



Study of role conflict of secondary school teachers in relation to their emotional intelligence

Jwel Hoque¹, Sajid Jamal²

¹ Research Scholar, Department of Education, Aligarh Muslim University, Aligarh, Uttar Pradesh, India

² Professor, Department of Education, Aligarh Muslim University, Aligarh, Uttar Pradesh, India

Abstract

“Education is the most powerful weapon we can use to change the world.” (2003)- Nelson Mandela.

Teachers are often called craftsmen as they mould the lives of the learners and shape the future of nations according to the needs of society. They work hard to achieve the aims and objectives of education. Sometimes they confront severe conflicts in roles to play while doing their job in school and with various family responsibilities simultaneously. Nowadays, the teachers in West Bengal are engaged with different non-academic works, which increases the workload and burden on them. At this juncture, the researcher took an interest to find out the role conflict of the secondary level teachers in relation to their emotional intelligence. The researcher used Teacher’s Role Conflict Scale (TRCS) (TRCS) developed by Madhu Gupta and Indu Nain and Teacher’s Emotional Intelligence Scale developed by Nahid Ashraf and Sajid Jamal to assess the role conflict and emotional intelligence of the teachers respectively. The findings of the research revealed that emotional intelligence is highly correlated with role conflict for males, females and the total sample of the teachers at the secondary level. Emotional intelligence has a high contribution in predicting the role conflict of the teachers. The researcher suggested in improving the level of emotional intelligence and taking care of the over increasing workloads on the teachers.

Keywords: education, role conflict, secondary school teachers, emotional intelligence

Introduction

Education is the single most powerful tool that can drastically change the world towards sustainable development. By imparting education, teachers play a crucial role in attaining the aims and objectives of education. Teachers perform various responsibilities in and outside of the schools. They help the students build concepts, understanding, analysis and synthesis, broaden the learner’s mind, and develop rationality. They also assist the learners in proper observation and questioning, inculcate social, human and constitutional values among the learner, help to solve personal, educational and any other kinds of problems and make them fit for society as well as for their future life. This is one side of the coin, as they have to play different roles related to family responsibilities. There are a large number of psychological factors that affect the performances, roles and responsibilities of teachers, like cognitive aspects, training and internship, intelligence, infrastructure, resources, relationship with colleagues and administration, temperament, tolerance, patience, empathy, sympathy, thinking styles of the teachers, merit of the learners, family conditions etc. Among them, emotional intelligence is the most important factor. It is widely regarded for the overall performance and success of a person in any field. Its intra-personal and interpersonal aspects lead a person to act according to the need of the situation.

Literature Review

In the fast-forward world people are busy in their respective businesses. Everyone is rushing in the present materialistic world and leads their lives in burden and conflicts. Role conflict of the teacher is a major concern nowadays. It has attracted the attention of very few researchers. *Christiana (2013)* ^[4] examined academic women’s experiences of work-family role conflict and determined the implications on their job performance. She found that the heavy load of thesis supervision, attending meetings and engaging in administrative assignments and lack of policies did not trigger work-family conflict but it was found that family work negatively affected the job performance. In another case, *Ogbogu and Erero (2009)* ^[12] found that role conflict is one of the major sources of burnout and stress and has a negative impact on the performance of the employees. The findings of *Rajawat (2013)* revealed that the women teachers teaching at the secondary level experience high role conflict. The study also revealed that role conflict has a negative relationship with the performance of women teachers. *Koustelios, Theodorakis, Goulimaris (2004)* ^[8] found an inverse (but statistically insignificant) correlation between role conflict and role ambiguity on the one hand, and job satisfaction on the other, among physical education teachers. In the light of the above findings, the researcher tried to fill the gap and took this opportunity

to measure the degree and direction of correlation between emotional intelligence and role conflict of secondary school teachers in West Bengal state.

