory role, the results can be disappointing and even cause resentment. The individual experiencing a role conflict can also feel frustrated of overwhelmed by the contradiction or even hurt by resentment among his peer. Individual engagement in multiple roles in response to role demands caused strain which results in depression or negative effect (Roth bard, 2001). Attitude, behavior and emotions associated with one role may spill over to the other resulting in conflict (Edwards and Rothbard, 2000). There is significant health consequences of work-family conflict (Greenhaus, Allen and Spector, 2006). Work-family
conflict has been linked to psychiatric and substance abuse disorders (Frone, 2003). Work-family conflict has been related to important individual and organizational outcomes such as absenteeism (Barling, Maceusen, Kelloway and Higginbottom, 1994), Intention to leave work (Bruke, 1988) and decrease job, family and life satisfaction (Higgins, Duxbury and Ining, 1992). Multiple roles in work and family creates strain (Chapman, Ingersoll, Dayton and Neat, 1994). Additionally, negative mental and physical health outcomes have been related to high levels of work-family and work-family conflict (Barnett and Rivers, 1996) over all role conflict causes stress, burn out and have serious and negative health consequences (Perrerve et al, 2004). The conflict between multiple roles has spillover effects penetrating into marital life (Mishra and Bajpai, 1998) the consequences of inter role conflict include lower job satisfaction and higher turnover intentions (Horn and Kinickii, 2001)

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 identify emotions, understanding them, using emotions to facilitate thoughts and to regulate emotions. These abilities are collectively called Emotional Intelligence (Mayer and Salovey, 1997). Organization like schools, in a quest to increase quality of teaching learning process has realized the importance of emotional intelligence at work place. Intelligence alone is no more the only measure for success, emotional intelligence, social intelligence and luck play a big role in person’s success (Goleman, 1995). The emotions, feelings and values are vital for a person’s well being and achievement in life (Ediger, 1997) Emotional intelligence skills are key to managing stress and the daily pressures of life and works. Emotional intelligence is strongly
related to achievement, productivity, leadership and personal health (Weisenger, 1998, Low 2005).

Historically, emotions have been largely viewed as disorganizing forces that disrupt one’s ability to reason and think. Emotions are held as interfering with attempts to function rationally in the world. Now it is thought that the emotions provide information, direct attention and facilitate the attainment of goals. It is held that adaptive processing of emotionally relevant information is an integral part of intelligence (Salovey and Mayer, 1990). Emotions guide one’s overall assessment and experience of the world and “organisms that ignore their own affective feedback are not well suited to behave adaptively” (Greenberg and Safron, 1989). Emotion is defined as any agitation or disturbance of mind, passion, any vehement or excited mental state. Emotion refers to a feeling with its distinctive thoughts, psychological and biological states and ranges of propensities to act (Singh, 2001) Emotions enable human beings to respond approximately to a variety of environmental situations (Tingujam, 2002).

EMOTIONAL INTELLIGENCE

“Any one can become angry that is easy but to be angry with the right person to the right degree, at the right time, for the right purpose, and in the right way that is not easy.” (Goleman, 1998)

Two Americans, Peter Salovey and John Mayer (1990), coined the term Emotional Intelligence. It has its root in social intelligence, first identified by Thorndike (1920). The concept of emotional intelligence was popularized by American academic cum journalist Goleman (1995). He defined emotional intelligence on the basis of traits that include self control,
zeal and Persistence and the ability to motivate oneself. He includes following major areas of skills, knowing one’s emotion, managing emotions, motivating oneself, recognizing emotions in others and handling relationships. Emotional intelligence plays a significant role in the kind of work an employee produces and the relationship they enjoy in the organization (Goleman, Cooper and Swaf, 1997). Emotional intelligence involves the ability to monitor one’s own and others emotions to discriminate among them and to use the information to guide one’s thinking and actions (Mayer and Salovey, 1993). An emotionally competent person is more aware of himself or herself and that of his or herself (Cooper and Sawaf, 1997, Goleman, 1998, Kemper, 1999). Emotional intelligence involves the abilities that may be categorized in to five domains. Self awareness, managing emotions, motivating oneself, empathy and handling relationship (Gardner, 1993). Thus intra and inter personal intelligences essentially constitute the aspects of social intelligence which have been included in the emotional intelligence in the form of self awareness, empathy and handling relationships. Emotional intelligence interacts with work-family conflict to predict one’s well being (Noor, 2003).

The ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge and to reflectively regulate emotion so as to promote emotional and intellectual growth (Mayer and Salovey, 1997). They emphasize that emotion makes thing more intelligent and that one thinks intelligently about emotions. 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). He includes five major areas of skills; they are interpersonal skills, intra-personal skills, adaptability skills, stress management skills and general mood.
The concept of emotional intelligence implies that human are both rational and emotional being. Hence, adaptation and coping abilities in life are dependent on the integrative functioning of both rational and emotional capacities (Salovey, Bedell, Detweiler and Mayer, 2000). Emotional intelligence refers to the ability to process emotion laden information competently and to use it to guide cognitive activities like problem solving and to focus energy on required behavior (Salovey, Mayer and Caruso, 2002). Emotional intelligence thus combines a group of skills that are more distinct from both verbal prepositional and spatial performance intelligence than social intelligence has been and at the same time is still close enough to the concept of an intelligence to belong to the triad. Emotional intelligence can also be defined as the ability to recognize and respond to the emotions and feelings of others, as well as the skill to help other manage their emotions (Schmidt, 1997). The intelligent use of emotions, you intentionally make your emotions work for you by using them to help guide your behavior and thinking in ways that enhance your results (Weismger, 1998). Emotional intelligence is the ability to be aware of, to understand and to express oneself to relate to other, to deal with strong emotions and control one’s impulse, adapt to change and to solve problem of a personal or a social nature (Bar-on, Relevon, 1988).

Currently there are two popular construct models available with which to define emotional intelligence. An ability model and a mixed (traits with abilities) model (Mayer, Salovey, Caruso, 2000). Ability model propose that emotional intelligence is type of intelligence or aptitude and therefore should overlap with cognitive ability. (Mayer et al, 2000). Ability model posit emotional intelligence as the ability to carry out accurate reasoning about emotions and the ability to use emotions and emotional knowledge to enhance thought (Mayer et al, 2008) In contrast to ability models, mixed
emotional intelligence models don’t classify emotional intelligence as an intelligence but rather as a combination of intellect and various measures of personality and affect (Petrides and Furnham, 2001).

In ancient India education originated with the Gurukul system, which evolved students into responsible individuals who were well learned and capable of facing the toughest challenges of life. Modern day education appears to be ignoring this important facet of learning. Teacher should take into account the emotional dimension of learning and work on it. The best teachers are those who can identify the changing emotional classroom environment and who have the ability to empathize, encourage and connect with students on an emotional level. The goal of the emotionally intelligent teacher is to create a safer and more satisfying, coping and productive learning environment. Emotional Intelligence of teachers especially the interpersonal and intrapersonal dimension has a positive effect on the leadership roles of teacher such as evaluation of the performance, motivational support and development had a strong influence on effectiveness (Dimitra, 2007). It has been highlighted by Patricia, Mark, Greenberg (2001) the importance of teachers social and emotional competence and well being which is supportive in maintaining teacher-student relationships, effective classroom management. These factors contribute to creating a classroom climate that is more conducive to learning and promotes the developmental outcomes among students. Gender difference is found concerning emotional intelligence, female teachers reported greater likelihood of demonstrating emotional intelligence compared to male teachers. (Perry, Cris, Ball, Ian, Stacey and Elizabeth, 2004). According to Singh and Singh (2008) there is no significant difference in the level of emotional intelligence and perceived role stress between genders, but significant negative relationships of emotional intelligence with organizational role stress for both the gender. Emotional Intelligence is learned and can be developed with age. Studies
have found that there is significant difference in emotional intelligence emerged with respect to age. (Annamaria Di Fabio and Letizia Palazzeschi, 2008) Many studies have also been done to find the relationship between spirituality, emotional intelligence and transformational leadership. According to Venkant Krishnan and Balappa (2007). Emotional Intelligence is positively related to transformational leadership and moderate support for a positive relationship between spirituality and emotional intelligence. Emotional Intelligence has also effect on creativeness and innovativeness. Abubakr Suliman and Alshaikh (2007) have found significant difference between employees’ perceptions of emotional intelligence, conflict and readiness to create and innovate.

**ROLE CONFLICT OF TEACHERS OF CHHATTISGARH**

In Chhattisgarh Maoist violence has taken a heavy toll on education system in the state. Maoist has bombed a large number of school buildings. Teachers are reluctant to attend schools fearing threat to their life. Teachers faces problem in performing school activities because of this social issue. Many students are studying in the camps, while teachers are taking care of their educational needs. They face problem of security forces occupying schools in Maoist areas and occasional attack on schools by Maoist. Chhattisgarh government is trying for special incentives to teachers of violence hit areas and covering them under special insurance plan to inspire them to defy Maoist threats and attend schools regularly. Chhattisgarh government has proposed setting up residential schools amidst large human cluster but this problem hinder their performance in school and in social activities. Their family life is also disturbed. Many teachers are abducted and killed who are posted in sensitive regions. Not only this, teachers appointed on contract by the state, frequently gone on strike demanding an increase in pay and regularization of their jobs. Dozens of them are thrown behind bars.
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 over schools, larger classes, lack of facilities for teachers, outdated books and equipment, little control over their lesson plans, complaints are not addressed quickly. Thus conflict arises due to these factors in performing their duties in school. Teachers of private schools get fewer incentives as government school teachers get; there is poor administrative support, frustration over student discipline issue and lack of diverse student population. There is difference in role concepts of school teachers working in public and private schools. (Presse and Bills, 1981).

