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**The impact of Emotional Intelligence on Role Conflict:  
Case Study at The National Social Security Fund in  
Laghouat**

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# *Dedication*

*I would like to dedicate this project to my mother, my paradise  
on earth, my father, My support in life,*

*Also I would dedicate it to my brother Dr. Linani Abderahmane,  
my idol and my inspiration.*

*i would like to dedicate my work to my loved brothers and thank  
them for the love and the continuous support.*

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# Table of Contents

|   |     |
|---|-----|
| <i>Dedication</i> .....   | I   |
| <i>Acknowledgment</i> .....   | II  |
| <b>Table of Contents</b> .....  | I   |
| <b>List of Tables :</b> .....   | II  |
| <b>List of Figures</b> .....  | III |
| <b>Abstract:</b> .....  | I   |
| <b>Introduction</b> .....   | A   |
| <b>Chapter 1 : Theoretical Aspect</b> .....   | 1   |
| <b>I.1 Emotional Intelligence :</b> .....   | 2   |
| <b>I.1.1 Concept of Emotional Intelligence :</b> .....  | 2   |
| <b>I.1.2 History of Emotional Intelligence Concept:</b> .....   | 4   |
| <b>I.1.3 Importance of Emotional Intelligence:</b> .....  | 5   |
| <b>I.1.4.Emotional Intelligence Models:</b> .....   | 5   |
| <b>I.1.4.1 Goleman’s Competency Model:</b> .....  | 5   |
| <b>I.1.4.2 Mayer and Salovey Ability-Based Model 1997:</b> .....  | 6   |
| <b>I.1.4.3 Thorndike’s Model:</b> .....   | 7   |
| <b>I.1.4.4 Baron’s (EI) Model:</b> .....  | 8   |
| <b>I.1.4.5 Nine Layer Pyramid Model Questionnaire of Emotional Intelligence:</b> .....                  | 10  |
| <b>I.1.5. Dimensions of Emotional Intelligence:</b> .....   | 12  |
| <b>I.1.6 Emotional Intelligence in Workplace:</b> .....   | 13  |
| <b>I.1.7 Nature of Emotional Intelligence in Workplace:</b> .....                                       | 14  |
| <b>I.2 Role Conflict</b> .....  | 17  |
| <b>I.2.1 The Concept of Role Conflict:</b> .....  | 17  |
| <b>I.2.2 Approaches interpreted of Conflict:</b> .....  | 18  |
| <b>I.2.3 Role Conflict Theories</b> .....   | 18  |
| <b>I.2.4 Types of Role Conflict:</b> Role conflict is divided into several types, which are as follows: | 20  |
| <b>I.2.5 Sources of Role Conflict:</b> .....  | 21  |
| <b>I.2.6 Consequences of Role Conflict:</b> .....   | 22  |
| <b>I.2.7 Model of Role conflict:</b> .....  | 24  |
| <b>I.2.8 Dimensions of Role Conflict</b> .....  | 25  |
| <b>II.Previous Studies</b> .....  | 27  |
| <b>II.1 Previous studies of Emotional Intelligence :</b> .....  | 27  |
| <b>II.2 Previous studies of Role Conflict:</b> .....  | 28  |
| <b>II.3 Previous studies of both Emotional intelligence &amp; Role Conflict:</b> .....                  | 29  |
| <b>Conclusion of the chapter:</b> .....   | 31  |
| <b>Chapter 2: Case Study</b> .....  | 28  |

|   |    |
|---|----|
| I. Definition of the National Social Security Fund of Laghouat: ..... | 34 |
| II. The Methodological and Practical Aspect of Case Study: .....      | 37 |
| II.1. The Building Principles of the Case Study: .....                | 37 |
| II.1.1 Problematic statement of Case study: .....                     | 37 |
| II.2 Model of the study: .....  | 37 |
| II.3 Hypothesis of the study: .....                                   | 38 |
| III. Methodology of The Study: .....                                  | 38 |
| IV. The practical aspect of the Case study: .....                     | 40 |
| V. Case study results and hypothesis test : .....                     | 41 |
| VI. Directions of of the study sample: .....                          | 44 |
| VII The results of the study model Analysis : .....                   | 48 |
| VIII. Structural Model Evaluation and Hypotheses test: .....          | 54 |
| IX. Hypotheses test: .....  | 56 |
| X. Discussion of the findings: .....                                  | 65 |
| Conclusion of the chapter: .....                                      | 68 |
| Conclusion .....  | 34 |
| Bibliographie .....   | 73 |
| List of Appendixes: .....   | 70 |
| Appendix 1: Scale in Arabic .....                                     | 72 |
| Appendix 2: Scale in English .....                                    | 74 |
| Appendix 3: Outputs of (Spss24): .....                                | 75 |
| Appendix 4: Construct Reliability and Validity .....                  | 76 |
| Appendix 5: Cross Loadings .....                                      | 77 |
| Appendix 6: Variable Correlation .....                                | 77 |
| Appendix 7: Coefficient of determination (R <sup>2</sup> ) .....      | 77 |
| Appendix 8: Effect Size (F <sup>2</sup> ) .....                       | 78 |
| Appendix 9: Reductive Relevance (Q <sup>2</sup> ) .....               | 78 |

#### List of Tables :

|   |           |
|---|-----------|
| <b>Table 1:</b> Cronbach's Alpha's values of the study .....                    | <b>40</b> |
| <b>Table 2:</b> Description of the sample .....                                 | <b>41</b> |
| <b>Table 3:</b> Distribution of the sample by age .....                         | <b>42</b> |
| <b>Table 4:</b> Distribution of the sample by number of Children .....          | <b>42</b> |
| <b>Table 5:</b> Distribution of the sample by the educational level .....       | <b>43</b> |
| <b>Table 6:</b> Distribution of the sample by the hierarchal level .....        | <b>43</b> |
| <b>Table 7:</b> Distribution of the sample by the experience .....              | <b>44</b> |
| <b>Table 8:</b> Distribution of the sample by living .....                      | <b>44</b> |
| <b>Table 9:</b> cells length of of the five Likert scale .....                  | <b>45</b> |
| <b>Table 10:</b> Results of respondents to the Self awareness dimension .....   | <b>45</b> |
| <b>Table 11:</b> Frequency & Percentage of the dimension Self awareness .....   | <b>45</b> |
| <b>Table 12:</b> Results of respondents to (EI) .....                           | <b>46</b> |
| <b>Table 13:</b> Results of respondents of Role Conflict .....                  | <b>47</b> |
| <b>Table 14:</b> Measurement and Structural Model Quality Acceptance Case ..... | <b>48</b> |

|  |           |
|--|-----------|
| <b>Table 15:</b> Convergent Validity before the delete .....             | <b>50</b> |
| <b>Table 16:</b> Average Variance Extracted.....                         | <b>51</b> |
| <b>Table 17:</b> Cross Loading results .....                             | <b>52</b> |
| <b>Table 18:</b> Variable Correlation results .....                      | <b>53</b> |
| <b>Table 19:</b> Coefficient of determination (R <sup>2</sup> ).....     | <b>54</b> |
| <b>Table 20:</b> Effect Size (F <sup>2</sup> ) .....                     | <b>55</b> |
| <b>Table 21:</b> Predictive Relevance (Q <sup>2</sup> ) .....            | <b>55</b> |
| <b>Table 22:</b> Results of hypotheses .....                             | <b>56</b> |
| <b>Table 23:</b> Test of normality .....                                 | <b>57</b> |
| <b>Table 24:</b> Test of normality of (EI) Dimensions .....              | <b>60</b> |
| <b>Table 25:</b> Descriptive statistics of self awareness .....          | <b>60</b> |
| <b>Table 26:</b> Descriptive statistics of self emotion regulation ..... | <b>60</b> |
| <b>Table 27:</b> Anova test of emotional intelligence.....               | <b>61</b> |
| <b>Table 28:</b> T-test of (Living) of emotional intelligence .....      | <b>63</b> |
| <b>Table 29:</b> Anova test of (EI).....                                 | <b>63</b> |
| <b>Table 30:</b> T-test of (Living) of (RC).....                         | <b>65</b> |

### **List of Figures**

|   |           |
|---|-----------|
| <b>Figure.1.</b> Daniel Goleman’s Emotional Intelligence framework .....                          | <b>6</b>  |
| <b>Figure.2.</b> The Mayer and Salovey four-branch model of emotional intelligence abilities..... | <b>7</b>  |
| <b>Figure.3.</b> Baron model of emotional intelligence .....                                      | <b>9</b>  |
| <b>Figure. 4 :</b> The emotional intelligence pyramid (9-layer model) .....                       | <b>10</b> |
| <b>Figure.5.</b> Types of Role Conflict.....  | <b>21</b> |
| <b>Figure.6.</b> Model of Role Conflict (Rahim, 2001, p. 100).....                                | <b>24</b> |
| <b>Figure.7.</b> Model of The study .....   | <b>38</b> |
| <b>Figure.8.</b> The composition of the sample by age.....  | <b>42</b> |
| <b>Figure.9.</b> The composition of the sample by number of Children.....                         | <b>42</b> |
| <b>Figure.10.</b> The composition of the sample by educational level .....                        | <b>43</b> |
| <b>Figure.11.</b> The composition of the sample by hierarchal level .....                         | <b>43</b> |
| <b>Figure.12.</b> The composition of the sample by experience.....                                | <b>44</b> |
| <b>Figure.13.</b> The composition of the sample by living .....                                   | <b>44</b> |
| <b>Figure.14.</b> Structural model before delete items, source: (Smartpls) .....                  | <b>49</b> |
| <b>Figure.15.</b> Final Structural Model .....  | <b>54</b> |
| <b>Figure.16.</b> Normality Curve of emotional intelligence .....                                 | <b>58</b> |
| <b>Figure.17.</b> linear regression of Emotional Intelligence .....                               | <b>58</b> |
| <b>Figure.18.</b> Normality Curve of Role Conflict .....  | <b>59</b> |
| <b>Figure.19.</b> Linear regression of Role Conflict.....   | <b>59</b> |

## **Abstract:**

The study aims to identify the impact of emotional intelligence on role conflict among working mothers at the National Social Security Fund in Laghouat.

To achieve the objectives of the study: A questionnaire was developed for the purpose of collecting information and data from the study sample, which was 40 working mothers, Where the method was used the structural equations modeling by (Smartpls) software.