Role Conflict

Sociologists used the term 'role' to describe a set of expected behavior and obligation a person has that are based on his/her particular place in society. In simple words, it is a critical situation for any working personnel caused due to multiple responsibilities and duties assigned to him to complete simultaneously. Nowadays, in school, conflict occurs among the teachers in performing roles, when different roles are assigned to one person within the context of work-life, family life and interpersonal relationship. It can be defined as when expectations are perceived as incompatible for multiple roles or positions in society (Decker, 1986 and Millslagle & Morley, 2004) [11]. Kahn *et al.* (1964) defined role conflict as the simultaneous occurrence of two or more pressures such that compliance with one would make compliance with the other more difficult. A teacher's role conflict refers to the concurrent incidence of two or more situations of discrepant or unanticipated role behavior for his/her duty or purpose.

Emotional Intelligence

Emotional intelligence ability to understand your own emotions and the people around you and manage your emotions. People with a higher degree of emotional intelligence can identify their own emotions and feelings and others, what their emotions mean at a particular time, and how these emotions can affect other people. Accordingly, they manage their emotions.

Dr Goleman described emotional intelligence as a person's ability to manage his feelings so that those feelings are expressed appropriately and effectively. According to Goleman, emotional intelligence is the largest single predictor of success in the workplace.

In this context, Salovey & Mayer (1990), defined, Emotional intelligence is a type of social intelligence that 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.

Significance of the Study

School teachers play the role of moulding the lives of the learner in school as well as outside of school. They discharge their duties as friends, philosophers and guides. Teachers always try to help in solving various kinds of personal, educational, vocational and other problems of the students to make them fit for every sphere of life. By doing so, they are serving society and building each and every block of the country. That's why they are also called as the social engineer of the country. If an engineer fails to do his duties well, he will make faulty roads, buildings or bridges. But if a teacher fails to do their duties, a generation will suffer. That's why each and every activity of teachers is crucial for the students.

The researcher selected West Bengal as the study area, where teachers were being appointed on a regular basis in a large number. But there is a break in appointing of school teachers, which leads to the burden of extra workload on the teachers. The students of secondary level are mainly adolescents and research revealed that they undergo with lot of critical psychological, mental and physical changes and confront lots of personal, psychological and educational problems. Nowadays, a teacher has to play several roles as a teacher like teaching, guiding, managing the diversified students in the class solving different kinds of problems of the students, taking part in the class extra-curricular activities, organizing educational programmes, frequent election duties, mid-day meal, works related scholarship and examination forms, other welfare schemes school. Even they have to do work of non-teaching staff in schools. This may lead to stress and role conflict among the teachers. Along with this, they have to accomplish the roles and responsibilities in their families. In performing various responsibilities in schools along with their families simultaneously, conflicts occurred among the teachers. In this critical situation, various psychological factors like interests, motivation, emotion, sympathy, empathy, creativity, emotional intelligence, mental peace, stress, job satisfaction, other cognitive aspects etc. play a significant role. In this regard, the researcher is interested to know whether psychological factors like emotional intelligence affect the responsibilities and role conflict of teachers. Therefore, the researcher took this opportunities to reveal whether emotional intelligence has any impact on the role conflict of the teachers at the secondary level.

Objectives of the Study

The study was conducted to attain the following objectives:

1. To know the correlation between emotional intelligence and role conflict of secondary school teachers for the male, female and total sample.
2. To find out the predictive value of emotional intelligence to predict the role conflict of secondary school teachers for the male, female and total sample.

Hypotheses

H₀₁: There would be no significant correlation between emotional intelligence and role conflict of secondary school teachers for the male, female and total sample.

H₀₂: There would be no significant predictive value of emotional intelligence on role conflict of secondary school teachers for the male, female and total sample.

Methodology

In the present investigation, the researcher treated emotional intelligence as the predictive variable, whereas professional commitment as the criterion variable or dependent variable. The researcher adopts a quantitative approach and uses correlation and regression to assess the findings.

Population of the Study

The researcher tries to measure the correlation and predictive value of emotional intelligence to predict the role conflict of the secondary school teachers of West Bengal state. Therefore, all the school teachers who teach at the secondary level (IX & X), in the government-run schools in the West Bengal state of India, are the population for the present investigation.

The Sample of the Study

According to Best and Kahn (2016), 'by observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it was drawn. One can also infer changes observed in the sample to changes that would likely have occurred in the population.'