1.1 CONCEPTUAL FRAMEWORK

A school teacher has to play many roles to meet the various expectations in different situation. To the extent teachers perceives difficulty in performing their role in one situation vis-à-vis some other situation, they experience role conflict. Both role ambiguity and role conflict are significantly related to a number of organizational and interpersonal factors (Bedlian et al, 1981). Teachers role are not perceived alike by all. There is significant effect of perceiver’s characteristics on findings concerning teacher’s role conflict (Harnitz, 1975, Kyostio, 1969, Evans, 1981). In teacher’s life, three life situations figured as most relevant in respect of their
roles and role conflict, they were family, school and society. Each of these situations has certain role demands from a teacher, who at time perceive them as incompatible to produce role conflict. In the present study the three life situations are placed under six conflict areas. In all the conflict areas, a teacher confronts role conflict arising out of the difficulty in performing role in one situation on account of role expectation in some other situation.

First conflict area is **school versus family** i.e. teacher’s conflict in performing their role in school situation on account of certain expected roles in family, like when they are called beyond duty hours for organizing school functions at evening times, preparing lessons or doing school work at home, taking students on excursions or in camps organized by national organizations like NCC, NSS etc. In all such cases family responsibilities create role conflict. **Netemeyer, Boles and McMurrian (1996)** found that work-family conflict caused role conflict between work and family domains. In addition, work-family conflict has been shown to affect employees work related behaviors such as absenteeism, tardiness, organizational commitment, turnover intentions and turnover (Aryee, Luk and Stone, 1998).

The second conflict area is **school versus society** i.e., teacher’s conflict in performing their roles in school on account of certain expected roles in society. It has been observed that parents object, when their wards are punished in schools by teachers, certain social problems like naxalism, communal riots, regionalism, etc. create difficulty in maintaining discipline in schools. Sometimes teachers are pressurized to change the results of examination. Inappropriate social support creates school versus society role conflict.

The third conflict area is **family versus school** i.e., teachers conflict in performing their roles in family on account of certain expected roles in
school. Teachers sometimes are unable to give time and support to their own children due to school duties, they don’t find time to go on outing with their family because of hectic school schedule. Sometimes they don’t find time to look after their ill family members. A teacher thus faces family versus school role conflict. According to Frone et al (1997) family-work conflict is caused by family related stressor and predicts work related outcomes.

The fourth conflict area is **society versus school** i.e., teachers conflict in performing their roles in society on account of certain expected roles in school. Teachers very often are unable to participate in social celebrations like fun fairs, exhibitions, various competitions, cultural programmes etc. organized by social clubs, celebrations of New Year or victory of any political parties etc. due to school obligations. Sometimes teachers have to go beyond social expectations like they have to be part of strike against government for salary hike, for permanent jobs etc. very often they try be part of community development programme but due to lack of time and support from school they are unable to fulfill their duties towards society.

The fifth conflict area is **family versus society** i.e. teachers conflict in performing their roles in family on account of certain expected roles in society like frequent late homecoming, failure in taking family for outing due to friends or neighbour’s demand, unable to fulfill the monetary demands of family due to financial demands from relatives and neighbours. Sometimes due to visitors at home, a teacher is unable to give guidance to their own children. All such situations lead to family versus society role conflict.

The sixth conflict area is **society versus family** i.e. teacher’s conflict in performing their roles in society on account of certain expected roles in family. When teachers get involve in social activities like being a part of
protest, helping under privilege group of society etc. but family responsibilities causes’ hindrance. According to **Higgins and Duxbury (1992), Kossek and Ozeki (1998)** there is evidence that, stress arising from trying to simultaneously resolve the conflicts between the duties of all of these roles can affect an employee’s job satisfaction.

There is difference in the role conflict of school teachers working in public and private schools (**Presse and Bills, 1981**). Teaching in public school can be frustrating because one often has to deal with government bureaucracy, no books, chalks etc. Furthermore depending on where one teaches may be stuck in some rather decrepit conditions and principal may not be able to help. To work in public schools, certification in required, there is overcrowding in a class, complaints are not addressed quickly. The intense demands for teachers nationwide is challenging private schools to risk a decline in quality. Private schools hire non certified teachers, poor administrative support, frustrations over student-discipline issues and dissatisfaction with their salaries. All these situations add to role conflict of any type in teachers.

It has been observed by **Rahim (1983), Thomas (1992)** that there are five common responses to conflict. An integrating or collaborating approach, where concern for others and oneself are high, an avoiding style, where concern for others and oneself are low, a dominating style, where low concern is there for others and a high concern for oneself, an obliging or accommodating style associated with a high concern for others and low concern for self and finally the compromising response which involves moderate level of concern for others and oneself. According to **Portello and Long (1994)**. Individual with a masculine gender role tend to be more aggressive and hence would utilize a dominating or competing style. As per
Baxter and Shepherd (1978) Feminine individuals are found to be more cooperative and thus favour the avoiding style. According to Brewer, Mitchell and Weber (2002), cook (1985) gender role is the determinant of individual’s reactions to conflicts. According to Bern and Lennus (1976) the integrating, accommodating and compromising styles appear to be applicable to androgynous individuals. Jordan and Troth (2004) found that integrating and dominating styles of conflict handling are positively correlated with ability to deal with own and other emotions and overall emotional intelligence of the individuals members working in a team.

Organizations today in a quest to increase productivity, have realized the importance of emotional intelligence at the workplace. According to Spencer and Sign (2009) utilization of human resources value when it helps individuals and organizations to do better than their present level of performance. If the job of a teacher is to help students to learn, they should take in to account the emotional dimensions of learning and work on it. Patricia, Mark and Greenberg (2001) analyzed the importance of teacher’s social and emotional competence and well being in the maintenance of teacher student relationships, effective classroom management and successful social and emotional learning program implementation. These factors contribute in creating a classroom climate that is more conductive to learning and that promotes the developmental outcomes among students.

The most distant roots of emotional intelligence can be traced back to Darwin’s early work on the importance of emotional expression for survival and adaptation. In the 1900s, even though traditional definitions of intelligence emphasized cognitive aspects such as memory and problem solving several researchers recognize the importance of non cognitive aspects. In 1920, E.L. Thorndike, used the term social intelligence to
describe the skill of understanding and managing other people. Similarly, in 1940, David Wechsler described the influence of non intellective factors on intelligent behaviour. In 1983, Howard Gardner’s Frames of Mind: The theory of multiple intelligence introduced the idea of multiple intelligence which included both interpersonal intelligence (the capacity to understand the intentions, motivations and desires of other people) and intrapersonal intelligence (the capacity to understand one self, to appreciate one’s feelings, fears and motivations).

The first use of the term “Emotional Intelligence” is usually attributed to wayne payne’s (1985) doctoral thesis. “A study of emotion: Developing emotional intelligence.” However, prior to this, the term “Emotional Intelligence” had appeared in Leuner (1966). Greenspan (1989) also put an emotional intelligence model followed by Salovey and Mayer (1990) and Goleman (1995). The publication of Daniel Goleman’s best seller “Emotional Intelligence: why it can matter more than IQ” that the term became widely popularized.

Salovey and Mayer (1990) coined the term emotional intelligence and described it as a form of social intelligence that involves the ability to monitor one’s own and other’s feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and action. Mayer and Salovey (1997) further elaborated that emotional intelligence was the ability to perceive emotions, to assess and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth. It involves areas such as indentifying emotions, using emotions, understanding emotions and managing emotions. Goleman (1998) defines emotional intelligence as the capacity for recognizing our own feelings and
those of others, for motivating ourselves and for managing emotions well in us and in our relationships. Goleman’s model outlines four main emotional intelligence constructs such as self awareness, self management, social awareness and relationship management, with a set of emotional competencies within each construct. The first construct self awareness, is the ability to know one’s internal states, preferences, resources and intentions and forms the vital foundation for self confidence. The second construct, self management, involves controlling one’s emotions and impulses and adapting to changing circumstances. The third construct social awareness includes the ability to sense, understand and react to others emotions while comprehending social networks. Relationship management, the fourth construct, entails the ability to inspire, influence and develop others while managing conflict.

According to Convey, 1989, Maxwell (1999), Tichy (1997) and Yukl (1994), in conjunction with the organizational and management component of an effective leader, the components of emotional reactions, emotional well being, passion and managing emotionally also have a place in the leader’s success. Mayer and Cobb (2000) defined emotional intelligence as the ability to process emotional information, particularly as it involves the perception, assimilation, understanding and management of emotion.

There has been always confusion regarding the exact meaning of emotional intelligence and researchers are constantly amending even their own definitions. Various models of emotional intelligence have been described.
The Ability based model

Salovey and Mayer’s (1920) initial definition of emotional intelligence was revised to: “the ability to perceive emotion, integrate emotion to facilitate thought, understand emotions, and to regulate emotions to promote personal growth.” The ability based model views emotions as useful sources of information that help one to make sense of and navigate the social environment. The model proposes that individuals vary in their ability to process information of an emotional nature and in their ability to relate emotional processing under cognition. This ability is seen to manifest itself in certain adaptive behaviors. This model proposes that emotional intelligence includes four types of abilities, perceiving emotions, using emotions, understanding emotions and managing emotions.

The emotional competencies model

The emotional intelligence model introduced by Goleman (1995) focuses on emotional intelligence as a wide array of competencies and skills that drive managerial performance. Goleman’s model outlines four main emotional intelligence constructs: namely self awareness, self management, social awareness and relationship management. According to Goleman (1998) emotional competencies are not innate talents, but rather learned capabilities that must be worked on and developed to achieve outstanding performance. Individual are born with a general emotional intelligence that determines their potential for learning emotional competencies.

The Bar-on Model of Emotional-Social Intelligence (ESI)

Bar-on (2006) defines emotional intelligence as being concerned with effectively understanding oneself with the immediate surroundings to be more successful in dealing with environmental demands. Emotional
intelligence develops overtime and that it can be improved through training, programming and therapy.

The trait emotional intelligence model

Petrides et. al. (2000, 2004, 2007) proposed a conceptual distinction between the ability based model and a trait based model of emotional intelligence. Trait emotional intelligence or trait emotional self-efficacy refers to a “Constellation of behavior dispositions and self perceptions concerning one’s ability to recognize process and utilize emotion laden information. The conceptualization of emotional intelligence as a personality trait leads to a construct that lies outside the taxonomy of human cognitive ability.

