
Emotional Intelligence and Role Conflict a Bond of Converse Relationship: Evidence from the Hospitals Sector of the Health Industry

Dr. Imran Rafiq, Department of commerce & Management Sciences, University of Malakand

Muhammad Aleem*, Department of Management Sciences, CECOS University of IT and Emerging Sciences, Peshawar, Pakistan. E-mail: * aleem@cecos.edu.pk

Dr Ramaisa Aqdas, Assistant Professor, Department of Business Administration, Iqra University Karachi Pakistan

Ziauddin, Lecturer, Institute of Business Studies, Kohat University of Science and Technology

Dr Nik Ab Halim bin Nik Abdullah, Associate Professor, Department of International Business
School of International Studies, Universiti Utara Malaysia

Abstract

This research study aimed at finding the converse relationship of emotional intelligence and role conflict at the hospitals of Peshawar, KPK, Pakistan. Emotional intelligence is considered the best coping strategy to deal with work stress, while role conflict is the most common practicing stressor that contributes to the stressful condition of a person. Hospitals are the most crowded and overburdened sector of any nation that is heavily dependent on multiple roles of nurses, doctors, and medical staff. The objective of this research was to see the effect of emotional intelligence in dealing with role conflict of the nurses and medical staff of three big hospitals in the city. The results show a significant inverse relationship between emotional intelligence and role conflict. The P-Value (0.000), T-statistics (16), R-Square (0.32) and path coefficients (-0.56) show highly significant results of underline relationships. For these findings, SmartPLS 3.0 was used to analyze the response of 359 nurses and medical staff employing stratified sampling and systematic random sampling techniques on a five-point scale of adapted questionnaires.

Keywords: Emotional Intelligence, Role Conflict

1. Introduction

Numerous researchers such as Selye (1985), Cuceoglu (1999) and Schermerhorn (1989) are carried out in different organizational settings to find out the potential Problems that affect

different organizational goals and to explore the determinants and causes of WS. By certain approximations job-related stress overheads, the national budget a dreadful sum in sick pay, lost yield, wellbeing care and lawsuit costs (Park, 2007). Amongst the different job stressors Role conflict is considered the most practiced as many organizations has multi work demand and limited human resource.

Role Conflict can be defined as when individuals simultaneously perform multiple roles, they conflict with each other. The demands and expectations that one's job carries are referred to as role conflict. (Rizzo et al., 1970; Ivancevich & Matteson, 1980; Ashforth & Lee, 1990) (Idris, 2011). Incompatible role requirements of an individual's job create role conflict. Role conflicts also occur when individuals perform contradictory job task or when he is obliged to do things, he has no desire to do (Gharib et al., 2016). In dealing with the stressful situation caused by environment or work emotional intelligence is considered the best coping strategy.

The footing of EI has traced back to the notion of social intelligence given by Thorndike which means a person capacity to comprehend and manage other people about their social behavior. (Dogan & Demiral, 2007). Salovey and Mayer (1990) hold the honor that gave one of the most protuberant definitions of Emotional Intelligence, which acquaintances the idea to "Four Branch Model". According to them, it is a kind of social intelligence that encompasses both capacities to examine a person's own and others' emotions and the capacity to use this understanding to lead one's own and others behavior.

Goleman (1995) refines the concept and states it as a highly influential account and claims it is a very important element of personal, social, and professional lives. As cited by (Mavroveli, Petrides, Rieffe, & Bakker, 2007), Goleman theorizes that there are four parts to EI: Self-Awareness, self-management, social awareness (empathy), and Relationship Management (social skills).