The researcher has drawn the sample for the present study, from various districts of West Bengal state. The researcher has drawn a total 100 number of sample from the secondary level school teachers who teach at the secondary level; out of which 50 were male and 50 female teachers.

Table 1: Distribution of Sample of the Secondary School Teachers

Total Sample	Male Sample	Female Sample
100	50	50

Tools Used in the Study

Teacher's Role Conflict Scale: The researcher used Teacher's Role Conflict Scale (TRCS) (TRCS) developed by Madhu Gupta and Indu Nain. The scale was published by the National Psychological Corporation, Agra in (2014). The TRCS is a kind of Likert-type scale which consists of total 28 items. Every item of the scale is in statement form followed by five alternatives. Respondents have to tick one of the five alternatives among the most suitable for them or according to their opinion against each statement in the form of Always (4), Frequently (3), Rarely (2), Never (2) and Not Applicable (0).

Teacher's Emotional Intelligence Scale: The researcher also employed Emotional Intelligence Scale for measuring the emotional intelligence of secondary school teachers to predict its impact on role conflict. The scale was developed and standardised by Nahid Ashraf and Prof. Sajid Jamal (2021) ^[1]. It was published from the National Psychological Corporation, Agra in the year of 2021. TEIS is a kind of Likert-type scale and it is comprised of a total thirty-seven (37) items categorised under major five dimensions. This scale is consists of both positive and negative items in each dimension. For the positively framed items a marks of 05 will be assigned for Always, 04 for Often, 03 for Sometimes, 02 for Rarely and marks 01 for the Never. For the negative items, the scoring is opposite to the said process such as marks 01 for Always, 02 for Often, 03 for Sometimes, 04 for Rarely and 05 for the option Never.

Statistical Techniques

The researcher employed Pearson's product-moment coefficient of correlation and regression analysis techniques for the present study to assess the correlation and predictive values of the studied variables.

Analysis and Interpretation of Major Findings

Objective 1: There would be no significant correlation between emotional intelligence and role conflict of secondary school teachers for the male, female and total sample.

H₀₁: There would be no significant correlation between emotional intelligence and role conflict of secondary school teachers for the male, female and total sample.

Table 2: Correlation between Emotional and Role Conflict of Secondary School Teachers

Independent Variable	Dependent Variable- Professional Commitment		
	Total Sample of Teachers	Male Teachers	Female Teachers
Emotional Intelligence	-0.835**	-0.887**	-0.778**

** . Correlation is significant at the 0.01 level (2-tailed)

The table-2 graphically presented the correlation between the interdependent variable and dependent variable. It shows the degree and direction of the correlation between the variables i.e. significant and negative in nature. It is evident from the table that, the dependent variable of the study i.e. role conflict is highly correlated with the independent variable i.e. emotional intelligence in a negative way for the total sample of secondary school teachers. Furthermore, it can be said that both the variables (emotional intelligence and role conflict) are

correlated to each other at 0.01 level of significance. Hence, according to the produced value of coefficient of correlation, the null hypothesis H_01 is rejected. Further, the researcher interpreted the findings of objective 1, that any change in the level of the independent variable can lead to a change in the dependent variable. If the emotional intelligence of the teachers is increased then the level of role conflict will be decreased among the secondary school teachers for the total sample and vice versa. The measured value of coefficient correlation between the EI and RC is -0.835^{**} . It means, that if a teacher has a higher level of emotional intelligence, then he can manage his/her work more efficiently in the school as well as in the family, control his stress and avoid any kind of role conflict in performing simultaneous duties.

The researcher also tried to find out the relationship between the studied variable of the study categorically, for male and female samples of teachers. An equal number of male and female teachers were selected as the sample of the study. According to the table-2, there is a significant correlation between emotional intelligence and role conflict of the teachers for the male sample in a negative way. The measured coefficient correlation between these two variables is -0.887^{**} which is considered as very high. This value is significant at the 0.01 level of significance. For the female sample of secondary level teachers, the degree and intensity of correlation were lesser but still significant i.e. -0.778^{**} which is again related in a negative way. The level of significance of this value is 0.01. That means whether it is male or female teachers, the role conflict will be decreased if their emotional intelligence will increase.