Mixed model of emotional intelligence

Mixed emotional intelligent models don’t classify emotional intelligence as an intelligence but rather as a combination of intellect and various measures of personality and affect (Petrides and Furnham, 2001). Mixed model defines emotional intelligence as “an array of non cognitive capabilities, competencies and skills that influences one’s ability to succeed in coping with environment demands and pressures” (Bar-on, 1997).

The goal of the emotionally intelligent teacher is to create a safer and more satisfying, caring and productive learning environment. A teacher needs to be aware of the concept of emotional environment which refers to the student’s overall experience of being in the classroom. Emotions especially the fear, envy, anger, sympathy and pleasure are important in daily instruction. Male show slightly higher values in respect to anger and female in respect to sympathy and pleasure (Aleksandra, Hurek, Astlegtner, 2006).
Emotional intelligence is learned and can be developed with age. Studies have found that there is significant difference in emotional intelligence emerged with respect to age (Anna-Maria and Palazzachi, 2008).

It has been recognized by Goleman, Bayotzis and Mckee (2002) that emotional intelligence is twice as important as technical skills and IQ for jobs at all levels.

All the level of the work group, emotional intelligence is manifested in harmonious relationships among workers. This harmony is the basis of synergistic showing of skills and competencies within groups whose performance surpasses that of other groups with similar technical, but fewer social skills (Goleman, 1995) Teachers having high emotional intelligence and high self efficacy develop more emotional commitment to their organization. (Samuel, 2007). Emotional intelligence skills are key to managing stress and do the daily pressures of life and works. There is a clear need to develop emotional intelligence skills in teachers. (Elkins and low, 2004). Emotional intelligence is strongly related to achievement, productivity, leadership and personal health (Weissenger, 1998, Low 2005).

The contribution of emotional intelligence to one’s attitude toward change was found to be significantly indicating the added value of using an emotional intelligence measure above and beyond the effect of personality (Vakola, Tsaousis and Nikolaou, 2004). It has also been observed by shuttle, Malouff, Bohik, Costen, Greeson, Ejedicka, Rhodes and Wonder (2001) that Emotional intelligence were better able to maintain a positive mood and self esteem when faced with a negative state induction.

Many scholars have theorized that emotional intelligence contributes to success in various aspect of life including work and relationships (Goleman,
1995, Salovey and Mayer, 1990). High emotional well being intelligence would lead to greater feelings of emotional well being (Goleman, 1995, Saarni, 1999, Salovey and Mayer, 1990, Salovey et al, 1995, Schuttle et al, 2002) Higher emotional intelligence is associated with less depression, greater optimism (schuttle et al, 2002) and greater self esteem (schuttle et al. 2002) Individual with higher emotional intelligence were able to maintain a positive mood and self esteem when faced with a negative state induction (schuttle et al, 2002) Emotionally intelligent individuals can through self regulation, adapt to the social situation and remain functional (Eisenberg and Fabes, 1992) Social and emotional skills are associated with success in many areas of life, including effective teaching, student learning quality relationships and academic performance (Brackett and Salovey, 2004, Mayer, Salovey and Caruso, 2004, Sutton and Wheately, 2003) Recent doctoral research has linked emotional intelligence with academic achievement and college success also (stottlmyre, 2002, vela, 2003, smith 2004, Williams, 2004 and Potter, 2005). It has been advocated by Elias (1993), Goleman (1995), Jensen (1998) that emotional intelligence as an important factor in predicting success and the capacity to solve problems. Furnhum, Petrides and Spencer Bowdage (2002) showed that emotional intelligence is related to healthy social coping styles. Similarly Carriochi, Deane and Anderson (2000) and Salovey, Stroud, Wooley and Epel (2002) found that emotional intelligence moderate the relational ship between stress and mental health. Emotional intelligence focuses on the individual’s ability to recognize and use his or her emotional state to solve problems and may very well be the key to an individual’s survival. Overall emotional intelligence, understanding emotions and emotional management were significantly related with integrating style of conflict resolution (Godse et al, 2009). There exist differences in the emotional intelligence of male and female teachers. Women have scored higher than men in emotional

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. For the study null hypothesis were made and by adopting the principle of multistage stratified proportionate random sampling technique data were collected from three districts of Chhattisgarh i.e., Durg, Rajnandgaon and Bilaspur. Differential and correlation study has been attempted for the present study.

1.2 RELATED STUDIES

1.2.1 STUDIES ON ROLE CONFLICT DONE ABROAD

Hrebiniak, Lawrence, Alutto and Joseph (1972) showed the importance and significance of Personal and role related factors like role tension, role conflict, years of experience in the organization, dissatisfaction with the bases of organizational advancement etc. on organizational commitment. Result indicated that above factors contribute significantly to organizational commitment.

Jeanne Brett Herman and Karen Kaczynski Gyllstrom (1977) examined sex differences and inter social role and intra work role conflict were tested in a university setting. Result indicated that inter role conflict is primarily a function of the number of social roles held. There was no number of social roles by sex interaction. Women did perceive greater conflict between work and home maintenance roles than men perceived. Intra work
role conflict is primarily a function of the position of the work role in the organizations structure and the role responsibilities.

Gehrke and Nathalie (1982) carried out a research on eleven beginning secondary school teachers; it indicated that perceptions of role conflict vary among teachers. Fealty is a source of conflict between personal and professional roles. Role conflict changes over time and teachers use several coping strategies to deal with role conflict.

Schwab, Iwanicki and Edward, (1982) Examined the relationship of perceived role conflict and role ambiguity to teacher burnout on four hundred sixty nine class room teachers. Three aspects of burnout were examined, feelings of emotional exhaustion, depersonalization or negative attitude towards students, and feeling of a lack of personal accomplishment.

The findings are as follows: –

- Role conflict and role ambiguity explained a statistically significant amount of variance in feelings of emotional exhaustion and depersonalization.
- Role conflict and role ambiguity offered in their relationship to the three aspects of burnout.

Stephen Crane and Iwanicki (1986) assessed the relationship of role conflict and role ambiguity to teacher burnout among four hundred forty three Connecticut urban special education teachers after controlling personal and professional background variables. The relationship of these variables to teacher burnout was also examined. Role conflict and role ambiguity explained a significant amount of variance in feelings of emotional exhaustion and depersonalization. Whole perceived burnout among teachers
was moderate and significantly related with respect to age, experience and sex.

**Pamela, Mazur, Mervin and Lynch (1989)** investigated the relationship among the independent variables of the principal leadership style, the school organization and teachers’ personality characteristics and the dependent variables of teachers’ burn out. A total of two hundred public high school teachers were included in this survey. The findings of the study showed that leadership style was not a significant predictor of teacher burn out. Organizational factor such as work overload, support and isolation were significant predictors of teacher’s burn out. Personality characteristics, personality type A or B and empathic self concept were significant predictor of teachers burn out.

**Quazi Shamsuddin (1990)** found important determinants of perceived role conflict by building a regression model. The paper examined the joint linear influences of wife’s age, her income, time for household chores and outside job, her female role perception, husband’s income, and his time for household work and outside job, total number of children etc. to the variance of perceived role conflict. Women subject selected were one hundred forty women from Dhaka City. Regression analysis indicated that 27.12% of the variance of perceived role conflict was explained by all the independent variables, operating jointly. Female role perception is related negatively to perceived role conflict.

**Bacharach, Samuel, Bamberger and Stephen (1990)** analyzed the impact of school organization managerial strategic on role conflict and role ambiguity of teachers of elementary and secondary schools. Findings indicated that -
Organization managerial strategies that reflect professional ethos have no impact on teacher reported role conflict and role ambiguity.

Determinants of role stress in elementary schools are somewhat different from the determinants of role stress in secondary schools.


The findings are as follow:

- Women experience greater role conflict particularly with regard to occupational and domestic demands and greater gender role conflict than men.
- Individuals whose gender role and situation match experience less gender role conflict than individuals whose gender role and situation do not match.
- Men and women with high masculinity scores employed in predominantly male occupations or with high femininity scores employed in predominantly female occupations would report less gender role conflict than men and women whose gender role and occupation did not match.

Marks and Mac Dermid (1996) found that the more mindful an individual is of all the roles, the more likely the individual will be to fully engage in all roles. This positive role balance allows individuals to approach roles with attentiveness, while 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.

Mishra and Bajpai (1998) carried out the research to study the spillover effect of inter-role conflict experienced by women on their marital
relations and interpersonal communication. The study was conducted on two hundred twenty higher secondary teachers of Lucknow (Uttar Pradesh) between the age ranges of 17-40 years. Regression analysis revealed that conflict between multiple roles certainly has spillover effects penetrating in to their marital life but the extent varied with the area of marital relations.

**Jennifer, Ofelia, Eugene, Kutcher, Lisa and Eri Ranes (2000)** carried out research in which two hundred three teachers completed measures of work-family culture, work-family conflict, organizational commitment, job satisfaction and organizational citizenship behavior. Pearson correlation indicated that organizational citizenship behavior was related negatively to the work-family conflict and positively to work-family culture, job satisfaction and organizational commitment. Hierarchical regression analysis indicated that work-family culture predicts work-family conflict and that various forms of work-family conflict predict organizational citizenship behavior. Analysis also showed that work-family culture predicts both organization commitment and organizational citizenship behavior and that organizational commitment doesn’t mediate the relationship between work-family culture and organizational citizenship behavior.

**Piko (2001)**, Conducted a study to find the interrelationship among the burnout, role conflict, Job satisfaction and psychosocial health among Hungarian health care staff. Findings indicate that burnout particularly emotional exhaustion was found to be strongly related to job dissatisfaction. Schooling was inversely related to satisfaction with job. While job satisfaction was a negative predictor of burnout. Role conflict contributes positively to emotional exhaustion.