The study concluded that there is a statistically significant impact of emotional intelligence on role conflict among working mother at the National Social Security Fund in Laghouat. As well as there is a statistically significant impact of the dimensions of self-awareness and self-motivation on role conflict among working mothers at the National Social Security Fund in Laghouat. and there is no statistically significant impact of the dimension Self Emotion Regulation and Social-awareness on role conflict among working mothers at the National Social Security Fund in Laghouat. despite that there is no statistically significant differences of emotional intelligence among working mothers at the National Social Security Fund in Laghouat, are due to (Age, number of children, educational level, hierarchal level, experience and living), and there is statistically significant differences of role conflict among working mothers at the National Social Security Fund in Laghouat, are due to (Living).

**Key words:** Emotional Intelligence, Role Conflict, Working Mother, Work-Family Conflict.

## المخلص

تهدف هذه الدراسة إلى التعرف على تأثير الذكاء العاطفي على صراع الدور عند الأمهات العاملات في الصندوق الوطني للضمان الاجتماعي بالأغواط.

لتحقيق أهداف الدراسة: تم تطوير استبيان لغرض جمع المعلومات والبيانات من عينة الدراسة التي كانت 40 أم عاملة، حيث تم استخدام طريقة نمذجة المعادلات الهيكلية بواسطة برنامج (Smartpls)

وخلصت الدراسة إلى وجود تأثير ذو دلالة إحصائية للذكاء العاطفي على صراع الدور لدى الأمهات العاملات في الصندوق الوطني للضمان الاجتماعي بالأغواط. كما أنه يوجد تأثير ذو دلالة إحصائية لبعده الواعي الذاتي وبعده التحفيز الذاتي على صراع الدور لدى الأمهات العاملات في الصندوق الوطني للضمان الاجتماعي بالأغواط. كما أنه لا يوجد تأثير إحصائي ذو دلالة إحصائية لبعده تنظيم العاطفة الذاتية والوعي الاجتماعي على صراع الدور لدى الأمهات العاملات في الصندوق الوطني للضمان الاجتماعي بالأغواط. بالرغم من عدم وجود فروق ذات دلالة إحصائية في الذكاء العاطفي لدى الأمهات العاملات في الصندوق الوطني للضمان الاجتماعي بالأغواط، تعزى إلى (العمر، عدد الأبناء، المستوى التعليمي، المستوى الوظيفي، الخبرة والسكن). وهناك فروق ذات دلالة إحصائية للصراع الدور لدى الأمهات العاملات في الصندوق الوطني للضمان الاجتماعي بالأغواط، تعزى إلى (السكن).

**الكلمات المفتاحية:** ذكاء عاطفي، صراع الدور، أم عاملة، صراع الأسرة والعمل

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# *Introduction*

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## Introduction

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The world of women has become different from the world of yesterday, and this is all thanks to education, where the number of female workers has increased, and women have become an important element in the prosperity of society. In a study by a researcher (Camelia Abdel-Fattah) 1990 entitled "The Psychology of the Working Woman" found emphasized that in previous time the important motive for Arab women to work is the economic need, that is their need to earn their living or the need of her family to depend on her income. Then this have changed and the value of this motive gradually decreased due to an increase in educational opportunities and the expansion of the number of female workers, as well as the change that occurred in the concept of women role and became the first important thing that motivates women to work, is to prove themselves and the sense of equality with men, however her going out to work had positive effects, in turn, had negative effects (Abdel-Fattah, 1990)

Considering that working mother has double roles, on the one hand a housewife and on the other hand a working woman, according to the culture of the place women are the main responsible on raising children and the household therefore it causes a role conflict.

Although men have also been in multiple roles, the emergence of the stress problem has historically focused on women. Attention has become more focused on the actual experience of women in their roles instead, role conflict that working mother is going through, it was defined by Kahn, Wolfe, Quinn, Snoek, and Rosenthal as the "simultaneous occurrence of two (or more) sets of pressures such that compliance with one would make more difficult compliance with the other." therefore become hard to balance between her roles, to be a mother and care of her children, the husband and household..etc. To be an employee. thus, a various emotion she goes through for instance burnout, anger, depression, confusion, stress also positive emotions for instance happiness, satisfaction, motivation.... etc. to a balanced life these emotions need to be managed. This will lead us to the term of (Emotional Intelligence).

Emotional Intelligence is known as the ability to understand, use and manage self-emotions in a positive way to relieve stress, communicate effectively, empathize with others, overcome challenges, and decrease conflict. consequently, this creates a wonder if working mother is emotionally intelligent and if (EI) helps her to manage her various emotions that she has due to the role conflict.

Through the foregoing, the problem of the study focuses on the measurement and the analysis of the impact of emotional intelligence on role conflict among working mothers at the National Social Security Fund in Laghouat, where the purpose of this study can be achieved theoretically and practically, by projecting it on the Case on a case of National Social Security Fund in Laghouat, answering the main question and the following sub-questions:

### **Problematic statement of the research:**

- Is there a statistically significant impact of Emotional Intelligence on Role Conflict among working mothers at the National Social Security Fund in Laghouat?

### **Sub-questions:**

1-What is the average score for Emotional Intelligence among working mothers at the National Social Security Fund in Laghouat?

## Introduction

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2- What is the average score for Role Conflict among working mothers at the National Social Security Fund institution in Laghouat?

3-Is there a statistically significant impact of the dimension of self-awareness on role conflict among working mothers at the National Social Security Fund in Laghouat?

4-Is there a statistically significant impact of the dimension of social awareness on role conflict among working mothers at the National Social Security Fund in Laghouat?

5-Is there a statistically significant impact of the dimension of self-motivation on role conflict among working mothers at the National Social Security Fund in Laghouat?

6-Is there a statistically significant impact of the dimension of self-emotion regulation on role conflict among working mothers at the National Social Security Fund in Laghouat?

7- Are there statistically significant differences among working mothers at the National Social Security Fund in Laghouat of Emotional Intelligence, due to the variables (Age, Number of children, educational level, Career level, Experience, Living)?

8- Are there statistically significant differences among working mothers at the National Social Security Fund in Laghouat of Role Conflict, due to the variables (Age, Number of children, educational level, career level, experience and living)?

### **Hypothesis of the study:**

Based on the statement problem of the study and its previously identified elements, it can be start from the following hypotheses in order to prove or disprove it, which are as follows:

- there is a statistically significant impact of emotional intelligence on role conflict of the working mothers at the National Social Security Fund in Laghouat.

### **Sub-hypotheses:**

1-There is a statistically significant impact of the dimension of self-awareness on role conflict among working mothers at the National Social Security Fund in Laghouat.

2- There is a statistically significant impact of the dimension of social awareness on role conflict among working mothers at the National Social Security Fund in Laghouat.

3-There is a statistically significant impact of the dimension of self-motivation on role conflict among working mothers at the National Social Security Fund in Laghouat.

4-There is a statistically significant impact of the dimension of self-emotion regulation on role conflict among working mothers at the National Social Security Fund in Laghouat.

5- There are statistically significant differences of emotional intelligence among working mothers at the National Social Security Fund in Laghouat. Are due to ( Age, number of children, educational level, hierarchical level, experience and living).

6- There are statistically significant differences of role conflict among working mothers at the National Social Security Fund in Laghouat. Are due to (Age, number of children, educational level, hierarchical level, experience and living).

## Introduction

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### **Importance of the study:**

- Addressing the theoretical aspects of emotional intelligence and identifying its dimensions;
- Helping managers to deal with the fluctuation of performance of working mothers who have a conflict in the role;
- Raising job satisfaction among working mothers;
- Educating people around working mother about her conflicts, especially her husband and children;
- Recognition The emotional intelligence role in work life for working mother;
- Recognition the extent to which working mother is able to confront role conflict.

### **Objectives of the study:**

This study seeks to identify the impact of emotional intelligence on role conflict among working mothers at National Social Security Fund in Laghouat. The study sought to achieve a set of the following objectives:

- Identify the most important problems and obstacles that working mothers face and limit their progress;
- Measurement of emotional intelligence degree among working mothers at National Social Security Fund in Laghouat;
- Learn how the working mother at National Social Security Fund in Laghouat deals with her roles;
- Measurement of role conflict degree among working mothers at National Social Security Fund in Laghouat;
- highlight on the role of each dimension of emotional intelligence among working mothers at National Social Security Fund in Laghouat.

### **Methodology:**

In order to answer the problematic of the study and to test the hypotheses by accepting or rejecting them, and after addressing some of the previous studies that included the study variables; The descriptive approach has been adopted because of its seamless that facilitates understanding the theoretical foundations of the subject, and this is in order to describe the aspects related to the study such as the definitions and basic concepts associated with the independent variable, which is emotional intelligence as well as for the dependent variable, which is the role conflict, all of this is related to the theoretical framework of the study.

As for the Case study, the analytical method was adopted with the aim of identifying the effect between the variables in the impact of emotional intelligence on role conflict among working mothers at National Social Security Fund in Laghouat. where (Structural Equation Modelling) has also been used, and to load the questionnaire data of the study sample the (spss24) software was also used. And this is to analyze and answer the questions and hypotheses of the study.

## Introduction

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### **Boundaries of the study:**

- **Temporal boundaries:** This study was carried out from September to June.
- **Spatial boundaries:** The study is for the National Social Security Fund with the branches in Laghouat.
- **Human boundaries:** This study is limited to working mothers at National Social Security Fund in Laghouat.

### **Limitations of the study:**

- Delay in returning the questionnaires.
- The lack of the questionnaire culture among respondents.
- the difficulty of measurement the phenomenon.

### **Study tools:**

- In the case study: Questionnaire and interview
- Statistical tools: Average, Test of normality, Anova, T-test; Variation Coefficient , Cronbach's Alpha, Coefficient of Determination ( $R^2$ ), Effect Size ( $F^2$ ), Predictive Relevance ( $Q^2$ ), Goodness of Fit (GoF)

### **Structure of the study:**

The research was divided into two theoretical and case study chapters. In the first chapter, the theoretical framework for a study was discussed through the first topic under the title of Emotional Intelligence and Role Conflict (Concepts and bases). Definitions, importance, characteristics, influencing factors and models adopted in measuring the two variables were addressed. As for the second section was for previous studies this is in order to get to know the secrecies of a topic and in order to determine the model used in most studies and to identify the most important things that distinguish our study from the rest of the studies.

