

EFFECT OF EMOTIONAL INTELLIGENCE AND ROLE CONFLICT ON LIFE SATISFACTION AMONG TEACHERS

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ABSTRACT--21st century may be called competitive century because cut throat competition is changing the mindsets or priorities, values and norms of life. In this competitive century role and responsibilities is increasing day by day which may create role conflicts. This role conflicts influences the level of life satisfaction. The current piece of paper is an effort to know the effect of role conflicts and emotional intelligence on life satisfaction. The sample consists of 100 subjects (50:50 = males: females) working in teaching profession. The sample has taken from various governments. Both group were matched in term of professional qualification, age group and marital status. For assessing role conflict, emotional intelligence and life satisfaction 'Teachers 'Role- conflict Inventory, Emotional intelligence scale and life satisfaction tools were used respectively. To find out the impact of emotional intelligence and role conflicts on life satisfaction 2×2 factorial design is used. Result shows that there is a significant effect of emotional intelligence and role conflicts on life satisfaction.

Keywords-- Emotional Intelligence, Role Conflict, Life Satisfaction, Teacher.

I. INTRODUCTION

Emotional intelligence has an important contribution in daily life. Swarnalatha (2017) reported that intelligence quotient (IQ) has only 20% contribution to the individuals' success where as emotional intelligence (EQ) has 80% contribution to the individuals' success. Individuals these days are continuously challenged by the work life balance. Both, men and women, are exposed to the Work life balance in the modern society. Better work life balance may be achieved by reducing work life conflicts. Work conflict in teaching profession depends upon various situations which may be affected by emotional intelligence and other factors. Teachers have noteworthy responsibility in influencing, molding the lifestyle, tastes, etiquettes, etc. in the students. Therefore teacher has to pay heed on the various role and responsibilities which some time creates role ambiguity in life although people consciously try to resolve these conflicts but there are some people who cannot manage up. Therefore, researcher is inquiring about the effect of emotional intelligence and role conflict on life satisfaction.

Emotional Intelligence

E.I is the ancient concept of psychology. (Goleman, 1997). Thorndike (1920) presented the model of "social intelligence" and demarcated it as "the ability to understand and manage men and women, boys and girls—to act wisely in human relations" incubated the notion of EI. The model of "emotional intelligence" initially presented

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in 1990 academic journal articles (Mayer, Dipaolo and Salovey, 1990; Salovey and Mayer, 1990). Salovey and Mayer defined, “EI as the subset of social intelligence that involves the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions” (1990: 189). It led to a develop better definition, that is “the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth” (Mayer & Salovey, 1997: 10).

Role-Conflict

An individual has different roles at family, society or work places, for example, occupational roles at work place, parental role in family, the social role as president of a club etc., these roles can be as a buyer or supplier, senior or junior and even giver or seeker of assistance. For each role different behaviors are expected and in this situation ones’ participation is required into more than one role. These different roles may individual might be working in a group, supervising his subordinates, leading a team, leading union members, or representing the same committee. Conflict in the demands of roles may raise the “role pressure”, when an individual is not satisfied with the assessment of his roles by others individuals, or from acceptance of roles beyond one’s caliber. Most educators have common four roles including administration or teaching, spouse, parenting and society. Each role has expectation and responsibilities. For example, someone may not as good as their friends but his/her besties overlook imperfection and enjoy the best qualities or uniqueness. A huge amount of stress on individuals is caused by the judgments on the basis of things like how good they are as a husband or a wife or as a parent. Different roles require different skills, force us to act in certain ways and good thing is that different people have differing skills at different roles. Although human beings are unusually gifted as being themselves. Thus, to be an exceptionally great teacher it’s important to define ones role. Connolly (2000) investigated and found that role ambiguity creates role conflicts.