**Sharon Conley, Sherry and Woosley (2001)**, investigated the teachers role stress, higher order needs and work out comes, using a sample
of elementary and secondary teachers. This study empirically examined whether the role stresses, role ambiguity, role conflict and role overloaded are related to individual and organizational valued status. Second whether teachers higher order needs moderates role stress outcome. The study found that role stresses relate to individual and organizational valued outcomes among both elementary and secondary school teachers. Teacher’s higher order needs moderates role stress outcomes.

Cranton and Ehrich (2002) examined role and workload of secondary school principals in Queensland. Questionnaire responses from one hundred five principals reported that pressure in role and hours worked had increased and role overload, role ambiguity and role conflict now characterized the job to some extent.

Diraz, Tijenortlepp, Karen and Michael (2003) found the relationship between inter-role conflict, life satisfaction and sense of coherence in working mothers. Self report data were collected from forty working mothers from the northern suburbs of Johannesburg. Statistical analysis found that there was a significant inverse relationship between inter role conflict and life satisfaction. Sense of coherence was found to be significant moderator of the inter role conflict and life satisfaction relationship.

Wiersma and Vandenberg (2003) examined the correlates of work-home role conflict for couples. Respondents (N=208) were an equal number of married, employed men and women with children, survey method was used to collect data. A regression analysis was used to determine the relative effects of domestic responsibilities and family climate on work-home conflict. Result indicated that work-home role conflict is negatively related
to family climate for men as well as for women. Gender difference in role conflict is partially attributable to gender difference in domestic responsibilities. Domestic responsibilities and family climate each correlate significantly with work and home role conflict.

Cranston, Neil, Ehrich, Lisa, Billot and Jennie (2003), studied the secondary school principal ship in Australia and New Zealand: An investigation of changing roles. Findings show that the pressure in the role and hours worked had increased compared to previous years. Role overload, role ambiguity and role conflict now characterized the job to some extent.

Mohsin Aziz (2004) examined the role stress among women in the Indian information technology sector. Findings revealed that resource inadequacy has emerged as the most potent role stressor, followed by role overload and personal inadequacy. There is difference in the level of stress between married and unmarried employees on several role stressors. Lower level of education does not emerge as a significant differentiation of stressors.

Cetin and Hacifazliogue, (2004) made an investigation of teachers and university faculty members on their responses to conflict. Results revealed that female faculty members favoured avoidance approach towards conflict more significantly than their male counterparts but no significant difference was found between male and female teachers.

Koustelios, Theodorakis and Goulmaris (2004) examined role conflict and role ambiguity as significant predictor of job signification. Sample consists of sixty physical education teachers. The multiple regression analysis shows that,
The role conflict and role ambiguity are significant predictors of job satisfaction.

Physical education teachers face greater role conflict and role ambiguity which reveals lesser degree of job satisfaction.


- The result indicated that there are differences between female and male high school principals in their personal and professional attributes as well as in role conflict.
- There were similarities between female and male high school principals in terms of role commitment and job satisfaction.

Christere, Covsins and NingTand (2004) presented evidence on working time flexibility and the experience of work and family conflict in Netherlands, Sweden and United Kingdom, using data from a comparative questionnaire conciliation policy. It was found that higher proportions of both mother and father reported conflict between work and family lives. In the Netherlands and the UK it is father rather than mother who are more likely to report conflicting pressures between work and family life. In each country these experiences are related to the working hours.

McElwan, Allysom, Korabik, Karen, Rosin and Hazel (2005) developed, tested and applied an integrative model of work-family interface separately to male and female sub samples to assess gender differences and gender differences in the links between the variables. Analysis was based on existing questionnaire data from three hundred twenty participants who were full time professional employees of Canadian organization. Gender differences were found in the relationship between family demands and
family interference with work, while the result for family interference with work and job satisfaction and family satisfaction and life satisfaction were equivocal.

Evers, Brouwers and Tomic (2005) studied constructive thinking and burnout among secondary school teachers. The findings revealed that secondary school teacher’s maladaptive thinking processes prevent them from rational thinking during their work which significantly contributes to the onset of role conflict and burnout.

Malhotra and Sachdeva (2005) Studied the social roles and role conflict: An inter professional study among women. 

Objectives – The present research was carried out to study the effect of different professions and multiplicity of social (familiar) roles on the role conflict amongst working women.

Hypothesis -

- Women in professions with low level of perceived social recognition would experience more role conflict than those in professions with high level of perceived social recognition.

- More the number of social roles, higher would be the role conflict in working women.

- There would be a significant interactive effect of different professions in terms of their perceived social recognition and the level of social roles on the role conflict.

Findings revealed significant main effects of women’s professions and social roles as well as an interaction affect on the role conflict. Women in professions with low level of perceived social recognition experience more role conflict than those in professions with high level of perceived social
recognition. More the number of social roles, higher the role conflict in working women.

Dahlia Moore and Abraham (2005) focuses on work-family role conflict among Jewish women employed in a female typed occupation (Secondary school teachers) and a male typed occupation (University Profession). The major hypothesis of the study are that women who work in different occupation types employ different strategies to reduce role conflict and that family roles contribute more to role conflict than work roles. The findings support the hypotheses and shows that women in a male typed occupation spend less time on family and domestic roles and increase their hours of work. Consequently, their burden at home decreases while their burden at work increases. The burden at home contributes more to role conflict than the burden of work. Women in male typed occupation report less role conflict than women in a typically female occupation.

Rachel Gali and Rich (2005), investigated work-family conflict among one hundred eighty seven Israeli women teachers to better understand relationships between teachers professional and family lives. The research examined perceived importance of work and family roles and effects of stress and support variables on work and family and family and work conflict. Additionally, effects of teacher’s year of experience and school level (Primary, Junior and Senior level) on work family conflict were examined. Cluster analysis revealed that many teachers attributed high importance to both roles and had higher work and family conflict than family and work conflict. Relations between stress and support variables and work and family conflict diverged from patterns found in other occupations. School level and teacher experience contributed to explaining the conflict.
Luo Lu, Robin Gilmour, Shu-Fang Kao and Mao-Ting Huang (2006) explored relations between work-family demands, work-family conflict, family-work conflict and well being outcomes and to contrast employees from an individualistic (United Kingdom) and a collectivistic (Taiwan) society. Heterogeneous samples of full time employees in Taiwan and United Kingdom were surveyed using structured questionnaires. Findings revealed that both the Taiwanese and British work demands were positively related to work-family conflict, family demands were positively related to work-family conflict. Whereas family demands were positively related to family-work conflict. Both work-family conflict and family-work conflict were negatively related to well being for employees in the two countries. More importantly, it was found that for British there was a stronger positive relation between workload and work-family conflict as well as a stronger positive relation between sharing household chores and family-work conflict than for Taiwanese.

Karatope and Uludag, (2007) carried out research on role stress; burnout and their effect on employees job performance and found a correlation between role ambiguity and work family conflict. Result indicates that those who experience work-family conflict face role ambiguity at the same time.

Zepeda, Sally, Kruskamp and Bill (2007), studied the high school department chairs. Perspective on instructional supervision. A case study approach was used to examine the perspectives of the three high school department chairs and their work at providing instructional supervision to the teachers in their departments, math, science and social studies. Findings revealed that the high school department chair experienced role conflict and ambiguity relative to providing instruction supervision. The mean of
instructional supervision for the department chair was intuitive and reflected in differential approach. The constrains of instructional supervision include time and lack of emphasis.


**Ravichandran and Rajendran (2007)** Studied perceived sources of stress among the higher secondary school teachers. Study attempts to investigate the various sources of stress. Two hundred higher secondary school teachers were randomly selected. Teachers stress inventory was used to collect data. The result of one way ANOVA indicates sex, age, educational levels; years of teaching experience and type of school play a significant role in the perception of various sources of stress related to teaching profession.

**Ayo Hammed (2008)** examined the relationship between stress, social support and work-family conflict on Nigerian women’s mental health. Sample consisted of two hundred working women from the teaching and health care professions. Analysis was done using t-test. It revealed that there is significant difference between young and old women in the level of stress experienced and there is no significance difference between junior and senior staff in their experience of work and family conflict. Also there is significant
difference between single and married women based on their experience of work and family conflict.

Rachel Gali (2009) examined the differences in role salience and work-family conflict among one hundred one Jewish and ninety nine Arab female teachers (aged 23-64 Yrs.) from central Israel. The contribution of social support to women’s conflict was also examined. Results highlighted various differences, in contrast to expectations, Jewish teachers demonstrated higher spouse and parent values than Arab teachers who demonstrated higher work values and work commitment. As expected, Jewish women reported higher levels of work-family conflict compared to Arab colleagues. Support systems in Jewish culture were related to lower work-family conflict but not in Arab culture.

Zhou Zhaoyong and Wen Baoya (2009) aimed to research the impact of the multiple roles of middle school physical education teachers on their job satisfaction, through interview and questionnaire survey. Correlation and regression data analysis of two hundred twenty nine subject involved in the study. The results show that most role conflict has a negative impact on job satisfaction for middle school physical education teachers.

Yung Tai and Chen Hua (2010) explored how role ambiguity and role conflict (via self efficacy and job satisfaction) affect employee’s creativity directly and indirectly. Survey data from two hundred two subjects from Taiwan reveal not only a direct and negative link between role ambiguity and creativity, but also a direct and positive link between role ambiguity and creativity. The survey result further demonstrated that both self efficacy and job satisfaction serve as partial mediator between role conflict and creativity. However only job satisfaction is a partial mediator between role ambiguity and creativity.
1.2.2 STUDIES ON ROLE CONFLICT DONE IN INDIA

Nahta (1980) investigated the relationship of role conflict with job level and job tenure. A scale of role conflict (Rizzo et. al, 1970) was used to measure role conflict of fifty managers, supervisors and workers of the local private industries who were selected as sample for the purpose of the present study. The result shows that role conflict is experienced at middle management levels somewhat more frequently than the lower level of organizational hierarchy. Supervisors manifested relatively higher role conflict than managers, where as both managers and supervisors have manifested significantly higher role conflict scores than the workers. The findings also suggested that role conflict decreases as the length of service increases. Role conflict scores were greater among the groups with short length of service in the organization and at each level as mean scores of role conflict differ significantly in regard to length of service.