As for the second chapter, where the discussion the National Social Security Fund in Laghouat in the Case study, where this chapter is divided into three sections, in the first section, the definition of the institution under study, and in the second section, the methodological and practical aspect was addressed , and in the last section, the results of the Case study and the test of hypotheses, and this is in order to Answer the problematic of the study and test hypotheses statistically.

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# Chapter 1 : Theoretical Aspect

**1. Emotional Intelligence**

**2. Role Conflict**

**3. Previous Studies**

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**Preamble:**

In this section, we address the literature review which is a comprehensive summary of previous researches on the topic of this research. The literature review surveys scholarly articles, books, and other sources pertinent to the topic of the research. where it creates a landscape to the reader, giving him/her a full understanding of the developments in the Case. and the purpose is to transfer to the reader the knowledge and ideas that have been established on the topic. and in this literature review we will address the following axis:

I. Emotional Intelligence & Role Conflict (Concepts and bases).

II. Previous Studies.

**I.1 Emotional Intelligence :****I.1.Preamble:**

Emotional intelligence has been a high-profile construct in modern psychology since its popularization in the early 1990s, capturing the imagination of the academic and educational society, the business sector, and the public alike. (EI) is one of those notions that we find more facile to define than to recognize. Leaders who express their followers' vision, teachers who inspire even the most refractory youngster, and those in the caring professions who alleviate mental pain all possess this skill. We also perceive crass insensitivity, a lack of empathy, temper outbursts, and reckless impulsivity as examples of emotional ignorance.

The apparent visibility of emotional competency also suggests that (EI) may be a quick fix cure for obvious personal relationship problems during the educational process. Higher EI could be the key to overcoming work stress, passing examinations, rebuilding a failed marriage, and overcoming a slew of other problems. Workplace, school, and mental health training (EI).

in this section, the historical and cultural context for the rise of (EI) as a high-profile construct is presented. it will be explained why there has been so much "buzz" about (EI), as well as how it fits into a cultural zeitgeist that is more welcoming and respecting human expression. (pool & qualter, 2018, p. 1).

**I.1.1 Concept of Emotional Intelligence :****Concept of Emotion:**

Emotions are one of three or four types of mental operations that have been identified. Motivation, emotion, intellect, and (less frequently) consciousness are among these categories. Basic motives develop in reaction to internal physical conditions and include impulses like hunger, thirst, and the need for social contact, among the triad of motivation, emotion, and cognition. Motivations are in charge of leading the organism to perform simple actions in order to meet its survival and reproductive needs. Motivations, in their most basic form, have a fairly predictable time course (e.g., thirst rises until quenched) and are often satisfied in a certain way. (Salovey, Brackett, & Mayer, Emotional Intelligence Key Readings on the Mayer and Salovey Model, 2004, p. 83)

**Concept of intelligence:**

Although the distinction between intelligent and less intelligent persons may appear to be obvious, students of intelligence have attempted, with varying degrees of success, to pin down the distinction for many years. They simply haven't come to a complete or even nearly complete agreement on what the distinction is. Scholars have disagreed on what constitutes intelligence and, as a result, what makes a person more or less intelligent.

Fifty-two scholars, only some of whom are experts in intelligence, signed on to a current definition of intelligence:

A broad mental skill that includes the ability to reason, plan, solve problems, think abstractly, understand complicated ideas, learn rapidly, and learn from experience, among other things. It's not just about book learning, a specific academic skill, or test-taking prowess. Rather, it indicates a broader and deeper ability to perceive our environment - the ability to "catch on," "make sense of things," or "figure out" what to do. (Sternberg, 2021, p. 27)

**Concept of Emotional Intelligence:**

(Goleman) 1995 defines emotional intelligence as emotional intelligence: abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; to empathize and to hope». (Goleman, 1995, p. 44). In light of the findings cited above, (Goleman) 1995 posited human competencies like self-awareness, self-discipline, persistence and empathy are of greater consequence than (IQ) in predicting performance. In other words, emotional intelligence is being smart about oneself and about other people. It includes both understanding people and doing something with that understanding (Thomas G. Reed, 2005, p. 15).

(Salovey) & (Mayer) define (EI) as: «Emotional Intelligence as a subset of social intelligence that was defined as «the ability to understand and manage people». (Mayer & Salovey, 1993) This was the very first definition of (EI). The term Emotional Intelligence, however, was not formally defined until articles were published in 1990. The article defined (EI) as 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". (Salovey, Brackett, & Mayer, Emotional Intelligence Key Readings on the Mayer and Salovey Model, 2004) and in 1993 an article defined (EI) as, « 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». (Mayer & Salovey, 1993, p. 433).

(Bar-on) defines emotional and social intelligence as «the ability to manage change and the emotions generated by change, and to adapt and solve problems of a personal and interpersonal nature».

-The ability to recognize and understand emotions and to express feelings non-destructively.

-The ability to manage and control emotions effectively. (Bar-On, Maree, & Elias, 2007, p. XIV).

**I.1.2 History of Emotional Intelligence Concept:**

The term "emotional intelligence" (EI) refers to the emotional factors that underpin human potential and performance. (Thorndike) and (Wechsler) investigated the concept of "social intelligence" in the late 1930s and 1940s, but (Gardner) popularized it in 1983 with his studies on "multiple intelligences." Other psychologists have recently elaborated on the complexities of intra- and inter-personal intelligences. Other theories have coined terms like "practical intelligence" and "successful intelligence," which combine interpersonal and cognitive talents while focusing on outcomes like success and effectiveness. (Thomas G. Reed, 2005)

In 1980, (Bar-On) began research to determine the success and the ability of a person in his life than anyone else. From the results of his research, he found multi-intelligences and non-cognitive factors have contributed to the success of a person in his life. (Yahaya, et al., 2012)

In 1985, (Sternberg) addressed the topic of social intelligence in his book (*Beyond Intelligence*), claiming that it is distinct from academic abilities and that it is a necessary component of effective performance in life. In the same year, (Gardner) underlined in his book that a human's awareness of himself and others, as well as his ability to apply that understanding, is one of the models of personal intelligence and intelligence in other relationships, both of which are significant life skills. In addition, he devised a test to assess emotional intelligence.

The great shift in the concept of emotional intelligence and its appearance to researchers and the public alike in 1990, when (Mayer) and (Salovey) presented their model of emotional intelligence in the book entitled (*Imagination, Knowledge, Personality*). (Salovey & Mayer, 1990, p. 189). Conceptualizing it as "a form 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 action." (Thomas G. Reed, 2005)

In 1995 (Goleman) expanded (Salovey) and (Mayer)'s work to consider how emotional intelligence differed from cognitive intelligence, or (IQ), which has been shown to be a weak predictor of job performance. As evidenced by the Cambridge-Sommerville Youth Study, a longitudinal study of 450 boys growing up in Sommerville, Massachusetts, (IQ). had little relation to how well the boys eventually performed at work or in other areas of their lives. Instead, what seemed to be the most significant predictors of performance and success were more affective abilities such as emotional control and the ability to get along with others.

Further research into (IQ) and performance suggests that emotional intelligence aids in cognitive function improvement. Four-year-olds were asked to stay in a room alone with a marshmallow and wait for a researcher to return in (Mischel's) "marshmallow study" at Stanford University in the 1960s. They were told that if they could hold off on eating the marshmallow until the researcher returned, they could have two. Researchers tracked down the study's participants ten years later and discovered that those who were able to defer gratification in the marshmallow test scored 210 points higher on the SAT than those who couldn't wait. (Thomas G. Reed, 2005, pp. 13-14-15)

### I.1.3 Importance of Emotional Intelligence:

- (Goleman) has emphasized the importance of (EI), arguing that it is a vital social skill that is required for the process of empathy. As a result, EI can be defined as a multifaceted term that encompasses essential competencies such as identifying, processing, and managing emotions, allowing people to cope with life events and improve their personal relationships. (Patterson & Begley, 2011)
- High emotional intelligence increases self-confidence and improves the ability to focus on the aim, as this directly affects the ability to succeed.
- EI has a significant impact on self-actualization. (Bar-On, Maree, & Elias, 2007, p. 8)
- Emotional intelligence develops a person's ability to control his emotions and feelings that lead him to unconscious behaviour or how to develop his positive emotions and employ them for the sake of his success. (شعراني و قميتي، 2021)
- Some researchers suggest that people with lower Emotional Intelligence are more involved in self-destructive behaviors such as tobacco consumption. (Berrocal & Ruiz, 2008)

### I.1.4.Emotional Intelligence Models:

#### I.1.4.1 Goleman's Competency Model:

(Goleman)'s model outlines the four constructs of emotional intelligence. Self-awareness is aware of one's own feelings as they occur. Self-awareness is not an attention that gets carried away by emotions, overreacting and amplifying what is perceived. Rather, it is a neutral mode that maintains self-reflectiveness even amidst turbulent emotions. Self-management involves controlling one's emotions and impulses and thereby adapting to changing circumstances. Social awareness consists of the ability to sense, understand, and react to other's emotions while comprehending social networks Finally, relationship management requires the ability to motivate, influence, and grow others while resolving conflicts. Within each construct of emotional intelligence, (Goleman)'s model includes a set of emotional skills; he believes that emotional competencies are learned capabilities that must be worked on and improved to reach great performance (priyam dhani, tanu sharma, 2016, pp. 193-194).

|            | Self  | Social Relational  |
|------------|---|--|
| Awareness  | <p><b><u>Self-Awareness</u></b><br/>                     Emotional Awareness<br/>                     Accurate Self-Assessment<br/>                     Self-Motivation<br/>                     Self Confidence</p>  | <p><b><u>Social Awareness</u></b><br/>                     Empathy<br/>                     Organizational Awareness<br/>                     Service Orientation</p>  |
| Regulation | <p><b><u>Self-Management</u></b><br/>                     Emotional Self Control<br/>                     Transparency<br/>                     Adaptability<br/>                     Achievement<br/>                     Initiative<br/>                     Optimism</p> | <p><b><u>Relationship Management</u></b><br/>                     Developing Others<br/>                     Inspirational Leadership<br/>                     Influence<br/>                     Change Catalyst<br/>                     Conflict Management<br/>                     Teamwork and Collaboration</p> |

Figure.1: Daniel Goleman’s Emotional Intelligence framework

(Al-Atabi, 2016, p. 4)

**I.1.4.2 Mayer and Salovey Ability-Based Model 1997:**

Reviewing the literature on (EI), one finds that Mayer and Salovey’s mental ability model is the theoretical approach that has generated the largest number of researches published in peer-review journals. The interest of the scientific community for this model is based on several reasons: 1) the solid and justified theoretical base, 2) the novelty of the measurement compared to other approaches, and 3) its systematic evaluation and support by empirical data obtained from basic and applied Cases. Moreover, the critics of the concept consider (Mayer) and (Salovey)’s model a genuine approach to the study of intelligence that could add interesting contributions to the emotional individual differences Case.