Objective 2: To find out the predictive value of emotional intelligence to predict the role conflict of secondary school teachers for the male, female and total sample.

H_02 : There would be no significant predictive value of emotional intelligence on role conflict of secondary school teachers for the male, female and total sample.

Table 3: Findings of the Regression Analysis between Emotional Intelligence and Role Conflict for Total Sample

Model	Predictive Variables	Criterion Variable- Role Conflict					
		df	R	R ²	R ² Change	F Change	Sig. of F Change
1	Emotional Intelligence	98	0.835	0.697	0.697	225.529*	0.000

Table 3: Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	294.399	14.946		19.697	.000
	Emotional Intelligence	-1.475	.098	-.835	-15.018	.000

Dependent Variable: Role Conflict

The researcher tried to verify the null hypothesis H_02 with the help of stepwise multiple regression analysis in the SPSS. The researcher measured the value of emotional intelligence and gender to predict the role conflict of the secondary school teachers for the total sample. According to table- 3, the results of the test indicate that emotional intelligence has contributed in predicting the role conflict among secondary school teachers significantly (R^2 change- 0.697 and the F value is 225.529). Whereas other variable i.e. gender is not contributing any as it was not entered into the produced regression model. The researcher interpreted this by saying, EI has the contribution of 69.7% in the variance of RC and its value of $p < 0.01$. According to the coefficient table, the value of the regression coefficient (β_1 - $-.835$) was found to be significant ($t = -15.035$, $p < 0.001$). This means if there is one unit change in Emotional Intelligence, this will lead to -0.835 unit changes in Role Conflict of secondary school teachers.

Table 4: Findings of the Regression Analysis between Emotional Intelligence and Role Conflict for Male Sample

Model	Predictive Variables	Criterion Variable- Role Conflict					
		df	R	R ²	R ² Change	F Change	Sig. of F Change
1	Emotional Intelligence	48	0.887	0.786	0.786	176.399	0.000

Table 5: Findings of the Regression Analysis between Emotional Intelligence and Role Conflict for Female Sample

Model	Predictive Variables	Criterion Variable- Role Conflict					
		df	R	R ²	R ² Change	F Change	Sig. of F Change
1	Emotional Intelligence	48	0.778	0.605	0.605	73.383	0.000

Earlier in the table- 3 the researcher found that gender has no significant contribution to predict the role conflict of the teachers. Therefore, the researcher further tried to investigate the contribution of emotional intelligence in the prediction of role conflict, separately, for the male as well as female secondary school teachers. In this case,

he used a simple linear regression technique to assess the predictive value of the independent variable. According to table- 4, the independent variable i.e. emotional intelligence is highly significant in predicting the role conflict of the male teachers. The measured value indicates that emotional intelligence (R^2 change- 78.6 and the F value is 176.399). It is contributing to 69.7% of the variance in role conflict among secondary school teachers negatively and its value of $p < 0.01$. Table- 5 implies, that the researcher found for the female sample too, the value of emotional intelligence has a significant contribution in predicting role conflict, though its intensity is comparatively low (R^2 change- 0.60.5 and the F value is 73.383). It is contributing 60.5% of the variance in role conflict among secondary school teachers and in a negative direction (its value of $p < 0.01$).