Shrivastava (1982) aimed at determining whether or not the employee’s potentiality to produce comparatively more influences their perception of role based stress. The proposed hypothesis is an alternative to the established fact that employees perceived role stress significantly affect their job performance. For the study two groups of skilled personnel, consisted of constantly high (N=30) and low (N=30) producers were selected. The results indicated that the employees belonging to high and low production groups significantly differed from each other with regard to their indices of perceived role stress. The employees producing 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.
Gupta (1993) investigated the relationships between sex, age, teaching level and overall role conflict comparatively in university, secondary and primary teachers. He found more role conflict among males than female teachers, more among middle aged than younger and more among secondary than primary and university teachers.

Hasnain, Shahnawaz and Shukla (2000), assessed the role stress and coping strategies in three different occupational groups Engineers, Managers and teachers. Sixty subjects participated in the study, twenty from each occupational group. Role stress was measured by Pareek’s occupational Role stress scale, which measures role stress in ten different dimensions; coping strategies were measured by Pareek’s projective instrument for coping styles which measures coping strategies in eight ways. One way ANOVA was used separately for role stress and coping strategies for three groups. The findings revealed that no significant difference was found among three groups with respect to various dimensions of organizational role stress and role stress as a whole. Role stressors which were not perceived as very stressful in all the three groups were role ambiguity and role stagnation. No significant difference was found among three groups with respect to various coping strategies adopted by them. No significant difference was found among the ten dimensions of occupational role stress of three occupational groups. However role overload and role erosion were found to be the major sources of role stress in all the three groups. No significant difference was obtained among the coping strategies of the three groups.

Sumangala and Devi (2009) carried out investigation with the objective of finding out the efficiency of role conflict, job satisfaction and attitude towards teaching profession on secondary school women teachers of Kerala. The survey was carried out among secondary school women teachers working in government and private aided secondary schools of ten districts of
Kerala. The tools used for the collection of data were Role conflict scale, Job satisfaction inventory for teachers, scale of attitude towards teaching profession and teaching success rating scale. The survey revealed that all the three variables are related to success in teaching. Role conflict and attitude towards teaching profession are capable of predicting success in teaching, where as job satisfaction is not capable of predicting success in teaching. Role conflict has greater predictive efficiency i.e. 26.46 percent when compared to attitude towards teaching profession which has the predictive efficiency of 13.55 percent. Thus 40.01 percent of the variance in success in teaching among the secondary school women teachers is accounted for by the variation due to role conflict and attitude towards teaching profession.

Mehta, Gardia and Rathore (2010) studied the relationship of participatory decision making with teacher job satisfaction, organizational goal commitment, role ambiguity and role conflict. Data gathered through a survey of two eighty one faculty member of Banaras Hindu University. Result indicates significant relationship between the variables.

1.2.3 STUDIES ON EMOTIONAL INTELLIGENCE DONE ABROAD

Rebecca Abraham (1999) did an empirical examination of the impact of emotional dissonance on organizational criteria and its moderation by self monitoring and social support. Emotional dissonance was theorized to stimulate turnover intentions, either solely through job dissatisfaction or through both job dissatisfaction and reduced organizational commitment. Job dissatisfaction was found to be the sole mediator. Emotional dissonance resulted in job dissatisfaction which in turn stimulated withdrawal intention. Self monitoring and social support exerted moderator effects, albeit in opposite directions. Emotional dissonance aroused feelings. Job
dissatisfaction and reduced organizational commitment among high self monitors. In contrast, social support lessened the negative impact of emotional dissonance on organizational commitment.

Petrides and Adrian Furnham (2000) measured trait emotional intelligence on two hundred sixty white participants and estimated their scores on fifteen emotional intelligence facets. Female scored higher than male on the social skills factor of measured trait emotional intelligence. When the fifteen facets of self-estimated emotional intelligence were combined in to a single reliable scale it was demonstrated that males believed they had higher emotional intelligence than female. Most of the correlations between measured and self estimated scores were significant and positive correlation between measured and self estimated scores were generally higher for male than female and a regression analysis indicated that gender was a significant predictor of self estimated emotional intelligence.

Afzalur and Clement (2002) found the relationships of the five dimensions of emotional intelligence: self awareness, self regulation, motivation, empathy and social skills of supervisors to subordinates strategies of handling conflict, problem solving and bargaining. Data (N=1395) for this study were collected with questionnaires from seven countries (US, Greece, China, Bangladesh, Hong Kong and Macau, South Africa and Portugal). Hypotheses were tested with a structural equations model for each country. Results in the US indicated that self awareness is positively associated with self regulation, empathy and social skills. Self regulation is positively associated with empathy and social skills. Empathy and social skills are positively associated with motivation, which in turn is positively associated with problem solving strategy and negatively associated with bargaining strategies.
Perry, Cris, Ball, Ian, Stacey and Elizabeth (2004) Studied the emotional intelligence and teaching situations: development of new measures. The findings reported that the individual differences were reported in emotional intelligence. Gender differences were found where female teachers reported greater likelihood of demonstrating emotional intelligence compared to male teachers.

Ronald, George and Wulff (2004) attempted to evaluate the emotional intelligence, In-service program on the basis of experiences of secondary school teachers who attended the program in a private school in Turkey. A phenomenological approach, with a focus group method was used. The first objective of this study was to evaluate EQ program on the basis of teacher’s experiences. The second was to explore the teacher’s perceptions about the implications of EQ skills in classroom situations. EQ program was found fruitful in learning and teaching activities in the classroom. Teacher perceived importance of EQ skills in classroom situations.

Michelle King and Dianne Gardner (2006) showed emotional intelligence and occupational stress among professional staff in New Zealand. An online survey was used to collect data. Respondents included one hundred fifty seven professional staff including salaried staff, line managers, senior managers, managing directors and chief executive officers. Findings revealed the significant relationship of emotional intelligence to the appraisal, coping and outcomes of workplace demands. Emotion self management and understanding other emotion play an important role in managing work related stress. It also revealed that emotional intelligence can be learned and can be developed.
Downey, Lukea, Goafrey, Janlouse, Hanson, Karen and Stoughcon (2006) investigated the relationship between emotional intelligence and social desirability. It was measured by the workplace version of the Swineburne University emotional intelligence test (SUEIT) and a new social desirability scale designed specifically for the workplace social desirability questionnaire. It was implemented on seventy nine participants. Results indicated that a weak relationship between emotional Intelligence and social desirability was observed and this relationship was stronger with the other SUEIT dimension of emotional control and emotional management than with the other dimensions. The results indicated that there is not significant or substantial relationship between self report emotional intelligence and social desirability.

Cote and Miners (2006) examined the relationship between emotional intelligence, as measured by the Mayer Salovey Caruso emotional intelligence test, cognitive intelligence and job performance as measured by supervisory ratings based on a five item scale adopted from McCarthy and Goffin (2001). Subjects were one hundred seventy five managerial, administrative and professional fulltime employees of large public universities. Results found that cognitive intelligence moderated the association between emotional intelligence and job performance. Emotional intelligence becomes a stronger predictor of job performance and organizational citizenship behavior directed at the organization, as cognitive intelligence decreased. Results suggest that using cognitive intelligence tests alone to predict job performance entails risk, because employees with low cognitive intelligence can perform effectively if they have high emotional intelligence.

Abubakr Suliman and Fuad Alshaikh (2007) aimed at exploring, for the first time in the Arab World; the role of emotional intelligence in
affecting work out comes. A self administered questionnaire was used to survey five hundred employees from nineteen organizations in the United Arab Emirates. The findings revealed significant difference between employee’s perception of emotional intelligence, conflict and readiness to create and innovate.

**Samuel Salami (2007)** investigated the relationship of emotional intelligence and self efficacy to work attitudes among secondary school teachers in South Western Nigeria. Result provides preliminary support for significant relationships of emotional Intelligence and self efficacy to work attributes. The emotional intelligence was significantly related to career commitment and organizational commitment. Teachers having high emotional intelligence and high self efficacy develop more emotional commitment to their organization. The emotional intelligence was negatively and significantly related to work- family conflict.

**Venkat and Balappa (2007)** interpreted the relationship between spirituality, emotional intelligence and transformational leadership. A scale to measure spirituality was developed for the study. The sample consisted of one hundred eleven working professionals in a metropolitan city in South India with a minimum work experience of one year. Spirituality, four dimensions of emotional intelligence and transformational leadership were measured using survey. Results indicated that emotional intelligence is positively related to transformational leadership. Moderate support is found for a positive relationship between spirituality and emotional intelligence and no support is found for any relationship between spirituality and transformational leadership.

**Hall Christry (2007)** examined the relationship between principal’s leadership effectiveness, emotional intelligence and coping mechanism for
stress. It also sought to explore whether emotional intelligence and coping mechanism for stress are predictive of leadership effectiveness when other characteristics of schools leaders are held constant. Sixty five participants, principals of public middle school in Massachusetts were taken as sample. Kouzer and Posner’s (2002) leadership practices inventory was used to measure leadership effectiveness, for Emotional intelligence, Mayer Salovey and Caruso’s MSCEIT and for coping mechanism, Mous (2003) coping responses inventory was used. Correlation coefficient and multiple regressions were calculated. Correlation revealed a negative relationship between total emotional intelligence and total leadership scores which suggests that ability based emotional intelligence is not a part of the criteria necessary for leadership. Positive and significant relationship was found among scores from the coping and leadership scales. Multiple regressions revealed a significant predictive relationship between three variable and explained 16% of the variance in total leadership effectiveness scores.

**Dimitra Lordanoglou (2007)** aimed at examining the relationships among emotional intelligence, leadership effectiveness, commitment and satisfaction in education. Three hundred thirty two primary education teachers participated in the study conducted in Greece. Results, using structural equation modeling, showed that emotional intelligence, especially the intrapersonal and interpersonal dimension, has a positive effect on leadership roles, explaining 51% of variance. A strong positive effect was also apparent on teachers, commitment and effectiveness, as measured by teachers’ perception. Leadership roles such as performance evaluation, motivation support, and development improvement had a strong influence on effectiveness.