Life Satisfaction

The reaction of a person in terms of cognitive evaluations and emotional maturity towards their life shows their life satisfaction. In the course of understanding the causes of life satisfaction people have been examined on the basis of correlates like: (a) personality variables, such as self-esteem (Campbell, 1981), (b) income (Veenhoven, 1991), and (c) social support variables, such as family satisfaction (Campbell, 1981). Personal adjustments or life satisfaction is an important parameter among young, mature and aged subjects and typically defined as the magnitude at which the distinct being evaluates the quality of their lives satisfactorily relative to happiness. As stated by Alston and Dudley, 1973 “Life satisfaction is ability to enjoy ones experiences accompanied by a degree of excitement”. In other word it can be stated self-contentment is achieved by the gratifying satisfaction on accomplishment of individuals’ needs.

II. NEED OF THE STUDY

21st century may be called competitive century because cut thought competition is changing the mindsets or priorities, values and norms of life. Therefore the role and responsibilities is increasing day by day. People needs self-efficacy to deal with daily hurdles and for gaining self-efficacy people requires to be emotionally strong and emotionally intelligent. Although people are so busy with their personal and professional life sometimes it may create role conflicts within self. This is the result of intra conflict and influences the level of life satisfaction. Therefore researchers are curious to know about the effect of emotional intelligence and role conflict in life satisfaction that is why the present investigation is an effort to know the effect of role conflicts and emotional intelligence on life satisfaction among teachers.

III. METHOD

Objective:

To study the effect of emotional intelligence and role conflicts on life satisfaction among teachers.

Hypotheses:

There is no significant effect of emotional intelligence on life satisfaction among teachers.

There is no significant effect of role conflicts on life satisfaction among teachers.

There is no significant interaction effect of emotional intelligence and role conflicts on life satisfaction among teachers.

Sample:

Sample comprises of 100 subjects (50 male & 50 female) working in teaching profession at various governments schools from northern region of India. The sample includes the subjects of middle socio-economic status. Their income was range from 30,000 to 50,000 per month. All subjects are at least graduate with B.Ed. degree in this sample. Sample is equated with academic qualification, salary, same cohort and marital status which included for the current research.

Tools:

Following research tools are taken for data collection as follows

Emotional intelligence scale

To assess emotional intelligence a scale constructed by Hyde and Pethe (2001) was used. It comprises of 34 questions. Spilt half reliability was used. The reliability of this scale is .88.

Teachers 'Role- conflict Inventory

To see role conflict an inventory designed by Prasad and Bhusan(1991) i.e. Teachers Role-inventory was used. It has 22 question. The reliability of this inventory was .68.

Life Satisfaction Scale

To measure life satisfaction scale was used. It was established by Alam and Srivastava (2001). It has 60 items. The test-retest reliability was .84.

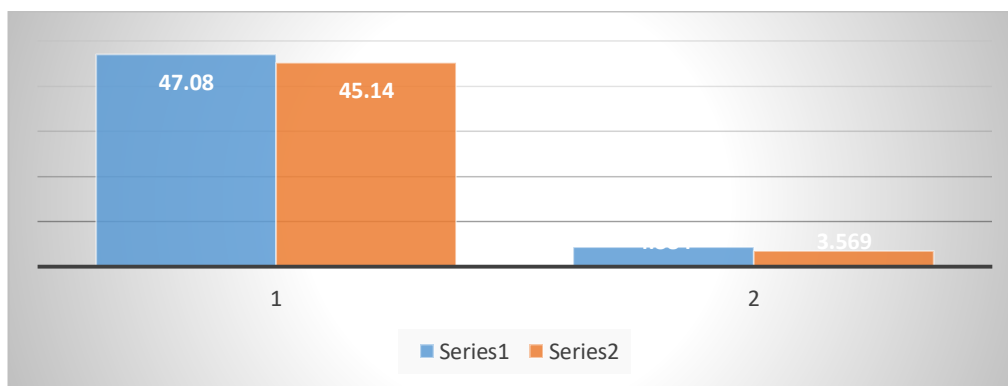
IV. RESULT

Researcher attempts the appropriate method for collecting the data about various variables. An appropriate statistical technique is used to transform the raw data into meaningful results.