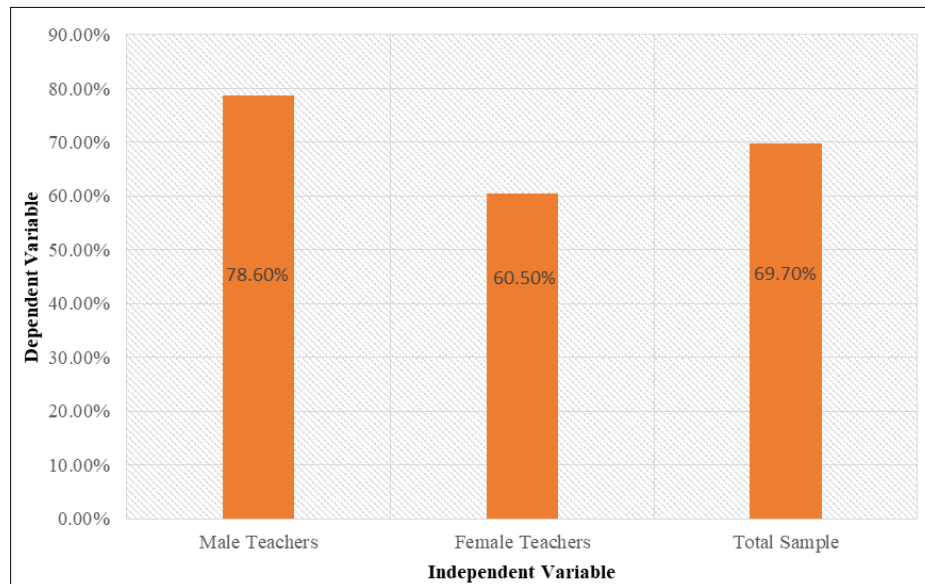


Fig 1: Contribution of Emotional Intelligence to Predict the Role Conflict for the male, female and total sample.

Discussion of the Results

The results and findings of the study indicate that the independent variable i.e. emotional intelligence has a very significant correlation with the role conflict of the secondary school teachers. In present days, teachers of government schools in West Bengal play several roles like teaching, guiding, managing the diversified students in the class solving different kinds of problems of the students, taking part in the class extra-curricular activities, organizing educational programmes, election duties, mid-day meal, works related scholarship and examination forms, other welfare schemes school. In this situation, the study explored that, emotional intelligence is highly significant in predicting the role conflict of the secondary school teachers for the total sample, male teachers and female teachers. The term role conflict itself is a negative term, hence it is inversely related to the independent variable i.e. emotional intelligence. The researcher concluded that, if the teachers at the secondary level school, have higher degrees of emotional intelligence, then their role conflict will be decreased significantly and vice versa. It means those teachers who were aware of themselves, their weaknesses and strengths, can think rationally even in difficult situations, have patience, good decision-making skills, easily accept their mistakes and use the opportunities to correct themselves, adopt a positive approach in life, have empathy and sympathy, believe in moral values, act according to the social and constitutional norms, more focused to their goals, build a good rapport with their students and maintain a cordial relationship with colleagues and administration, can handle the conflict efficiently while playing different roles and responsibilities assigned to them. They perform their duties well and produce maximum outputs in the working institution as well as perform all kinds of activities related to their families with efficiency.

Educational Implication of the Study

- Policy-makers of education have to give due consideration to emotional intelligence while framing the policies for the teachers.
- Different faculty development programmes, interaction sessions, refresher courses and other capacity-building programmes can be organized to improve the emotional intelligence and efficiency of the teachers.
- Nowadays, election duties create panic among the teacher and their families and disturb the mental peace of the teachers. This is a serious concern among the teachers that needed to be addressed.
- The school administration has to take care of the burden and over-work of the teachers.
- Roles and responsibilities should be equally distributed among the teachers in the schools.
- Non-teaching staff and technicians should be appointed for different kinds of clerical jobs and technical work of the school.
- To attain maximum output and maximum productivity trained and specialized and emotionally intelligent teachers should be appointed.

- Posting of the teachers should be nearer to their house or within districts so that they can save time and utilize it to perform their duties in school as well in the family.
- Cooperation among the teachers and with the school administration has to develop so that school duties can be performed as teamwork.
- At the time of the teacher selection process, emotional intelligence has to be assessed with help of the best possible techniques.
- Training programmes and workshops can be organized on how to deal with role conflicts, stress, burden, etc.

Conclusion

The secondary level of education is the link between primary education and higher education. Hence, teachers at the secondary level are assigned the duties to shape learners' lives and, therefore, the country's future. They have huge roles and responsibilities to discharge as a teacher and a significant member of their families. So it may be quite natural to be in a situation of role conflict regarding what to do first school duties or family responsibilities. The policy-makers, administration, and other stakeholders need to address this issue so that a teacher can give maximum effort in achieving the goals of education. It is obvious that emotional intelligence is a significant factor in any individual's better performance, including teachers. Hence, the programmes and events can be organized to improve the emotional intelligence of the secondary level teachers so that they can develop the skill and capabilities to handle various work in school and family simultaneously.

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