**Anorea Penrose, Chris Perry and Ian Ball (2007)** determined emotional intelligence and teacher self efficacy of teachers and also the
contribution of teacher status and length of experience. It was hypothesized that there would be significant positive association between emotional intelligence and self efficacy. Gender, age, length of teaching experience and current status would moderate their relationship. Findings of the study revealed that emotional intelligence is positively related to teacher self efficacy. Female teachers reported higher levels of emotional intelligence than male teachers. Age and status were significantly related to emotional intelligence while experience and status were significantly related to personal teaching efficacy. There were no significant main effects for gender or age on the relationship between emotional intelligence and teacher self efficacy. Emotional intelligence is a significant predictor of efficacy even after controlling for the effect of gender, age, length of experience and current status.

Singh and Singh (2008) made a study of Indian Medico Professionals on managing the stress through emotional intelligence. The study was designed to investigate the relationship as well as the impact of emotional intelligence on to the perception of role stress of medical professionals in their organizational lives. It was conducted on a sample size of three hundred twelve medical professionals consisting of male and female doctors. Findings of the study indicates no significant difference in the level of emotional intelligence and perceived role stress between genders, but significant negative relationships of Emotional Intelligence with organizational role stress for both the gender and the medical professionals as a whole. Emotional intelligence of both the gender and the medical professions as a whole predict significant amount of variance in the total variance in their perceived role stress.

Moira Mikolajczak and Olivier Luminet (2008) explored whether trait emotional intelligence also influences the anticipation of stressful events
and more specifically how these events are appraised. Study also examines self efficacy. Result indicates that high trait emotional intelligence individual exhibit greater self efficacy to cope and appraise the situation a challenge rather than a threat.

**Willevers, Welko Tomic and Andre Browers (2008)** investigated the relationship between Epstom’s (1998) constructive thinking: The key to Emotional Intelligence and burnout as experienced by four hundred thirty three Dutch secondary school teachers. A postnatal questionnaire was sent to teachers randomly selected from secondary schools, Response rate was 54.1%, Four Components of constructive thinking significantly contributed to the explained variance in emotional intelligence (17%), depersonalization (21%) and personal accomplishment (20%). The result indicated that secondary school teacher’s maladaptive thinking processes prevent them from rational thinking during their work, which significantly contributes to the onset of burnout.

**Annamaria and Palazzeschi (2008)** studied the emotional intelligence and self efficacy in a sample of Italian high school teachers. Findings revealed that there is significant difference in emotional intelligence emerged with respect to age. In comparison to female, male obtained higher scores in the intrapersonal dimension, while women scored higher on the interpersonal dimension. Teacher self efficacy was best explained by the intrapersonal dimension.

**Jamali, Sidani and Abu Zaki (2008)** – Presented an exploratory study of Emotional Intelligence in the Lebanese Context, investigating empirically varieties in emotional Intelligence competency scores (self awareness, self regulation, self motivation, social awareness and social skills)
in a sample of two hundred twenty five Lebanese employees. A questionnaire based measure was developed to capture the basic competencies on a self report basis. Findings suggest difference in emotional intelligence for male and female with male scoring higher on self regulation and self motivation and female scoring higher on self awareness, empathy and social skills and that emotional intelligence levels increase significantly with managerial position.

Praveen, Janakiram and Kumar (2009) studied the performance level of managers and supervisors in the city of Belgaum, The study focuses on understanding the emotional intelligence of the managers and supervisors and its link to their performance level on the job. The findings of the study indicate that emotional intelligence has an impact on the performance level of the managers and supervisors.

Momenj and Nona (2009) showed the relationship between manager’s emotional intelligence and the organizational climate they create. Result shows, the higher a managers emotional intelligence, the better managers organizational climate. Regression indicates that 55% of organizational climate is caused by the emotional intelligence of managers. The result also shows that emotional intelligence has more influence on credibility. Also indicate organization climate is more influenced by self awareness and social awareness.

1.2.4 STUDIES ON EMOTIONAL INTELLIGENCE DONE IN INDIA

Sinha and Jain (2000) examined the relationship of the factor-analytically derived dimensions of emotional intelligence with some of the organizationally relevant outcomes variables based on the data obtained from
two hundred fifty middle level male executives. Results based on multiple regression analysis suggest that the dimensions of emotional intelligence were meaningfully related with the job satisfaction, personal effectiveness, organizational commitment, reputational effectiveness, general health, trust, turnover intention, organizational effectiveness and organizational productivity.

Kailas and Bharamanaikar (2004) assessed the relationship of emotional intelligence with leadership effectiveness, success and job satisfaction. The data were collected from two hundred ninety one Indian army officers between the age group of 23-54 years. Their rank varied from captain to Brigadiers. Emotional Intelligence was measured using profile questionnaire and leadership effectiveness was assessed by MLQ-5x and success and job satisfaction was measured using a questionnaire developed by Pareek and Rao (1971) and Specter’s thirty six item questionnaire known as job satisfaction survey (specter, 1994). The findings revealed that,

(i) Emotional Intelligence is significantly correlated with transformational leadership and success but not with job satisfaction. Emotional Intelligence also differed across age but not across ranks or length of service.

(ii) All dimensions of emotional intelligence had a significant and positive relationship with all the components of leader’s transformational behaviors and contingent reward component of transactional leadership.

(iii) Army officers with high emotional intelligence perceived them to be more successful in their careers. Emotional intelligence increases with age and rank. Emotional intelligence didn’t predict or was related with job satisfaction.
Bansi and Morelata (2006) presented a study examining emotional maturity of secondary school teachers and its effect on teacher’s effectiveness. Three hundred fifty five secondary school teachers (one hundred eighty five male and one hundred seventy five female) were selected from Nandurbar and Dhule districts of Maharashtra. The tools used for the study were Emotional maturity scale developed by Mahesh Bhargava and Yashvir Singh and teacher’s effectiveness scale developed by Pramod Kumar and Mutna.

The Main objectives were:

(i) To find Emotional maturity of teachers.
(ii) To find teaching effectiveness of teachers.
(iii) To find the Emotional maturity and Emotional immaturity of unstable teachers.
(iv) To compare teaching effectiveness of emotional maturity group with that of emotionally immature group.

The hypotheses were:

(i) Male and female don’t differ significantly with respect to emotional maturity.
(ii) There is significant difference between emotional maturity group and emotional immature group with respect to teaching effectiveness.
(iii) There is no significant difference between emotional maturity of male teachers and emotional maturity of female teachers with respect to teaching effectiveness.
(iv) There is no significant difference between emotional immature male teachers and emotional immature female teachers with respect to teaching effectiveness.
The findings are:

(i) Female teachers are emotionally more mature and stable than male teachers.

(ii) Emotional mature teachers are more effective in their teaching than emotionally immature/unstable teachers.

(iii) There is no sex difference in emotional mature group and emotional immature group with respect to teacher effectiveness.

**Bindu and Thomas (2006)** investigated the nature and extent of the relationship that exist among two cognitive variables, intelligence and creativity and two non cognitive variables, Emotional intelligence and maladjustment among a sample of ninety young adults. Tools used were Mathew test of mental abilities, non verbal test (1973), Emotional Intelligence Inventory (Thomas and Sushama, 2003) and Mathew Maladjustment Inventory (1925).

Findings indicate that-

(i) Significant gender difference in ‘g’ of the thirteen variables in six of the variables i.e. numerical, IQ, spatial IQ, overall IQ, Interpersonal efficacy and over all emotional intelligence, the mean scores of the male group was higher than that of the female group. In the three variables maladjustment, fluency and over all creativity the mean scores by females were higher.

(ii) Low to moderate correlation exists among some variables of EQ, IQ, creativity and maladjustment for both the gender group.

(iii) No significant predictors have been found for the numerical component of IQ for both the male and female group.
Tiwari and Rathore (2006) studied the emotional maturity and stress among Anganwadi workers and non working mothers.

Objectives

(i) Intended to find out the emotional maturity and stress of Anganwadi workers and non working mothers.

(ii) To see the difference in emotional maturity and stress in Anganwadi workers and non working mothers.

(iii) To assess the correlation between emotional maturity and stress in Anganwadi workers and non working mothers.

The study was confined to the Rajsamand district of Rajasthan. The sample comprised of sixty four women. Among them thirty two were Anganwadi workers and remaining thirty two were non working women irrespective of caste, class and educational status etc. Tools used were emotional maturity scale by Singh and Bhargav (1971) and stress management scale by Kaushik (2001) was administered to attain the goal. The findings revealed that stress was found higher in emotionally immature women and vice versa. Emotional maturity was found higher in Anganwadi workers as compared to their counter parts. A significant negative correlation was observed between Emotional maturity and stress in Anganwadi workers and non working mothers who support that as the emotional maturity increases stress decreases.

Suresh and Venkatammal (2007) explored the relationship between emotional intelligence and preferred conflict management style among hospital nurses, Goleman proposed a strong link between emotional intelligence and successful conflict resolution. A Sample of ninety four nurses was selected for the study. Emotional intelligence Questionnaire; Bar on Emotional Quotient Inventory and the Thomas and Kilmann conflict style
instrument, 1974 was adopted to measure the five conflict management styles i.e. avoiding, accommodating, competing, collaborating and compromising. Findings indicate a comprehensive relationship between dimensions of emotional intelligence and conflict management style.

(i) Two of the conflict management styles collaborating and compromising had significantly positive relationship with emotional intelligence.

(ii) The accommodating and avoiding styles had a significant positive relationship with adoptability.

(iii) The competing style had significant positive relationship with emotional intelligence dimensions like intrapersonal, stress management, general mood and overall emotional intelligence.