2. Literature Review

The behavioral science expert & the author of "Working with Emotional Intelligence" Daniel Goleman, was the first individual who introduced the concept of Emotional Intelligence in organizations. He stated that "Emotional Intelligence is the talent, skill, or ability, which deeply affects all individual abilities" (Nikoo Yaman, Maryam Shahabi, 2013). Numerous studies have advocated that people with high 'Emotional Intelligence' are more proficient in 'understanding and managing' their 'emotions', which permit them to adjust to their environments and become more accepting to challenging circumstances, including stress (Bar-On, 1997; Goleman, 2005; Matthews et al., 2006). Likewise, Lopes & Salovey (2004) set down explicitly that it is the greatest challenge that today we are facing that how to manage our emotions and how to relate these emotions to others. The basic concept of EI is partly ingrained into Thorndike's, (1920) idea of 'social intelligence' and 'theory of multiple intelligences' (especially 'intrapersonal' & 'interpersonal' intelligence) by Gardner's (1983), A theoretical model by Salovey and Mayer

(1990) was put forward that beheld Emotional Intelligence as a subset of social intelligence. Goleman (1995) refines the concept and states it as a highly influential account and claims it a very important element of personal, social, and professional lives. As cited by (Mavroveli, Petrides, Rieffe, & Bakker, 2007), Goleman theorizes that there are four parts to EI: Self-Awareness, self-management, social awareness (empathy), and Relationship Management (social skills).

Jamal (1990) and Jawahar et al., (2007) considered role conflicts, Role Ambiguity and degree of responsibilities can be sources of stress in an organization. Controlling and managing stress is very important as in today's business cultures so much pressure is exerted to succeed. Work Stress is inversely related to Emotional Intelligence. The study conducted by Ioannis & Ioannis (2002) put forward the concept that people with high Emotional Intelligence suffered less stress in the working environment. Petrides & Furnham (2006) in their studies ascertained that employee with high Emotional Intelligence traits was associated with lower levels of stress.

Work Stress may be caused by many factors like Excessive workload and credit hours (the education sector), Role Ambiguity, poor working conditions, overcrowded classes (education sector), uncongenial working environment, scarcity of resources, conflicting peer relations, frequently changing curriculum (education sector), assessment and evaluation strategies, accountability, lack of job security, lack of public esteem, meagre salaries, indifferent students and parents behaviour (education sector), professional development, fatigue, frustration, stagnation, boredom and loss of motivation or enthusiasm and unsupportive parents, etc. are major researched contributors towards stress (Blass, 1996; Whitehead & Ryba, 1995; Travers & Cooper, 1996; Pithers & Sodom 1998; Griffith et al, 1999; Kyriacou, 2001; Johnson et al, 1999; Meng & Liu, 2008; Shemoff et al, 2011;

Incompatible role requirements of an individual's job create role conflict. Role conflicts also occur when individuals perform contradictory job tasks or are obliged to do things; he has no desire to do (Gharib et al., 2016). Commitment to one role requirement and getting involved in another role requirement put employees in difficult situations (Seller & Damas, 2002). Thus, three types of Role Conflict can be observed. The first one is the conflict between the individuals and the role itself, there might be a contradiction of personality traits and expectations of the role. The second type is intra-Role Conflict which occurs with confliction expectation about the methods of doing the role. It happens when requirements are not incompatible with the values and attitudes of the individuals. The last type of intra-Role Conflict arises with the contrast obligation of two or more roles of the individual performed at the same time (Luthans, 2013). Based on the above literature the researcher developed the following hypothesis.

H1: emotional intelligence significantly reduces the stress caused by role conflict

Emotional intelligence is inversely related to role conflict. Emotional intelligence was an independent variable and role conflict was a dependent variable. To run the analysis SmartPLS

3.0 was used to test the hypothesis. Path coefficient, T-Statistic, P-value, and R square was calculated to test the significance of the model.