Although there was a previous theoretical approach, the most accepted proposal is the one that considers (EI) as a mental ability, specifically: «Emotional intelligence involves 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».

Perception, assimilation, understanding, and emotion control are the four capacities included in the paradigm. Emotional perception, in a nutshell, is the ability to recognize emotions in oneself and others, as well as objects, art, tales, music, and other stimuli. The ability to generate, employ, and feel emotions as needed to transmit feelings or use them in other cognitive processes is known as assimilation of emotions. The ability to interpret emotional information, how emotions blend and vary through time, and the ability to appreciate emotional meanings are all related to emotional comprehension. Finally, emotional regulation is the ability to remain open to feelings while also monitoring and regulating one's own and others' emotions in order to promote understanding and personal growth.

These four branches are hierarchy organized, thus, perceiving emotions is at the most basic level, and managing emotions is at the highest and most complex level in the hierarchy, therefore,

the ability to regulate one's and other's emotions is built on the basis of the competencies of the three other branches.

According to these authors, (EI) represents an intelligence system focused on the processing of emotional information, and, as that, it must be part of other traditional and well established intelligences. In this sense, the methodology for the assessment of (EI) is based on performance or ability measures, in line with the assessment methodology used to measure other intelligences (i.e., math intelligence or logic-spatial intelligence).

Although the authors initially developed self-reported measures for the assessment of the concept, their biggest efforts have been focused on the design and development of ability measures or performance-based measures, culminating in the development of the MSCEIT (Mayer-Salovey-Caruso Emotional Intelligence Test). This instrument provides an indicator of people's emotional performance level in different items that evaluate: the ability to perceive emotions in faces, pictures, and abstracts designs; the ability to assimilate emotions in several thinking and decision making processes; the ability to understand simple and complex emotions, their combinations and the shift of emotions; and finally, the ability to manage and regulate owns and other's emotions. (Berrocal & Extremera, 2006, p. 8)

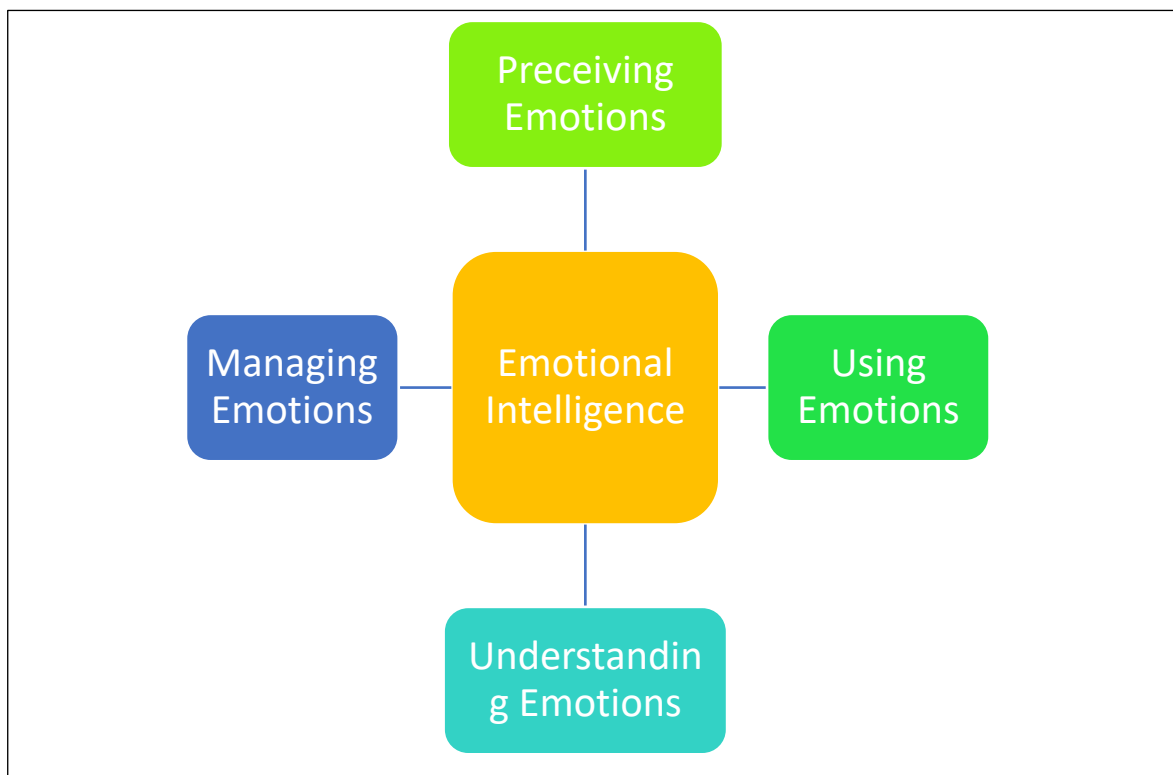


Figure 2: The Mayer and Salovey four-branch model of emotional intelligence abilities  
(Fiori & Maillefer, 2017, p. 26)

#### I.1.4.3 Thorndike's Model:

As early as 1920, (Thorndike) proposed a model of intelligence which included not only traditional intellectual factors, but also what he called social intelligence ... (Thorndike)'s definition of social intelligence has a cognitive and behavioural element and implies the following.

First, the ability to understand and manage people is an intellectual capacity. Second, the capacity is different from the abstract–verbal and concrete–mechanical aspects of intelligence.

In essence, (Thorndike) defined social intelligence as the ability to perceive one’s own and others’ internal states, motives, and behaviours and to act toward them optimally based on that information. (Landy, 2005)

#### **I.1.4.4 Baron’s (EI) Model:**

He developed the (BarOn) (EQi), a scientifically designed and validated measure of emotional intelligence, after 17 years of research. There are five major components in this inventory, each with 15 subscales. Intrapersonal Component, Interpersonal Component, Stress Management, Adaptability, and General Mood are the five composite scales. The following is a brief description of these scales:

**1. Intrapersonal Component:** The intrapersonal component of emotional intelligence emphasizes self awareness and self-expression. It includes following five subscales:

- Emotional Self Awareness involves the awareness and understanding of one’s own emotions.
- Self Regard involves the understanding, acceptance and respect of the self.
- Self-Actualization refers to the ability to strive for personal goals and actualize one’s potentials.
- Assertiveness is the ability to effectively express and defend one’s beliefs and thoughts.
- Independence is the ability of being self-directed and self-controlled.

**2. Interpersonal Component** The interpersonal component of emotional intelligence model is concerned with social awareness and interpersonal interactions. It includes following subscales:

- Empathy is the ability to be aware of and understand how others feel.
- Social Responsibility is the ability of being a cooperative, constructive and responsible member of the society.
- Interpersonal Relationships refer to the ability to establish pleasant relationships and healthy interaction with others.

**3. Stress Management** This component of EI involves managing and regulating emotions and includes two sub-scales:

- Stress Tolerance is the ability to withstand the difficult conditions and unpleasant events by constructively managing emotions.
- Impulse Control is the ability to resist or delay a desire, a drive or a temptation by controlling one’s emotions. (Nasir & Masrur, 2010, p. 39)

**4. Adaptability** (change management) which includes reality-testing, flexibility and problem-solving.

5. **General Mood** (self-motivation) consisting of, optimism and happiness (Razzaq, Zadeh , & Aftab , 2016)