Batool and Singh (2008) determined relationship of emotional intelligence with coping strategies in five hundred ninety one adults (three hundred males and two hundred ninety one females) between 20-50 years age range from Mysore City. Tools used for study are Emotional Intelligence scale developed by Anukool Hyde and Sanjyat Pathe. This instrument has thirty four items and provided an indicator of the level of perceived emotional intelligence and coping check list developed by Rao, Sabbakrishna and Prabhu (1989).

Findings indicate that -

Main effect of the level of emotional intelligence was significant for all the coping strategies. The group with high emotional intelligence scored higher than the group with medium emotional intelligence which in turn scored higher than the group with low emotional intelligence for the coping strategies of problem solving, distraction positive and acceptance. An opposite trend emerged for the coping strategies of distraction negative,
religion and denial social support was found high in the group with low and medium emotional intelligence levels.

**Joseph Celene and Joseph Tony (2008)** estimated the degree of relationship between emotional intelligence and teacher effectiveness among secondary level pre-service teachers of Kottayam district and to determine the ability of teacher effectiveness to discriminate between three levels of emotional intelligence, high emotional intelligence, average emotional intelligence and low emotional intelligence among secondary level pre-service teachers of Kottayam district through paired comparison of the mean scores of these groups. The data were collected by using test of Emotional Intelligence (Villiam Dane, 2004) and scale of teacher effectiveness. The data were analyzed by Pearson’s product moment coefficient of correlation ‘r’ and test of significance of difference between means for large independent groups. The findings revealed that there exists a significant relationship between emotional intelligence and teacher effectiveness. There exists a significant difference between the mean scores of the teacher effectiveness for the high, average and low emotional intelligence groups when paired comparisons are made with respect to teacher effectiveness.

**Krishna, Chhikara and Sangwan (2009)** a study to assess the impact of intervention package on emotional intelligence skills of school teachers. A sample of thirty teachers from six purposively selected schools was taken, having low scores on emotional intelligence test, to administer the program. To see the effectiveness of the program, a group of one hundred twenty children (ten children each from six preschool classes and six primary classes were also pre tested and post tested after implementation of the program to teachers) on a check list developed to judge the emotional intelligence. The program was prepared on four aspects of emotional intelligence namely,
Perception, appraisal and expression of emotion, emotional facilitation of thinking, emotional understanding and emotional management. Program was evaluated by experts from the field of human development and its allied fields. The developed program was implemented for fifteen days in each school on the selected respondents. After a gap of one month respondents were post tested and a significant difference between pre and post testing assessment of emotional intelligence skills in all the four aspect of emotional intelligence was found which was also observed in children’s behaviour. Intervention package had significant impact on the teachers for the perception, appraisal and expression emotions, while pre testing respondents were found weak in perceiving emotions of self as well as of others in some situations.

**Indu (2009)** examined the emotional intelligence of secondary teacher trainees. Sample consisted of five hundred two teacher trainees. Descriptive survey method was used for data collection. Tool used for the study is emotional intelligence scale based on Bar-on’s conceptualization of the dimensions of emotional intelligence. Hypothesis formed is null hypothesis i.e. there is no significant difference in the mean scores of emotional intelligence of teacher trainees in relation to gender, type of family and type of institution. Statistical measures used were mean, standard deviation, t-test and Analysis of variance. The findings revealed that majority of the sample possessed average emotional intelligence and there was no significant difference in the emotional intelligence of the sub samples: gender, type of family and type of institution.

**Singh and Girish (2009)** conducted research on secondary school teachers of convent school and Saraswati schools to analyze their emotional intelligence. Research has been carried out on seventy four teachers using Emotional Intelligence scale (EIS) by Anukool Hyde, Sanjyot Pathe and
Upinder Dhar. Mean, standard deviation and t-test are used to analyze the data. The research has indicated that emotional intelligence of teachers of convent schools and Saraswati Schools differ significantly. It is also observed that Saraswati School teachers are good in self motivation, value orientation and commitment where as convent school teachers are better on self awareness, self development, managing relation, integrity and altruistic behaviour aspect of emotional intelligence.

Singh (2010) carried out research on one hundred forty secondary school teachers to analyze their emotional intelligence using Emotional Intelligence Scale (EIS) by Anukool Hyde, Sanjyot Pathe and Upinder Dhar. Mean, standard deviation and t-test are used to analyze the data. Result indicated that Emotional Intelligence of secondary school teachers differ significantly in relation to their sex difference and medium of instruction.

1.2.5 STUDIES IN CONTEXT OF EMOTIONAL INTELLIGENCE AND ROLE CONFLICT

Margaret Posig and Jill Nickal (2004) proposed a model integrating work role expectations of employees, work- family conflict, family -work conflict and a component of burnout and empirically tested it on one hundred sixty three employees, who were also part of dual earner couples. Gender differences were found in the proposed model. For male, work -family conflict mediated the relationship between work role expectation and emotional exhaustion. Although the some indirect relationship was found for females, a direct relationship also existed between work-role expectations and emotional exhaustion. Additionally, for females, a family- work conflict was found to be a key contributor to work- family conflict and emotional exhaustion.
Adeyemo and Ogunyemi (2005) studied relationship between stress and emotional intelligence among university academic staff. The Emotional Intelligence scale developed by Schute, Marloup, Hall, Harggerty, Cooper, Golden and Donheim (1998) and occupational stress scale of Hasan and Hasan (1998) were used to collect the data from one hundred ten female and one hundred ninety male university teachers. It was found that emotional intelligence is negatively related to occupational stress ($r = -0.632$) and 64.3% of the total variance in occupational stress can be accounted for by emotional intelligence and self efficacy.

Wysocki and Leonard (2005) tried to expand the recent findings that emotional intelligence and gender role conflict impact on interpersonal relationships and life/career success as well as to identify future research opportunities. The purpose of this study is to investigate the relationship between emotional intelligence as measured by Mayer Solovey, Caruso Emotional intelligence Test (MSCEIT, 2002) and Gender Role Conflict as measured by the Gender Role Conflict Scale (O’Neil, 1986) Findings revealed that gender was found to be significantly related to Gender Role Conflict but there is no significant correlation for Gender Role Conflict with Emotional Intelligence. Gender Role Conflict is negatively related with social desirability.

Chan David (2006) studied the relationships among four components of emotional intelligence (Emotional appraisal, positive regulation, empathic sensitivity and positive utilization) and three components of teachers burnout (Emotional exhaustion, depersonalization, and reduced personal accomplishment) were investigated in a sample of one sixty seven Chinese secondary school teachers in Hong Kong. One hypothesized and five competing models were constructed and tested using structural equation
modeling procedures. The hypothesized model provided an adequate and moderately good fit, suggesting that emotional exhaustion, influenced by emotional appraisal and positive regulation, was causally prior to depersonalization and personal accomplishment, but personal accomplishment could develop relatively independently from the burnout components through the influence of positive utilization of emotions.

**Janet, Buda and Eisner (2007)** carried out research on three variables, Emotional Intelligence, work-family conflict and well being is taken. Two hundred five people participated, 60% were female, most 81% were married and the most common racial/ethnic group was Caucasian (77.1%), followed by African-American (15.1%) were drawn from a large university representing a large variety of jobs including unionized trade workers to executive managers. Result indicated that emotional Intelligence was correlated with well being, importance of work and negatively correlated with work-family conflict. Work-family conflict was also negatively correlated with well being, age, satisfaction with work and importance of work. Work-family was significantly yet slightly correlated with number of hours the respondent worked. In addition, well being was positively correlated with work satisfaction and importance of work.

**Mei-Lin Chang (2009)** reviewed the literature on teacher burnout and teacher emotions and examined the role of teacher’s appraisal of their emotional exhaustion. Through reviewing the literature on teacher burnout and emotion, the author argued that the habitual patterns in teachers judgments about student behaviour and other teaching tasks may contribute significantly to teachers repeated experience of unpleasant emotions and those emotions may eventually lead to burnout.
Sahu and Yadav (2009) investigated gender differences in emotional intelligence and burnout among public and private sector managers. A total sample of two hundred managers (hundred male and hundred female) from different organizations of Delhi city was included in the study. The data was collected by using Emotional Intelligence test developed by Dr. Chadha and Singh (2001) and Maslach burnout, inventory developed by Maslach and Jackson (1981). The result reveals that there were significant gender difference only for depersonalization and personal accomplishment among public sector managers. Further gender differences was also found significant for personal accomplishment among private sector managers but there was no significant gender differences regarding emotional intelligence for private as well as public sector managers.

Godse, Anand, Thingujam and Kumar (2009) studied emotional intelligence and conflict resolution styles among eighty information technology professionals of Singapore. Result indicates that over all emotional intelligence, understanding emotions external and emotional management were significantly correlated with integrating style of conflict resolution. Besides over all emotional intelligence and emotional control are found to be negatively and significantly correlated with avoiding style of conflict resolution. Finally the relationship between emotional intelligence and conflict resolution styles was found to be significant over and above personality.

Akintayo (2010) adopted a descriptive survey method for the study. Instrument used for data collection are Emotional Intelligence scale, work-family Role conflict scale and Managerial Effectiveness scale. Linear regression analysis was used to test hypothesis. Findings revealed that there was a significant combined contribution of emotional intelligence and work-
family role conflict to managerial effectiveness. There is no significant contribution of work-family role conflict to managerial effectiveness.

1.3 REVIEW OF RELATED LITERATURE

Role conflict now characterized the job to some extent (Cranston, Neil, Ehrich et al, 2003) Role conflict and role ambiguity are significant predictors of job satisfaction (Koustelios et al, 2004). Similar result is given by Fisher and Gitelson (1983), Jackson and Schuler (1985), Sullivan and Bhgar (1992) that role conflict is significant predictor of job satisfaction. According to the findings of Sorenson and Sorenson (1974), Schroeder and Imdieke (1997), Tubre and Collins (2000), professionals face a commitment dilemma or an inter role conflict since organizational and professional role requirements are always incompatible. Getzels and Guba (1954) also found that individuals experience role conflict when their occupation exposes them to contradictory expectations.

By the findings of researches conducted either in abroad or in India on the existences of role conflict in the life of modern day teacher, very specific and conclusive results were obtained which indicates that teachers very often experience role conflict in day to day life.