2.1. Theoretical and Conceptual Model

Self-efficacy theory given by Bandura's (1977) suggests that if an individual partakes high level of self-efficacy (i.e., credence to his/her capability in achieving a task) this will not beseech his/her unwanted cognitive opinions. Application of this theory in a job-related stress model displays that if a being has high self-efficacy (i.e., faith to his/her aptitude to maintain emotions) this will meritoriously decline his/her occupation stressors and upsurge his/her emotional wellbeing and lower the level of psychosomatic stress. A contemporary sentiment grounded theory that is EI theory, in general, elucidates those entities who have adequate interactive and intrapersonal proficiencies can correctly control their emotions and other underlying emotions to handle environmental challenges (Salovey & Mayer, 1990, 1997; Bar-On, 1997; Goleman, 1998, 2004).

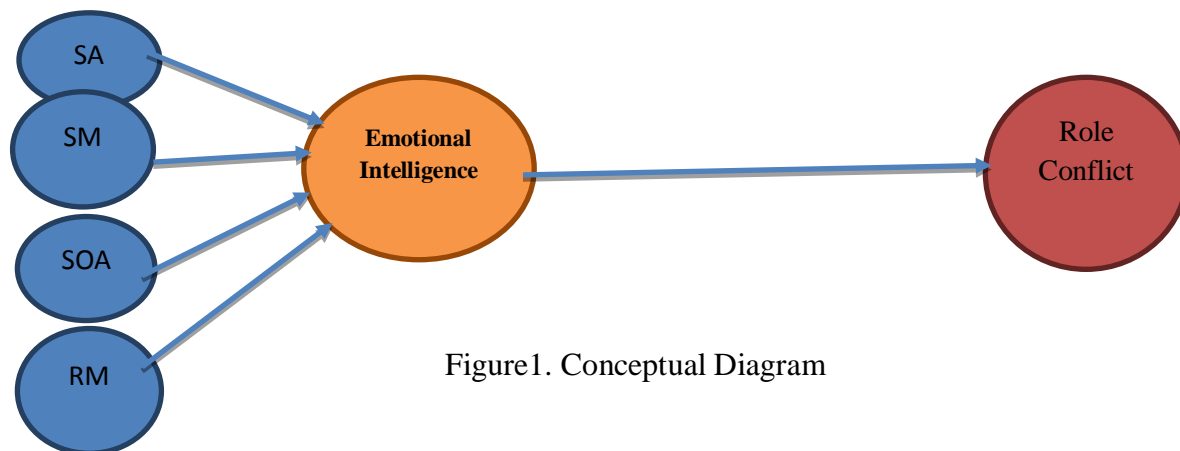


Figure1. Conceptual Diagram

3. Methods

This study was cross-sectional and carried out in non-contrived settings. Emotional intelligence was an independent variable in this study, Paul Mohapel (2015) scale of emotional intelligence was adapted for this study while Rizzo, House and Lirtzman. (1970) Scale was adapted for Role conflict. The reliability and validity were achieved for the test.

3.1. Population, Sample and Procedure

Three Major hospitals in district Peshawar was targeted be as the population of the study and sample size was drawn using the Stratified sampling technique. Different strata of medical staff and nurses were chosen from different sections (wards) of the hospital. Among 480 questionnaires 359 questionnaires were received of which 108 were from lady reading hospital and 49 from lady reading nursing school. A total of 157 questionnaires from lady readding and leady reading nursing school were received out of 220 questionnaires with a responding rate of

71%. 75 questionnaires were received from KTH and 50 questionnaires from KTH nursing school which in total 125 questionnaires were received out of 140 with a responding rate of 89%. From HMC total of 54 questionnaires were received of which 29 were from hospitals and 25 from nursing school Out of 120 questionnaires with a responding rate of 45%. The response rate varies but it should be between 30 to 60%. Beutell, Nicolas. (2017). A total sample size of 359 was tested for this study at a 95% confidence level which was 18% of the total population according to the Creative Research Systems survey software sample calculator, (Sample Size Calculator.2019). With population of 2000 with 95% confidence level and confidence level and at ± 5 confidence interval it must be 321. With 359 samples size shows that this current study has overreached the minimum requirement of sample size for the study.