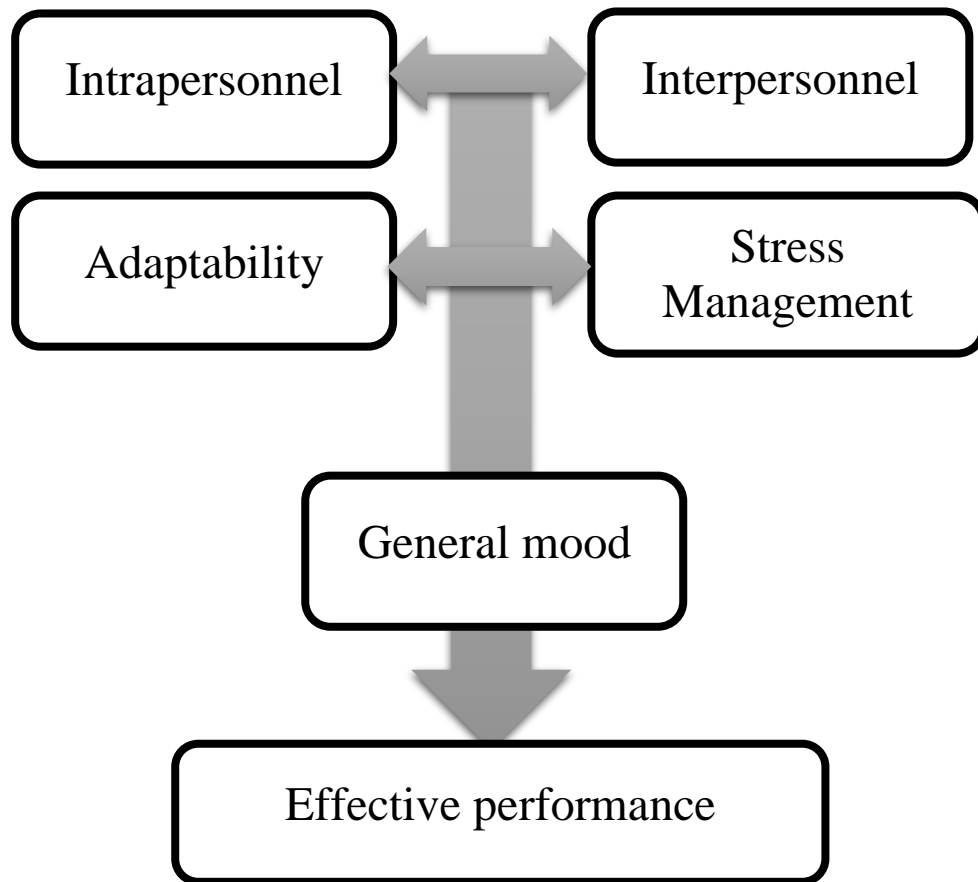
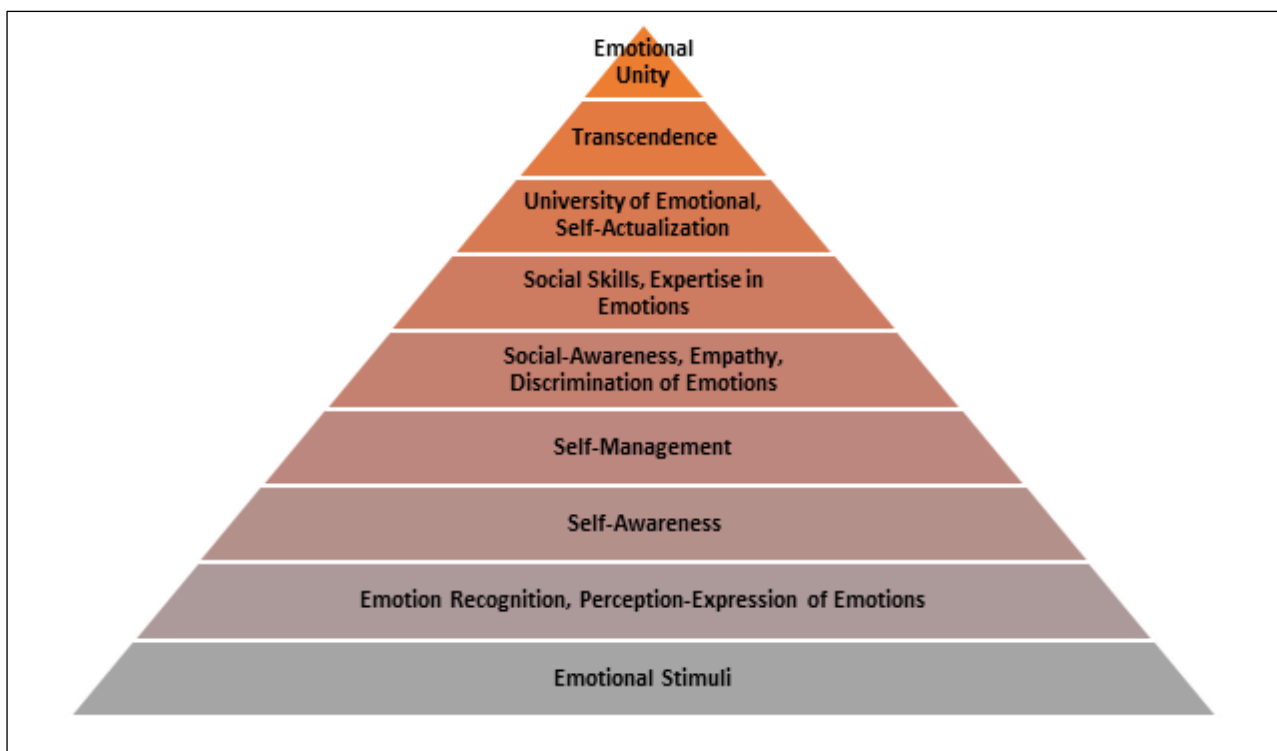


Figure 3 : Baron model of emotional intelligence  
(Zoromba, 2018, p. 19)

**I.1.4.5 Nine Layer Pyramid Model Questionnaire of Emotional Intelligence:**

The pyramid of Emotional Intelligence was comprehensively presented by (Drigas) & (Papoutsis) 2018 as an attempt to establish a new layer model based on emotional, cognitive, and metacognitive skills.

The concept was inspired by earlier significant theories of emotional intelligence. A distinct classification has been constructed for the paradigm of emotional intelligence. Each level specifies the skills that an individual must possess in order to achieve that degree of emotional intelligence and progress to the next higher level. It is a way for assisting persons in their continued development and evolution. ( Drigas & Papoutsis, Nine Layer Pyramid Model Questionnaire for Emotional Intelligence, 2021).



**Figure. 4 :** The emotional intelligence pyramid (9-layer model)

*(Drigas & Papoutsis, 2021)*

In summary, the nine stages of the pyramid of emotional intelligence are the following:

1. **Emotional stimuli:** The emotional stimuli are the foundation of the pyramid, where people can accurately classify each emotional stimulus in order to quickly analyse the emotional situation, cause emotional changes, and connect to conscious awareness, even at an early stage.
2. **Emotion Recognition, Perception-Expression of Emotions:** The expression of emotions is a daily and desirable condition for our own emotional state, but also for the emotional state of

others. Furthermore, the ability to perceive and recognize emotions, verbally or not verbally, is critical, with research showing that vital information can be inferred from facial expressions

3. **Self-Awareness:** The third level of the model of (EI), the self-awareness one, is a holistic approach to ourselves for better development at all levels, social, professional, interpersonal, and intrapersonal. It is a psychological state in which oneself becomes the focus of attention.
4. **Self-Management:** When it comes to self-management, the more you learn to control and manage your emotions, the more you'll be able to explain them in a productive way. Emotional self-management is defined by (Mischel et al.) in 2014 as an intrapsychic process aimed at inhibiting impulsive emotional reactions in order to attain future goals.
5. **Social-Awareness, Empathy, Discrimination of Emotions:** Social awareness refers to the awareness of others' emotions, needs, and concerns. Moreover, with empathy, one can understand the feelings and thoughts of others taking their perspective. Discrimination of emotions is also an ability to discriminate with accuracy and in detail between different emotions, to label them appropriately, to select among various emotionally charged situations for better choices and decisions ( Drigas & Papoutsis, Nine Layer Pyramid Model Questionnaire for Emotional Intelligence, 2021)
6. **Social Skills, Expertise in Emotions:** Work together with others to communicate and collaborate. Interactions that are beneficial to both parties Express yourself and your feelings. Encourage others to participate in the discussion. Pay attention to what others are saying and how they are speaking, as well as their emotional experiences. Laughter restores equilibrium to your neurological system, reducing stress, calming you down, sharpening your mind, and increasing empathy. Listen to what others have to say in social situations. To solve problems more effectively, manage emotional situations by regulating your own and others' emotions.
7. **Self-actualization:** To become a fully functioning person be open to experiences and try to learn new things. Engage yourself in activities that give a sense of contribution, acceptance, and self-valuing. Step out of your comfort zone. Accept yourself and be present with all your senses. Learn from mistakes and have self-confidence. Setting a goal for yourself (short-term and/or long term), try to do your best and check your progress. Positive and realistic attitude towards life and step back from negative thoughts which work as cognitive distortions. Reflective technology to assist in developing user's self-actualization. Cultivate positive emotions to promote resilience. Appreciation and enhancement of positive experiences, emotions and aspects of life. Awareness of what things improve or worsen your mood and behaviour. Have self-respect, and respect others too.
8. **Transcendence:** Become selfless or egoless and oriented to caring for and helping others. Do some activities that promote altruism and creativity. Rising moral concerns. Practice excellence in everything you do. Adjusting well to your present life situation and have positive

thinking. Sharing your wisdom or experience. Pray, and choose any activity that helps in the search for connectedness within self and with others. Be openness to change and accept responsibility. Visualization, life review, structured reminiscence, and journaling are strategies for develop the layer of transcendence.

9. **Emotional Unity:** Take a walk in the woods and notice how close you are to nature. Be fully aware of your internal and external experiences by remaining present at all times. Find out what your genuine life values are. Learn how to connect with your body mindfully. Be a lifelong student. Make conscious and solid connections. Keep an eye on your social interactions and personal activities and try to figure out what they really represent. Caring (for oneself, others, and the earth) and experiencing emotional togetherness. (Drigas & Papoutsis, 2021, p. 67)

### **I.1.5. Dimensions of Emotional Intelligence:**

(Goleman) has cited five dimensions of (EI), which have been summarized in the followings:

- Self-awareness: Self-awareness occurs when the individual knows what he is feeling in the moment, and using those preferences to guide decision making, having a realistic assessment of his own abilities and a well-grounded sense of self-confidence;
- Self-regulation: This involves handling our emotions so that they facilitate rather than interfere with the task at hand; having conscientious and delaying gratification, to pursue goals; recovering well from emotional distress.
- Motivation: This dimension of emotional intelligence involves using available deepest preferences to move and guide the individual toward desired goals, to help in taking initiative and striving. To improve, and to persevere in the face of setbacks and frustration;
- Empathy: This is related to sensing what other people are feeling, being able to take their perspective, and cultivating report and attunement with a broad diversity of people;
- Relationship management: Relationship management manifests in handling emotions in relationships well and accurately reading social situations and networks, interacting smoothly; using these skills to persuade and lead, negotiate and settle disputes, for cooperation and teamwork. (Ugoani, Amu, & Kalu, 2015).

According to (Mayer) and (Salovey) 1997, they conceptualized (EI) in four dimensions:

- (1) appraisal of emotion in self;
- (2) appraisal and recognition of emotion in others;
- (3) regulation of emotion in self;
- (4) use of emotion to facilitate performance;

Self-emotion appraisal reflects the ability to accurately perceive and appraise one's own deep emotions and to express these emotions naturally. Appraisal of others' emotions is the ability to accurately perceive and understand the internal and external emotions of others. Regulation of emotion involves managing, controlling, or altering emotions in specific directions to facilitate pleasant feelings, to enhance positive affective states during psychological distress. Use of emotion reflects the ability to make use of emotion for constructive activities and for personal performance.

Research has shown that (EI) can influence how people control their emotions and handle frustration. Emotionally intelligent people are sensitive and empathetic to the feeling and emotion of others. There is evidence to indicate that (EI) is associated with health status and health behaviour. A direct link has been demonstrated between (EI) and both physical and psychological health. Individuals who can regulate their emotional states are healthier and (EI) appears to be potentially useful in reducing stress. We therefore hypothesize that low (EI) could also play a mediating role in the development of psychological distress and compulsive behaviours related to Internet. (Far, Samarein, Yekleh, Tahmasebi, & Yaryari, 2014).