Table 1: shows the Mean and Std. Deviation of life satisfaction between high and low Emotional Intelligence

Level of Emotional Intelligence	N	MEAN	Std. Deviation
High	50	47.1	4.38
Low	50	45.1	3.57

The table no. 1 shows the Mean and Std. Deviation of life satisfaction between high emotional intelligence i.e. 47.1 and 4.38 and low Emotional Intelligence i.e. 45.1 and 3.57.



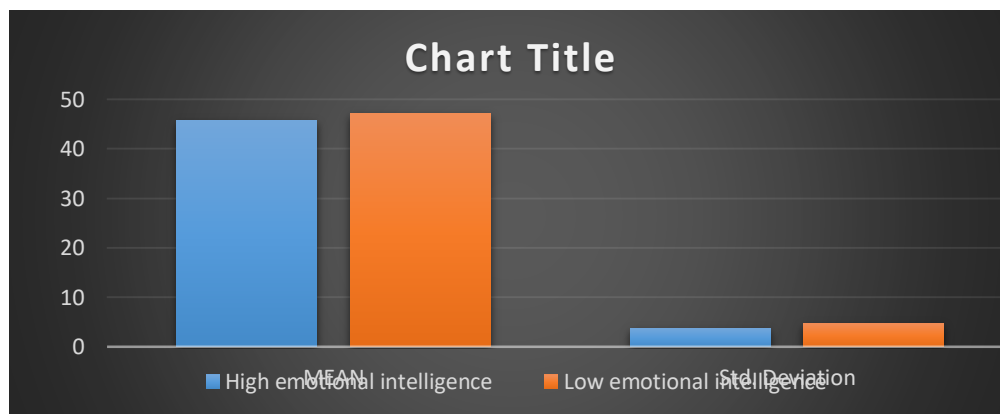
Graph 1: shows the Mean and Std. Deviation of life satisfaction between high and low Emotional Intelligence

Table 2: shows the Mean and Std. Deviation of life satisfaction between high and low Role Conflicts

Level of Role Conflict	N	MEAN	Std. Deviation
High	50	45.6	3.77

Low	50	46.8	4.65
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The table no. 2 shows the Mean and Std. Deviation of life satisfaction between high role conflict i.e. 45.1 and 3.77 and low role conflict i.e. 46.8 and 4.65.



Graph 2: shows the Mean and Std. Deviation of life satisfaction between high and low Role Conflicts

The result presented in the table -3 which shows the effect of emotional intelligence and role conflicts on life satisfaction among teachers. 2x2 factorial design is used and SSPS is run for data analysis, to see the significance of main effects and interaction effect. Analysis of variance is used to analyze the data and the result is given in the summary of the analysis of variance.

Table 3 :shows the df, F-value and significance level of life satisfaction between emotional intelligence and Role Conflicts

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	204.476 ^a	3	68.159	4.496	0.005
Intercept	212559	1	212559	14021	0
EMOTIONAL INTELLIGENCE	99.52	1	99.52	6.565	0.012
ROLECONFLICT	50.32	1	50.32	3.319	0.072
EMOTIONAL INTELLIGENCE * ROLECONFLICT	60.066	1	60.066	3.962	0.049
Error	1455.3	96	15.16		

Total	214273	100			
Corrected Total	1659.8	99			
a. R Squared = .110 (Adjusted R Squared = .095)					
b. Computed using alpha = .05					

ANOVA table indicates that the value of F-ratio for the first variable (emotional intelligence) is found 6.656. It is significant at 0.05 level of confidence and the second variable (role conflict) F-value is 3.319 which is not significant at 0.05 level of confidence. There is a significant interaction effect of emotional intelligence and role conflict on life satisfaction, F-value=3.962 is significant at 0.05 level.