Table 1: Population Break Down

S.No	Population Size	Hospitals Name
1	up to 1000 nurses and medical staff including student nurses and internees	Lady Reading Hospital
2	650 staff and including student nurses and internees	Khyber Teaching Hospital (KTH)
3	350 staff including HMC kidney centre and burn centre.	Hayatabad medical complex (HMC) and kidney centre
Total population up to 2000		

Table 2: Sample Size Distribution

Sample size taken	Hospitals Name (distributed)	Received questionnaires	% Age Received
1000	Lady Reading Hospital Total 220	108 from lady reading hospital and 49 from lady reading nursing school. Total of 157	71%
650	Khyber Teaching Hospital (KTH) Total 140	75 from KTH and 50 from KTH nursing school which in total 125	89%.
350	Hayatabad medical complex (HMC) and kidney centre Total 120	which 29 from hospital and 25 from nursing school total 54 questionnaires were received	45%
Total population up to 2000	Total 480	Total received 359	74%

4. Data Analysis Techniques

This research used SmartPls 3.0 for data analysis. Structural Equation Modeling, Path Analysis and Bootstrapping were used to find the Path Coefficients, R Square, P-Value T-Statistics, the model significance of the variable's understudies.

Emotional Intelligence is divided into four dimensions, 'Self-Awareness' (10 items), 'Self-Management' (10 items), 'Social Awareness' (10 items), and 'Relationship Management' (10 items) Goleman 1997, Paul Mohapel (2015). Developed a model for "Emotional Intelligence Self -Assessment questionnaire adapted for the San Diego City College MESA Program" term "emotional" is replaced with "Self" (i.e. emotional awareness with self-awareness and vice versa) as originally termed by Goleman (1995). 10 items of each dimension of Emotional Intelligence contribute to one composite index of Emotional Intelligence (i.e., every 40 items of 4 dimensions tap some part of Emotional Intelligence). To develop the structural model for this complex model in SmartPLS 3.0, 2nd order factors method was used which includes the repeated indicator approach to produce LVS (latent variable score) and then copying the LVS to excel sheet and run as a new project for a path model. To produce the latent variable score of formative variables, the researcher run a PLS algorithm, instead of a consistent PLS algorithm as the researcher was interested to produce factors than path at first order, before running the test, the researcher copy the items of all Emotional Intelligence and new latent variables than was connected as required. A new model based on the latent variable score for path analysis was produced to achieve the results of path coefficient, R Square and model significance, to test the significance level of these results bootstrapping procedure was carried out R² values, P-Value and T Statistic. The method was used and approved by Gaskin et al., (2018). Ringle et al., (2015). Henseler et al., (2015).

4.1. Results

This study used emotional intelligence as the independent variable and Role conflict as the dependent variable. Its hypothesis is that there will be an inverse relationship between emotional intelligence and role conflict, to obtain the results smart pls 3.0 was used to get the path coefficients, R-square, T-statistic and p.-value.

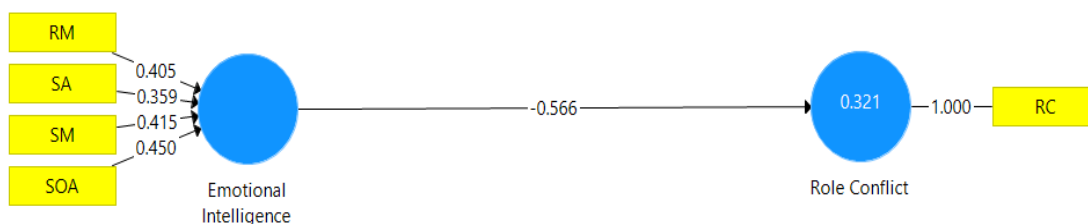
Table 1. Path Coefficient

<i>Mean, STDEV, T-Values, P-Values</i>	<i>Original Sample (O)</i>	<i>Sample Mean (M)</i>	<i>Standard Deviation (STDEV)</i>	<i>T. statistics ((O/STDEV))</i>	<i>P Values</i>
<i>Emotional Intelligence -> Role Conflict</i>	-0.566	-0.572	0.036	15.929	0.000