According to (Bar-On) 2005 the components are the followings:

- (a) the ability to recognize, understand, and express emotions and feelings;
- (b) the ability to understand how others feel and relate with them;
- (c) the ability to manage and control emotion;
- (d) the ability to manage change, adapt, and solve problems of a personal and interpersonal nature and the ability to generate positive effects and be self-motivated. ( Deniz, 2013)

### **I.1.6 Emotional Intelligence in Workplace:**

Since we are in the new millennium, new ideas about measuring management potential in emotional intelligence skills are emerging. These new ideas do not solely rely on (IQ) and technical abilities alone. People can become more effective participants through social interaction. The workplace is one of the environments in which people learn about behaviour and emotions which take on a greater significance in organizational life. In a study of emotional intelligence and interpersonal relations, (Schutte's et al). 2001 conducted seven studies to test (Gardner)'s theory of multiple intelligences, (Averill) and (Nunley)'s emotional creativity theory and Saami's theory of emotional competence. Results from (Schutte's et al) in 2001 research showed that people with higher emotional intelligence have:

- Higher empathetic perspective taking and self-monitoring in social situations;
- Higher social skills;
- Higher cooperation toward partners;
- Higher levels of affection in relationships;
- Higher marital satisfaction;
- Higher satisfaction in relationships (Abas, 2010).

Emotional intelligence influences organizational effectiveness in a number of areas:

- Employee recruitment and retention;
- Development of talent;
- Teamwork;
- Employee commitment, morale, and health;
- Innovation;
- Productivity;
- Efficiency;
- Sales;
- Revenues;

- Quality of service;
- Customer loyalty;
- Client or student outcomes (Cherniss & Goleman, 2001).

### **I.1.7 Nature of Emotional Intelligence in Workplace:**

To understand the nature of EI in organization, we explore in which domains it's used in organization.

#### **➤ Organizational Culture**

Organizational culture plays a significant role in emotional intelligence. The process of emotional intelligence for developing takes time, attempt, motivation, sustain, and the process of emotional intelligence requires repeated practice over a long period of time.

If an organization wants to emphasis emotional intelligence as part of the organizational culture development process, it needs to have a high degree of organizational culture that fosters social and emotional learning, according to (Trabun) 2002. Emotional intelligence in managers, according to Goleman, (Boyatzis), and (McKee) 2002, has a substantial impact on culture, particularly organizational culture. As a result, culture has an impact on emotional intelligence development. Emotionally savvy managers can effectively develop a clan-like organizational culture.

This management style impresses upon employee members organizational values such as supportive relationships and interactive communication (Jorfi, 2011).

Additionally, (Goleman et al). 2002 illustrate the impact of emotions on organizational climate, culture and performance. To understand the influence of emotions at work is to recognize the power of emotional energy to mobilize conflict or determine a sense of organizational belonging (Brooks & Nafukho, 2006).

#### **➤ Leadership**

leadership in the twenty-first century requires new skills that include those associated with emotional intelligence. Where past leaders were generally revered for having hard, strong personal qualities, (Hawley)1996 suggests that future leaders "will be those who can demonstrate a greater empathy and concern for people issues and those who do not rely on position or rank for their status". (Brooks & Nafukho, 2006)

Leadership is a social interaction process in which a leader's capacity to influence the behavior of his or her followers has a significant impact on performance outcomes. Leadership is fundamentally an emotional process in which leaders recognize their followers' emotional states, aim to elicit feelings from them, and then endeavor to regulate those emotions. (Pescosolido) 2002 claims that by fostering shared emotional experiences, leaders can boost group unity and morale. Leaders' ability to influence the emotional climate has a significant impact on performance. (Kerr, Garvin, Heaton, & Boyle, 2006)

**➤ Teamwork**

The concept of emotional intelligence and its impact on teamwork is relatively new. (Druskat) and (Wolff) in 2001 define emotional intelligence in groups as «A team atmosphere in which the norms build emotional capacity (the ability to respond constructively in emotionally uncomfortable situations) and influence emotions in constructive ways». (Gujral & Ahuja, 2011, p. 180).

(Salovey) and (Mayer) in 1990 initially conceived the concept and coined the term emotional intelligence, which was derived from (Gardener)'s 1993 theory of multiple intelligences. (Gardener) in 1983 defined emotional intelligence as the level of one's ability to understand other people, what motivates them and how to work cooperatively with them. The major characteristics believed to be part of emotional intelligence include.

self-awareness- ability to understand and interpret one's feelings through internal reflection, self-regulation- ability to use emotions to facilitate the progress of the task or the project, being able to regulate emotions especially during conflict, pressure and deadlines, facilitates the smooth progress of the project and promote positive working relationship, motivation- successful teamwork requires intrinsic motivation persistent and vision, being able to motivate fellow team members into contributing their best, empathy ability to understand and interpret colleagues feelings and been able to identify with their feelings through understanding their perspective and cultivating rapport with people from different work of life, social skill- it is essential for the development of positive, effective relationships with colleagues and the ability to interact with team members to deter conflict. (B , 2012, p. 152).

**➤ Performance**

Emotional intelligence, according to (Bagshaw) 2000, is the ability to successfully harness emotions; as a result, it plays a vital influence in economic success. According to (Cherniss) 2000, a person's ability to notice, identify, and manage emotions is the foundation for the social and emotional competences required for success in practically every work. It means that emotional intelligence competencies play a significant role in job performance. (Chaudhry\* & Usman, 2011, p. 3557).

**➤ Adaptability**

Change is no longer the exception, but the rule in today's dynamic workforce. Adaptability refers to the ability to adapt to changing circumstances or overcome hurdles. When the demands of the job tug them in many different ways at the same time, adaptors manage to stay flexible and productive. Employees with high adaptability make good decisions in the face of unforeseen developments. Many of them, in fact, thrive on change.

Adaptable managers often are excellent mentors for new employees because they can easily accommodate the schedule changes necessary to guide or help orient another into a new position. The adaptive employee understands the work and finds creative ways to get the job done with little cost to the bottom line. When a new process or procedure is implemented, the adaptable employees are great at encouraging at others. Employees who can adapt quickly find opportunities to improve service and will have a better chance at survival. (Kannaiah & Shanthi, 2015, p. 150).

**➤ Negotiation**

(Fisher) and (Shapiro) demonstrate how positive emotions can enhance the negotiation process, pointing out that emotions play a role in all negotiation, awareness of emotions provides with understanding of person's needs and interests through emotions we communicate the other important information about ourselves, our position, how we want to be treated. Thus, emotions are always present, and always hard to handle. Frankly whether in negotiation or mediation, emotion is a defining characteristic. Eliminate the emotional aspects of negotiation and we are left with nothing more than a dry transaction. Some may see emotions as a hindrance to the achievement of positive outcomes in negotiation.

The fact is that emotions can be used to create a positive climate leading to enhanced outcomes. These emotions, such as happiness, joy, and acceptance, enhance decision making, stimulate creative problem solving, increase joint gains, and reduce the use of contentious tactics. Negative emotions such as anger, fear and disgust can foster win-lose bargaining, promote the rejection of offers, present fewer opportunities for joint gains and decrease the desire to work together. (Kelly & Kaminskienė, 2016, p. 3)

## I.2 Role Conflict

### ➤ The Concept of Role:

Role is defined as «The position or purpose that someone or something has in a situation, organization, society, or relationship» (Cambridge Dictionary, 2022) and as «A socially expected behaviour pattern usually determined by an individual's status in a particular society» (Merriam Webster, 2022). Also role is defined as «A function or part performed especially in a particular operation or process (Merriam Webster, 2022). Other definition of role in which is defined as «The task or duty entrusted to a person in a specific place.» (الجبوري، 2019، صفحة 12) as well as it's defined as «A role is the set of behaviours that others expect of individuals in a certain context» (Floyd & Lane, 2000, p. 157).

### ➤ The Concept of Conflict:

Conflict have many definition in which is defined as «A mental struggle resulting from incompatible or opposing needs, drives, wishes, or external or internal demands» and «The competitive or opposing action of incompatibles: antagonistic state or action (as of divergent ideas, interests, or persons)» (Merriam Webster, 2022)

Also conflict was defined by many authors in which (Hocker) & (Wilmot) 1978 defined Conflict as «An expressed struggle between at least two interdependent parties who perceive incompatible goals, scarce resources, and interference from others in achieving their goals. ». According to (Toomey) 1985 Conflict conceptually defined as «A form of intense interpersonal and/or intrapersonal dissonance (tension or antagonism) between two or more interdependent parties based on incompatible goals, needs, desires, values, beliefs/or attitudes». as well as (Putnam) & (Poole) 1987 defined Conflict as «The interaction of interdependent people who perceive opposition of goals, aims, and values, and who see the other party as potentially interfering with the realization of these goals» (Oetzel & Toomey, 2006, p. 6)

### I.2.1 The Concept of Role Conflict:

(Pandey) and (Kumar) in 1997 have proposed Role Conflict to have an objective or environmental component and a subjective, experienced, or psychological component. in where they have divided it into two concepts: objective and subjective role conflict.

The objective (RC) is an actual and verifiable condition in the environment of the focal person, while subjective role conflict is the conflict experienced by the focal person as an internal psychological state. (Pandey & Kumar, 1997, p. 189)

(Kahn et al) in 1964 define role conflict as «The simultaneous occurrence of two or more sets of pressures such that compliance with one would make more difficult compliance with the other». (Kahn, Wolfe, Quinn, Snoek, & Rosenthal, 1964, p. 19)

**I.2.2 Approaches interpreted of Conflict:**

Over the years three distinct views have evolved about conflict in projects and organizations.