When the findings of studies done in India and in abroad on the factors resulting in role conflict among teachers were analyzed, it gives mixed, non specific and non conclusive results, like according to Malhotra and Sachdeva (2005) more the social roles, higher the role conflict but according to Luhaorg and Marilyn (2000) individuals whose gender role and occupation doesn’t match (i.e. femine individuals in predominantly male occupation or masculine individual in female occupation) predicts gender role conflict in both male and female teachers. Similar study was conducted
by Dahlia and Abraham (2005) that women in male typed occupation report less role conflict than women in a typically female occupation. Nahta (1980) reported different reason for role conflict like short length of service in the organization which causes greater role conflict. Similar results were shown by Hrebinik, Lawrence, Alutto, and Joseph (1972) that role tension, year of experience in the organization and dissatisfaction with the bases of organizational advancement is related to conflict. Similar result was reported by Cinamon (2005) that school level and teachers experience contributed to explaining the conflict.

Evers, Browers and Tomic (2005) came out with different reason that teacher’s maladaptive thinking processes prevent them from rational thinking during their work. According to Dahlia and Abraham (2005). Family roles contribute more to role conflict than work roles. McElwan, Allysom, Korabik, Karen, Kosin and Hazel (2005) reported relationship between family demands and family interference with work. Giving importance to both work and family roles, results in higher work -family role conflict that family- work role conflict in Israel teachers (Cinamon, 2003). Domestic responsibilities and family climate correlate significantly with work-family role conflict (Wiersma and Vandenberg, 2003). As per the findings of Hasnain, Shahnawaz and Shukla (2000) role overload and role erosion results in role conflict. Cinamon (2009) reported that there is cultural effect on role conflict. According to Perrone Kristin, Webb, Kay, Blaloeu and Rachel(2005) working hours determines role conflict. Shrivastava (1982) reported that employee’s potentiality to produce determines role conflict. Findings of Ayo Hammed (2008) reveals that age determine role conflict. Similar result was obtained by Crane, Edward and Iwanick (1986) that role conflict is significantly related to age, experience and sex. Mixed and non conclusive views still remains when the studies on gender difference in role conflict done in India and abroad was analyzed.
The findings of Luhaorg and Marilyn (1995) revealed that women experience greater role conflict than men. Gupta (1993) reported contradictory study that male teachers experience greater role conflict than female teachers. There are differences between male and female teachers in professional attributes as well as in role conflict (Eckman, 2004). It has been observed by Christene et al (2004) that due to cultural difference in Netherland male reported more conflicting pressures between work-family lives than female. Gender differences were found in relationship between demands and family interference with work in professional employees of Canadian organizations. Similar result was reported by Wiersma and Vandenberg (2003) that gender difference in domestic responsibilities contributes to gender difference in role conflict. Margaret Posig and Nickal (2004) observed that for male work-family conflict mediated the relationship between work role expectations and emotional exhaustion and for females, family-work conflict was found to be a key contributor to work-family conflict and emotional exhaustion.

Findings of the study done in India and in abroad also reveal that role conflict has negative impact on the life of teachers. Zhouzhaoyon and Wel Baoya (2009) found that there is negative impact of role conflict on job satisfaction. Role conflict contributes to emotional exhaustion, depersonalization, stress, burnout and negative attitude towards students (Schwab and Iwanicki, 1982, Piko, 2001). Mishra and Bajpai (1998) reported that role conflict has spill over effect in to their marital life. Similar results were obtained by Perrone, Kristin, Webb, Kay, Blalocu and Rachel (2005) that there is significant effect of role congruence and role conflict on work, marital life and life satisfaction. Further the consequences of inter role conflict include lower job satisfaction and higher turnover intension (Horn
Role conflict and role ambiguity explained a significant amount of variance in feelings of emotional exhaustion and depersonalization (Stephen and Iwanicki, 1986).

Analysis of the studies done in India and abroad on the relationship between emotional intelligence and role conflict gives very specific and conclusive findings which are mostly concentrating on existence of relationship between emotional intelligence and role conflict.

Suresh and Venkatammal (2007) has reported that conflict management style is positively related to emotional intelligence similar results were obtained by Godse et al (2009) that overall emotional intelligence, understanding emotions and emotional management were negatively and significantly correlated with integrating style of conflict resolution. Janet and Buda (2007) reported that emotional intelligence is negatively correlated with work-family conflict. Similarly the findings of Margaret and Nickal (2004) shaved that for male work-family conflict mediated the relationship between work role expectation and emotional exhaustion and for female, family- work conflict was found to be a key contributor to work-family conflict and emotional exhaustion. Singh et al (2008) reported negative relationship of emotional intelligence with organizational role stress for both the gender. According to Adeyemo and Ogunyemi (2005) emotional intelligence is negatively related to occupational stress.

Researches conducted abroad and in India on gender difference in emotional intelligence have mixed and inconclusive findings which leave scope for further study.
Findings of **Perry, cris et al (2004)** revealed that female teachers reported greater emotional intelligence compared to male teachers. **Di Fabio et al (2008)** reported that male obtained higher score in intrapersonal dimension while women scored higher in the interpersonal dimension. **Jamali et al (2008)** observed that there exist significant differences in the level of emotional intelligence and perceived role stress between genders. Emotional Intelligence competencies for male are higher on self regulation and self motivation. Female score higher on self awareness, empathy and social skills. Gender was a significant predictor of self estimated emotional intelligence (**Petrides, 2000**). It has been observed by difference between emotional mature male teachers and female teachers with respect to teaching effectiveness but **Singh (2010)** has reported that emotional intelligence of secondary school teachers differ significantly in relation to their sex. According to **Bindu and Thomas (2006)** there are significant gender differences in overall emotional intelligence. Male teachers reported higher emotional intelligence than female teachers.

When analysis of research conducted in India and in abroad was done for the effect of emotional intelligence on the role conflict, very non specific, mixed and non conclusive results were obtained which has been mentioned below.

**Kulkarni et al. (2004)** reported that emotional intelligence has an impact on the performance level. Similar result has been obtained by **Samuel (2007)** that emotional intelligence is significantly related to career commitment and organizational commitment. **Sinha (2000)** reported that emotional intelligence were meaningfully related with the job satisfaction, personal effectiveness, organizational commitment, reputational effectiveness, general health, trust, turnover intension, organizational
effectiveness and organizational productivity. Emotional intelligence is significantly related to leadership (Krishnan, 2007, Shrivastava, 2004). Similar result was obtained by Dimitra lerdanglou (2004) that emotional intelligence especially the intrapersonal and interpersonal dimension has a positive effect on leadership roles. There is significant effect of emotional intelligence in affecting work out comes, there is significant difference between employees perception of emotional intelligence, conflict and readiness to create and innovate, (Suliman, 2007) Emotional self management and understanding other emotions play an important role in managing work related stress (King and Gardner, 2006). Emotional Intelligence is found to predict significantly active coping strategy and positively related to teacher’s efficacy (Chan, 2008, Perrone, 2007, Mikolajezak, 2008 and King el al, 2006). Emotional intelligent individual exhibit greater self efficacy to cope and appraise the situation a challenge rather than a threat. It has been observed that emotional intelligence not only predicts job performance but determines organizational citizenship behaviour. Emotional intelligence may enhance the job performance with low cognitive intelligence (Cote and Miners, 2006).

Non specific, Inconclusive and mixed findings of researches above, leave scope for further study on the effect of emotional intelligence on the role conflict among higher secondary school teachers.

1.4 RATIONALE OF THE STUDY

In modern world for effective impartation of education and to improve teaching learning process, teachers should be emotionally well to maintain balance between personal and professional fronts. Teachers face problems and role conflict in many areas like school, family and society. Many attempts were made for improvement in teaching skills, various modifications
were done in teachers training programme etc. but the utmost requirement is emotional well being. In this study an attempt has been made to study the effect of emotional intelligence on various role conflict areas especially school, family and society of teachers of Chhattisgarh. Researches on teacher’s emotional intelligence and its effects on major conflict areas are not sufficient with changing time and there is need for more study in this area. The present research is an effort to bridge the gap. Moreover a mixed and inconclusive finding of various researches leaves scope for further study. Emotional Intelligence contributes to success in various aspect of life including work and relationships (Goleman,1995, Salovey and Mayer,1990). The effectiveness of workers, workgroup and whole organization is influenced by emotional and social competencies (Daniel Goleman, 1995). The special position that a teacher occupies in the entire systems of education, therefore demands the study and solution of their role conflicts, as the future of the country depends on how they mould the young generation. Emotional Intelligence is strongly related to achievement, productivity, leadership and personal health (weisenger, 1998, Low, 2005). Emotional Intelligence skills are key to managing stress and the daily pressures of life and works. There is a clear need to develop emotional intelligence skills in teachers. (Ellins and Low, 2004). It has become important to develop conflict resolution skills which will help not only to teacher but students also. Teachers can consider conflict resolution as one of the important component in preparing youth to find non violent responses to conflict, in promoting social justice and in reducing prejudice in school communities (Bettmann and Moore, 1944, Badine,Crawford and Schrumpf,1994, Miller,1994). To achieve high goals and expectations in twenty first century, the intentional inclusion and development of emotional intelligence skills in teacher’s preparation programs are needed.
1.5 SCOPE AND SIGNIFICANCE OF THE STUDY

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

2. 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.

3. Incorporating emotional intelligence training programs in to the classroom can result in a number of benefits outside of, but 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 problem.

4. The findings of the study can motivate educators to organize various seminars, workshops, extension lectures of resource personnel’s for effective implementation of emotional intelligence skills in academic institutions, as modern day teachers are pressurized by many conflict situations.

5. There is significant impact of emotional intelligence on personal, work, family and social outcomes. Future research should be aimed at examining the effectiveness of emotional intelligence intervention programmes.

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“Peace is not the absence of conflict but the presence of creative alternatives for responding to conflict – alternatives to perceive or aggressive response, alternatives to violence.”

- Dorothy Thompson.