Table 1. Elucidate the path coefficient results of path analysis of emotional intelligence and role conflict. The path coefficient results show the inverse relationship of -56 % between emotional intelligence and role conflict which means one unit increase in emotional intelligence will reduce the stress by 56% caused by role conflict. The R-Square 32% means the 32 % variances are

explained by included variables in the dependent variable. T-statistic value (16) which is more than 2 and P-value 0.000 shows the significance of the model. When a person is high on the emotional intelligence scale means he is aware of self, and he is in a better position to understand and control their emotions and the emotions of others which leads to relationships management. The confusion and directions related to any tasks at work can be better handled when a person is in good relations with co-workers and boss. The stress that is caused due to role conflict can be reduced with these skills. This study also repeats the findings of previous research. King & Gardner's (2006), Dehshiri, (2004), Bar-On, (1997) Goleman, (1998) (Salovey & Mayer, 1990, 1997). Work Stress is inversely related to Emotional Intelligence. The study conducted by Ioannis & Ioannis (2002) put forward the concept that people with high Emotional Intelligence suffered less stress in the working environment. Gardner (2005) believed that training programs used to enhance Emotional Intelligence decrease 'feeling of stress and strain'. Oginska-Bulik (2005) studied the effect of EI on Work Stress which showed a negative relationship between the two in the workplace. Petrides & Furnham (2006) in their studies ascertained that employee with high Emotional Intelligence traits was associated with lower levels of stress. Studies conducted by Adeyemo & Ogunyemi (2006) Significantly showed the negative relationship between Emotional Intelligence and occupational stress amongst the academic staff of Nigerian universities with a sample size of 300. The studies also revealed that Emotional Intelligence makes a significant contribution to predicting Work Stress.

Path analysis diagram between emotional intelligence and role conflict



Smartpls results show the inverse relationship between a path coefficient (-56) and the R-square value (32).

5. Discussions and Conclusions

Emotional intelligence is a kind of social intelligence that enable a person to use their ability to know their own emotions and the emotions of others and comprehend this knowledge to guide their own actions and the actions of others. Role conflict is the contradiction amongst person

roles within origination. Employees play multirole and most of the time it contradicts each other's, the demands and expectations put a person in a stressful stance with no regard to govt. or private jobs.

The present study was conducted in Peshawar, KP, and Pakistan. Nurses and medical staff of main hospitals were the unit of analysis and observation unit. The main objective behind choosing this sector was that nurses and medical staff is considered the first line of defense in any emergency or dealing with a patient's family anger, panic and disturbance while the doctor has not arrived yet. The importance of this study highlighted the fact that it is the first study in his own style, taking emotional intelligence with role conflict.

For this study, a sample of 361 nurses and medical staff were selected from three hospitals and adjutant nursing schools during their working hours from three shifts from all the major's wards of the hospitals. The results of the study proved that emotional intelligence is inversely related to Role conflict which means when one understands and control his emotions, they will be less affected by role conflict ultimately will reduce the stress caused by Role conflict. Work stress is a multi-dimensional phenomenon and multi stressors can contribute to work stress, therefore, it is recommended that different work stressors can be added to assess the effect and different sectors which are not yet explored or partially explored shall be the focus of future research. Other significant sectors which deal in life and death situations like firefighters, rescue services, doctors, bomb disposal squads etc. shall be viewed in future research.