**I.2.2.1 The traditional view:**

The dominant view from the early nineteenth century to the mid-1940s believes that conflict is bad, always has a negative influence, and leads to performance losses as conflict levels rise. As a result, conflict must be avoided at all costs. Conflict is related with concepts like violence, devastation, and irrationality in this perspective. In the traditional perspective, the correct way to deal with conflict is to limit, suppress, or eradicate it. ( Verma, 1998)

**I.2.2.2 The Contemporary View:**

It's also named by human relations, and it had emerged in the period between the end of 40's to the 70's of the last century, this view interpreted conflict as an innate natural phenomenon Cannot be denied or avoided it is a natural consequence of the change, and it also has positive effects, as well as negative effects, and that depends on the nature of dealing with conflict, those who hold this view believe that performance may rise with the increase of conflict, according to certain limits and thresholds, otherwise it will turn into the opposite, as for how to deal with conflict. This approach recognizes the conflict and recommend for dealing with it with guidance rather than deny it or try to abolish it. (حمدي، 2019، صفحة 4)

**I.2.2.3 The Interactionist View:**

Conflict, in this view, is not only a good factor, but also a needed for an individual to accomplish work efficiently. In order to increase individual productivity or adopt novel methods, resolving conflicts requires challenging standard processes and procedures. (Robbins, et al, 2003). Conflict is important for effective performance, however not all conflicts are beneficial. Several types of conflict have been identified by this school of thought:

- Task conflict, which is related to the work's substance and objectives;
- Interpersonal conflict, which is concerned with interpersonal interactions;
- process conflict, which refers to how the task is accomplished. (Omisore & Abiodun, 2014, p. 122);

-Organizations may benefit from role conflict. (RC) can lead to creativity as employees solve differences. (Schulz, 2013, p. 468).

**I.2.3 Role Conflict Theories**

In this part, there are some theories that explain role conflict from their point of view mention of them:

**I.2.3.1. The social Identity Theory:**

It was conducted by (Tajfel) and his colleagues in the early 1970s. People can invest in numerous roles and achieve work-family balance, according to this notion, by separating

discordant identities in their various roles or applying consistent personal values through identities. This conflict can be overcome by prioritizing these distinct identities according to their importance to the individual. For example, because roles with higher salience are more essential to a person's self-image, they receive a higher level of time investment by the individual, effort and identity are maintained in a condition of equilibrium, and conflict is avoided.

According to the enrichment argument, having a larger number of role obligations improves persons rather than exhausting them. Income, job autonomy, and social support from coworkers and/or supervisors are all resources drawn from one's work role that can positively influence one's experiences and well-being in the home domain. Similarly, people's home and family life can help them improve the quality of their work lives by providing a variety of helpful resources. (Ahmad, 2008, p. 58).

### **I.2.3.2 The Cognitive Dissonance Theory:**

It was introduced by (Festinger) at the beginning of the 1950s the theory's foundation is based on the idea that the human organism seeks for internal harmony, consistency, or congruity among his beliefs, attitudes, knowledge, and values. When two cognitive aspects are considered separately, the reverse of one element follows from the other, they are in a discordant relationship. And cognitive dissonance is a type of role conflict that happens when there are contradictory role demands in the same setting, and especially for the same person. (Braga, 1972, p. 71).

### **I.2.3.3 Fear of Success Theory:**

(FOS) was first proposed by (Homer) in 1968 as a result of gender role stereotyping. She claimed that while rivalry and striving for success are desirable and attractive qualities for a man, they are unattractive qualities for a woman. A woman who has been taught to accept such stereotypes may face difficulty as a result of achievement-stimulus strivings, because she may believe that success will mean losing her femininity.

Even a woman who does not support gender role assumptions of this form may face conflict as a result of her true perception that others consider successful women as unfeminine or menacing, leading her to avoid interacting with successful women. This theoretical paradigm predicts that (FOS) should be higher among women than among males, and that (FOS) may negatively impact women's occupational success and satisfaction. (FOS) is more effectively conceived as reflecting conflict between accomplishment strivings and expectations of negative interpersonal reactions to culturally deviant gender conduct, according to (Pfoister) and (Fiore) 1990. (Buchalter, 1997, p. 848).

### **I.2.3.4 Role Theory:**

(Kahn), (Wolfe), (Quinn), (Snoek), and (Rosenthal) 1964 used the role theory framework to explain the idea of role conflict. They suggested that the expectation of behavior that others have for an individual is the most important determinant of that individual's behavior. According to the role theory, the expectations surrounding each of these various roles that a person plays can lead to inter-role conflict when there is a pressure to dominate the focal person's time in order to meet

all of the expectations of her work and family roles, as each role requires time, energy, and commitment. With the usage of this framework (Kahn et al). Work-family conflict, as defined in 1964, as a type of inter-role conflict in which role expectations from the work and family domains are mutually incompatible. Reveals such incompatibility, the fact that involvement in the job role is made more difficult by engagement in the family role, and vice versa. (Ahmad, 2008, p. 57).

**I.2.4 Types of Role Conflict:** Role conflict is divided into several types, which are as follows:

#### **I.2.4.1 Intra-sender Conflict**

When a role sender requires a role receiver (the focal person) to perform contradictory or inconsistent roles, this type of conflict arises. A role sender, for example, may ask the role receiver to do something that cannot be done without breaking a rule, yet the role sender nonetheless tries to enforce the rule.

#### **I.2.4.2 Inter-sender Conflict**

If one role sender's role behavior is incompatible with another role sender's role behavior, a role receiver will encounter this form of conflict. A foreman, for example, who takes instructions from a general foreman that may be incompatible with the needs and expectations of the workers under the former, is prone to role conflict. (Rahim, 2001, p. 99).

#### **I.2.4.4 Intra-role Conflict**

Occurs when an individual receives contradictory information about others in a particular role, for instance the manager receives contradictory reports about a particular individual regarding his promotion. At times he receives positive reports about him, sometimes negative, or about his role as a manager of the organization regarding the decision to expand the capital of the organization, he sometimes receives information supporting the decision. & Sometimes contradicting him, here the conflict occurs within his role as a manager who makes decisions. (حمدي، 2019)

#### **I.2.4.5 Inter-role Conflict**

The extent to which demands inside one function are incompatible with pressures that develop within another role has been defined as inter-role conflict when the duties and obligations of two roles compete for the role occupant's limited resources, a conflict may arise. Inter-role conflict can also arise when one or more roles have particularly stressful experiences. (Stephens, Townsend, Martire, & Druley, 2001, p. 24).

It was also described as disagreement between two or more roles played by one individual at the same time. (Daresh, 2002, p. 128).

Participation in numerous roles creates opposing demands in the event of inter-role conflict Pressures that overlap many roles can be incompatible from at least 2 directions. Foremost, it's feasible that diverse roles will compete for a person's limited time resources. Second, strains connected with one or more jobs may cause role pressure incompatibility. for instance, women who are under a lot of stress at work, may find it difficult to be attentive housewives or

parents at home. As a result, conflict between one role and another may arise as a result of stress within that role. (Kopelman, Greenhus, & Connolly, 1983).

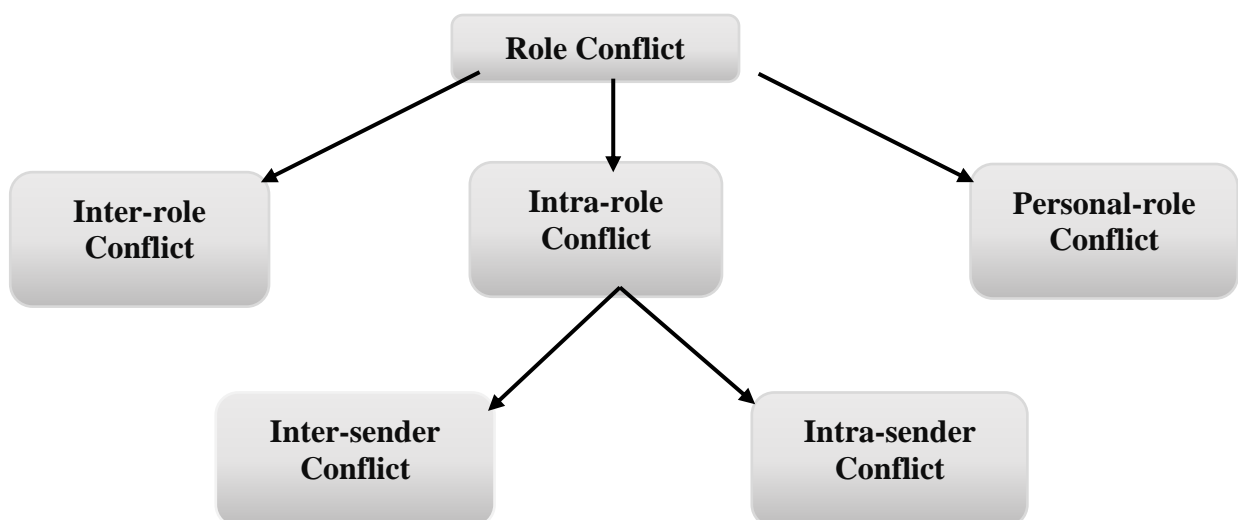
#### I.2.4.6 Personal Role Conflict:

This conflict occurs if the individual's values run against his job role and requirements and this type of conflict has a widespread in light of the diversity of individual values. For instance an employee's role in charge on studies in usury bank runs against his values, the role does not necessarily conflict with values, but also with its traditions and culture, where the individual tends either to abandon his role and ask to change it, or to concede on some values to preserve the role while not waste the privileges associated with it. (حمدي، 2019، صفحة 14).

#### I.2.4.7 Intra-personal Conflict:

Intrapersonal conflict is a type of conflict that occurs within a person. When the role that a person act and the role that the organization expects her to play are incompatible. (Rahim, 2010, p. 208) It entails an internal effort to reconcile conflicting principles or desires. The numerous areas of responsibility linked with the management role might cause intrapersonal conflict for managers. Thus managers' responsibilities to the organization, their subordinates, their customers, the profession, and themselves may occasionally overlap. (Marquis & Huston, 2009, p. 490) intrapersonal conflict can results Job discontent, tension, absenteeism, and organizational withdrawal. (Rahim, 2010).

-According to another source types of Role Conflict have been abbreviated in this figure



**Figure.5.** Types of Role Conflict

(Meynhardt & Metelmann, 2009, p. 295)

#### I.2.5 Sources of Role Conflict:

Role conflict may occurs as a results of different reasons, among them:

**I.2.5.1 Organizational Sources:**

- According to (Fisher) and (Gitelson), participatory decision making was adversely connected to role conflict, while boundary spanning was positively related to it. (Beehr, 2014, p. 78);
- Dual supervision, whereby an individual receives information about a task from different supervisors and each one of them expects the individual to perform the work in specific method, which leads to pressure. (إسماعيل، 2004، الصفحات 67-68).