V. FINDINGS

- 1- There is significant effect of emotional intelligence on life satisfaction among teachers so the first hypothesis is rejected.
- 2- There is no significant effect of role conflicts on life satisfaction among teachers so the second hypothesis is accepted.
- 3- There is significant interaction effect of emotional intelligence and role conflicts on life satisfaction among teachers so the last hypothesis is rejected.

VI. DISCUSSION

It is imperative to discuss impact of emotional intelligence and role conflicts on life satisfaction among teachers. 2x2 factorial design was applied. The present piece of work leads to the rejection of the first null hypothesis taken in the study “there is no significant effect of emotional intelligence on life satisfaction among teachers.” It can be observed from the table-3 that F-value= 6.656 is significant at 0.05 level of confidence therefore it can be said that high emotional intelligence people are more satisfied than the person who has low level of emotional intelligence. Wong and Law (2002) stated that people with high emotional intelligence have positive effect on professional life. Life satisfaction was one important outcome of one’s life. As the person with good emotional intelligence have skill to perceive their own and others’ emotions. This makes them more skillful to figure out with the emotions that are internally developed and which in turn make them happier and more satisfied with life. Furnham and Petrides, (2003) found that there is positive association between happiness and EI, Petrides et al., (2007) investigated that individual who use positive coping strategies generally have high life satisfaction, good physical, mental, and psychosomatic health (Schutte, Malouff, Thorsteinsson, Bhullar, & Rooke, 2006). Researchers have also demonstrated that if one value increase in EI definitely there will be incremental in Life satisfaction. (Petrides et al., 2007; Petrides, Pita, et al., 2007), happiness (Furnham & Petrides, 2003). Mirkhan et al. (2014) have done a study on female teachers to assess life satisfaction. Emotional intelligence, contentment and spiritual viewpoint are contributor in determining life satisfaction among lady teachers. Result revealed that there was a positive connection between emotional intelligence and life satisfaction. It was also found that happiness and life satisfaction were positively related but there was no significant connection between spiritual attitude and

life satisfaction. Happiness is an only determinant of life satisfaction although factors of emotional intelligence and happiness have remarkable impact on life satisfaction.

The second null hypothesis took in the study “there is no significant effect of role conflicts on life satisfaction among teachers” was accepted and result revealed that role conflict is not effecting the level of life satisfaction. It is observed from the table-3 that F-value= 3.319 is not significant at 0.05 level of confidence which means role conflict has no effect on life satisfaction. Individually it cannot play a role in life satisfaction in this present research. Results from the studies by Brown and Sumner (2013) indicated utility of role conflict. The quality of the roles in family or work is more important variable for role conflicts than the number of roles. Both studies suggest that the quality of the work role increased while work–family conflict and work-related stresses decreased. Khokhar and Chatterjee (2010) studied the impact of stress in professional women and suicide ideation was revealed that high role stress brings in general while neurotics and introverts were found to be more prone to suicide ideation due to stress. Therefore, further research can be done on this variable to find out the function of role conflict in life satisfaction.

The third null hypothesis “there is no significant effect of emotional intelligence and role conflicts on life satisfaction among teachers.” was rejected. It is observed from the table-3 that F-value = 3.962 is significant at 0.05 level of confidence. It is found that there is interaction effect of both variables on life satisfaction. As Lenaghan, Buda and Eisner (2007) found that emotional intelligence play a role of protector variable in an individual well-being. In other words, Emotional Intelligence interacts with work-family conflict to predict one's well-being. On the basis of these result it can be presumed that role conflict may be effective with emotional intelligence and have crucial impact on life satisfaction.

VII. CONCLUSION

On the basis of result it can be concluded that emotional intelligence is a prominent aspect for personality which eventually increase fulfilment with life. It also increases the sense of responsibility and develops the sense to understand other feelings as well as express himself or herself. On the basis of result, it is said that emotional intelligence plays a vital role in life satisfaction and Role conflict is not individually effect the level of life satisfaction but it has moderate impact with emotional intelligence on life satisfaction.

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