References

- Adeyemo, D. A., & Ogunyemi, B. (2006). Emotional Intelligence and Self-Efficacy as Predictors of Occupational Stress Among Academic Staff in a Nigerian University. Retrieved from [http://www.leadingtoday.org / weleadinlearning/da05.htm](http://www.leadingtoday.org/weleadinlearning/da05.htm)
- Ashforth, B.E. & Lee, R.T. (1990) Defensive behavior in organizations: a preliminary model. *Human Relations*. 43, pp. 621-48.
- Bandura, A. (1977). Self-efficacy: Towards a unifying theory of behavioral change. *Psychological Review*, 84, 191-215.
- Bar-On R (1997). *Bar On Emotional Quotient Inventory Technical Manual*. MHS Publications, Toronto.
- Beutell, Nicholas. (2017). Re: What is the accepted response rate for a survey?. Retrieved from: <https://www.researchgate.net/post/what-is-the-response-rate-for-a-survey/5a14701bdc332da5e250373a/citation/download>.
- Blase, (1986). "A qualitative analysis of sources of teacher stress: Consequences for performance". *American Educational Research Journal*, 23(1), 13-40.
- Cuceloglu D (1999). *Human and behaviour, basic concepts of psychology (In Turkish)*. Remzi Publications, Istanbul.
- DehshiriGhR. (2004) Investigating the relationship between Emotional Intelligence and time

management with job stress in high school teachers. *News and consulting research*.;4(12):53-64. Persian.

Dogan S, Demiral Ö (2007).The role and importance of Emotional Intelligence on the success of organizations (In Turkish).Celal Bayar University the Faculty of Economic and Administrative Sciences Journal. 14(1): 209– 230.

Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.

Gaskin, J., Godfrey, S., and Vance, A. (2018) "Successful System Use: It's Not Just Who You Are, But What You Do," *AIS Transactions on Human-Computer Interaction* (10) 2, pp. 57-81.

Gharib, M., Jami, S. A., & Ghouse, S. M. (2016). The Impact of Job Stress on Job Performance a Case Study on Academic. *International Journal of Economic Research*, 13(1), 21–33.

Goleman, D. (1998). *Working with Emotional Intelligence*. New York: Bantom Books.

Goleman, D. (2004).An EI-based theory of performance in Cherniss & D, 2004.

Goleman D (2005). Why is Emotional Intelligence more important than IQ? (In Turkish). (Trans. by Banu.

Griffith, J., Steptoe, A., & Cropley, M, (1999). “An investigation of coping strategies associated with job stress in teachers”. *British Journal of Educational Psychology*, 69(4), 517-531.

Henseler, Jörg.; Ringle, C. M.; & Sarstedt, M. (2015). A new criterion for assessing Discriminant validity in variance-based structural equation modeling. *Journal of the Academy of Marketing Science* 43(1): 115-135.

Idris, M. K. (2011). Over Time Effects of Role Stress on Psychological Strain among Malaysian Public University Academics, 2(9), 154–161.

International Labour Office (ILO) and joint WHO Committee on Occupational Health. 1986. *Psychosocial factors at work: Recognition and control*. Occupational Safety and Health Series no. 56. December. ILO. Geneva. 81 p.

Ioannis, N., & Ioannis, T. (2002). Emotional intelligence in the workplace: exploring its effects on occupational stress and organizational commitment. *International Journal of Organizational Analysis*, 10(4), 327-342

Ivancevich & Matteson (1980) *Stress and work*, Scott, Forestman and Co., Glenview, IL

Jamal, M. (2005), Burnout among Canadian and Chinese employees: A cross-cultural study. *European Management Review*, 2, 224-230.

Jawahar, I.M., Stone, T.H., & Kisamore, J.L. (2007). Role Conflict and burnout: The direct and moderating effects of political skill and perceived organizational support on burnout dimensions. *International Journal of Stress Management*, 14(2): 142-259.

Johnson, S., Cooper, C., Cartwright, S., Donald, I., Taylor, P. & Millet, C, (2005). “The experience of work-related stress across occupations”. *Journal of Managerial Psychology*,

20 (1/2), 178-187.

- Kalyoncu, Z., Guney, S., Arslan, M., & Guney, S. (2012). Analysis Of The Relationship Between Emotional Intelligence And Stress Caused By The Organisation : A Study Of Nurses. *Business Intelligence Journal*, 5(2), 334–346.
- King, M., & Gardner, D. (2006). Emotional intelligence and occupational stress among professional staff in New Zealand. *International Journal of Organizational Analysis*, 14(3), 186-203.
- Lopes, P., & Salovey, P. (2004). Toward a broader education: Social, emotional and practical skills. In P. Salovey, M.A. Brackett & J.D. Mayer (Eds.), *Emotional Intelligence: Key readings on the Mayer and Salovey model* (pp. 287–303). New York: Dude Publishing.
- Luthans, Fred. (2013). *Organizational behavior: an evidence based approach*, McGraw Hill, New Delhi.
- Mavroveli, S., Petrides, K. V., Rieffe, C., & Bakker, F. (2007). Trait Emotional Intelligence, psychological well-being and peer-rated social competence in adolescence. *British Journal of Developmental Psychology*, 25(2), 263–275. <https://doi.org/10.1348/026151006X118577>
- Matthews G, Emo AK, Funke G, Zeidner M, Roberts RT, Costa PT, Schulze R (2006). Emotional Intelligence, personality and task-induced stress. *J Exp Psychol Appl*. 12(2): 96–107.
- Meng, L. & Liu, S, (2008). “Mathematics teacher stress in Chinese secondary schools”. *Journal of Educational Enquiry*, 8(1), 73-96.
- Mohapel, P. (2015). The quick Emotional Intelligence Self-Assessment. San Diego City College MESA Program. Paul.mohapel@shaw.ca.2015
- Nikoo Yamani, Maryam Shahabi, F. H. (2014). The relationship between Emotional Intelligence and job stress in the faculty of medicine in Isfahan University of Medical Sciences. *Journal of Advances in Medical Education & Professionalism*, 2(1), 20–26.
- Ogińska-Bulik, N. (2005). Emotional Intelligence in the workplace: exploring its effects on occupational stress and health outcomes in human service workers. *International Journal of Occupational Medicine and Environmental Health*, 18(2), 167-175.
- Park, J. (2007). *Work Stress and job performance*, (75).
- Petrides, K. V., & Furnham, A. (2000). On the dimensional structure of Emotional Intelligence . *Personality and Individual Differences*, 29, 313-320.
- Pithers, R.T. & Soden, R, (1998). “Scottish and Australian teacher stress and strain A comparative study”. *British Journal of Educational Psychology*, 68(2), 269-279.
- Ringle, C. M., Wende, S., and Becker, J.-M. 2015. "SmartPLS 3." Boenningstedt: SmartPLS GmbH, <http://www.smartpls.com>.
- Rizzo, J. R., House, R. J. & Lirtzman, S. I. (1970). Role conflict and ambiguity in complex organizations. *Administrative Science Quarterly*, 15, pp. 150-163.

- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9 (3), 185–211.
- Schermerhorn JR (1989). *Management for Productivity*. John Wiley and Sons Inc., New York.
- Selye H (1985). *The Stress of Life*. Springer-Verlag, New York.
- Seller, R. M., and Damas, A. J. (2002), One role or two? The function of psychological separation in role conflict. *Journal of Applied Psychology*, 87(3), 574-582.
- Shernoff, E.S., Mehta, T.G., Atkins, M.S., Torf, R. Spencer, J, (2011). “A qualitative study of the sources and impact of stress among urban teachers”. *School Mental Health* 3, 59-69.
- Travers, C. & Cooper, C, (1993). “Mental health, job satisfaction and occupational stress among UK teachers”. *Work & Stress: An International Journal of Work, Health & Organisations*, 7(3), 203-219.
- Whitehead, A.J. & Ryba, K, (1995). “New Zealand teachers’ perceptions of occupational stress and coping strategies”. *New Zealand Journal of Educational Studies*, 30, 177-188.