**I.2.5.2 Personal Sources:**

- When the demands of work and non-work roles are incompatible. For example, if a working woman is required to work long hours, this may interfere with family requirements or requests for time together. (Borkowski, 2011, p. 289);
- When an individual's values run against his job role and requirements (حمدي، 2019);
- A woman's ambition to achieve her goals and prove herself (الجوير، 1995، صفحة 25).

**I.2.5.3 Functional sources:**

- Role ambiguity refers to a lack of clarity or knowledge about what is expected of a person's work performance. Perceptual disparities about an issue or process are frequently the source of misunderstanding. Uncertainty about one's role can lead to stress reactions including anger, animosity, and retreat. (Borkowski, 2011, p. 290);
- Role overload is another source of (RC), which occurs when people strive to execute numerous responsibilities at the same time, often resulting in burden, tiredness, stress, or anxiety. The interplay of work and family duties frequently results in conflict, overburden, and strain. (Creary & Gordon, 2016, p. 1).

**I.2.5.4 Economic Sources:**

- Women's economic independence refers to their desire to be able to support themselves and their children on a reasonable basis, mostly from their own earnings. (Bose & Spitze, 1987, p. 251);
- Wages and salaries: where wages are an important means of satisfying the material and social needs of individuals. And low wage makes the individuals work two jobs. (العنزي، 2019، صفحة 90).

**I.2.6 Consequences of Role Conflict:**

Role conflict has effects that influence on the individual and the environment around, and these effects may be negative or positive, we mention among them:

**-Negative consequences:****I.2.6.1 To the organization:**

- An employee's lack of faith in the organization;
- A lack of job participation and organization;
- Low organizational commitment;

- Inability to have an impact on decision-making (Rahim, *Managing Conflict in Organizations*, 2010, p. 73);
- Iverson (1996) discovered that role conflict has both immediate and negative consequences on organizational change acceptance. (Yousef, 2000, p. 292).

**I.2.6.2 To the job:**

- As role ambiguity is one of the reasons of role conflict Role ambiguity is linked to self-efficacy, according to Bray (1998) and (Eys) and (Carron) 2001. Role ambiguity is negatively associated to employee self-efficacy, according to (Hartline) and (Ferrell) 1996 and (Chebat) and (Kollias) 2000. (Tang & Chang, 2010, p. 871);
- Kahn et al. (1964) discovered that excessive role conflict has emotional consequences, such as low job satisfaction. (Wolverton, Wolverton, & Gmelch, 1999, p. 82);
- In a structural equations framework, (Netemeyer), (Johnston), and (Burton) 1990 found that role conflict can influence intent to leave a job indirectly through other factors such as job satisfaction and organizational commitment. (Rahim, *Managing Conflict in Organizations*, 2010, p. 73);
- (RC) will have a substantial impact on an employee's productivity and efficiency, resulting in errors and incidents;
- Lower work productivity. (Colligan & Higgins, 2005, p. 94);
- Job insecurity can be a source of anxiety. (Faisal, Noor, & Khair, 2019, p. 48);
- High Workplace tension. (Geffner & Braverman, 2004, p. 98).

**I.2.6.3 To working mother:**

- In recent studies, role conflict has been linked to increased levels of emotional tiredness;
- (RC) is thought to be to blame for an increase in the number of negative occurrences and feelings at work. Increased odds of showing employees' unusual and morally wrong behavior, which produces feelings of wrath, irritation, and anxiety and fear, according to reports of high degrees of role conflict. (Belias, Koustelios, Sdrolias, & Aspridis, 2015, p. 326);
- Job stress was defined by (Paais) in 2018 as emotional pressure faced by individuals who are subjected to significant demands within businesses. Working women, for example, who are stressed at work, get uneasy and suffer from chronic anxiety. (Dizer, 2019, p. 5);
- Burnout that includes;
- Feelings of exhaustion and a loss of sensation, which can lead to problems at work, with family, and in public interactions;
- Reduced personal accomplishment, repetitive attempts that fail to yield results, resulting in feelings of inefficacy and motivation. (Jawahar, Kisamore, Stone, & Rahn, 2012, p. 245).

**-Positive consequences:**

While most people think of role conflicts as having bad results, some academics believe that they can have good outcomes, such as:

- New energy are being mobilized;

- An increase in individual inventiveness or a more positive self-perception;
- Some scholars believe that conflict is an essential element of the socialization process, and that in order to perform at a high level, individuals require periods of harmony and conflict. (Mohr & Puck, 2007, p. 28).

**I.2.7 Model of Role conflict:**

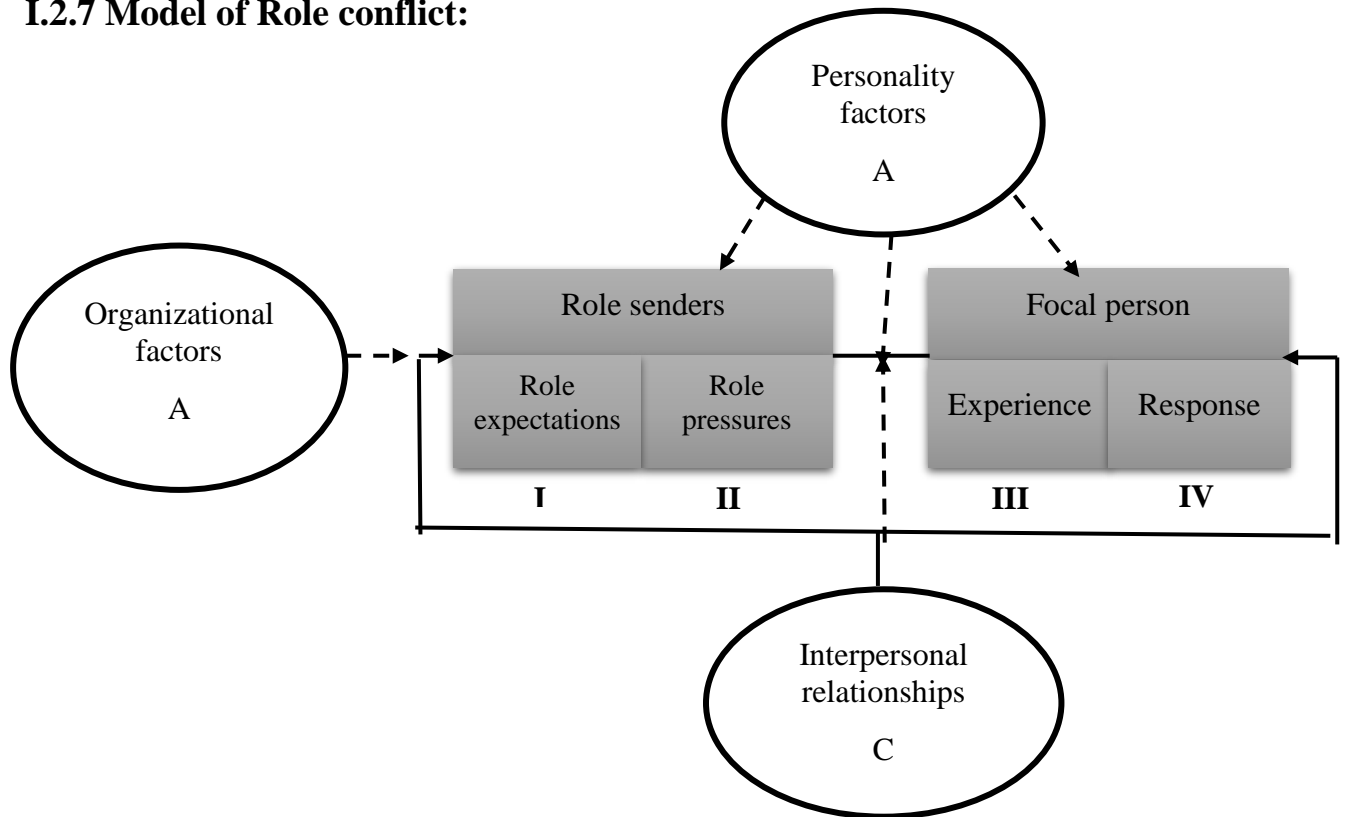


Figure 6: Model of Role Conflict (Rahim, 2001, p. 100)

This figure portrays a slightly modified version of (Kahn et al). model of role conflict. The

model can be used to present the notion of role circle and the factors that are involved in adjustment to role conflict.

Role conflict is depicted in the model as a series of events or a role circle. The figure has two boxes labelled "Role senders" and "focal person." To reinforce or change the person's conduct, the role senders transmit their expectations or influence to him or her. The left-hand box depicts the role senders' expectations (Section I) and how they are communicated (Section II). The focal person's perception of these messages (Section III) and response to the influence effort are depicted in the box on the right (Section IV).

The episode starts with a role sender's expectations, or the perceptions and evaluations of the focal person's role conduct, as is shown in the figure. The sender then moves on to the next phase (sent role), which is transmitted to the focal person in the form of role pressure. The communication flow from the role sender(s) to the focal person is shown by the direction of the arrow between transmitted and received roles.

The sent role is received by the focal person, who then starts the interpretation process. If the sent role differs from the expected role by the focal person, role conflict arises at this stage. The second process is role behaviour, which is the focal person's response, which can be either compliance or noncompliance with the sent role. The feedback mechanism via which the role sender recognizes how much of the focal person's reaction is consistent with the sent role is indicated by the loop connecting the focal person and role sender. This turns into an input to the process through which the role sender marks the start of a new circle of role sendings.

Organizational factors (A) may affect an episode, as indicated by the direction of arrows in the broken lines linking the three circles and the circle. Personality factors (B) of the role senders and focal person, as well as inter-personal relations (C) between them, can both affect and be affected by a circle. (Rahim, 2001, p. 101)

### **I.2.8 Dimensions of Role Conflict**

Three Major dimensions for Role Conflict (Time-based Conflict, Strain-based Conflict, Behavioral-based Conflict).

#### **I.2.8.1 Time-based Conflict:**

Time-based conflict occurs when time Has been given to one domain (For example work) is spent on another domain, as might be expected, time-based conflict is related to a variety of work-related characteristics. For example, the number of hours spent working and/or commuting per week, irregular and inflexible work schedules, and the amount of time spent working overtime have all been associated with time-based conflict. Consequently, while considering time-based conflict, it is evident that work is a crucial element to examine.

Furthermore, the family domain has earned a massive interest of researchers. Time spent with family members, caring for family members, and participating in activities that meant to benefit family members are all part of the family domain. The term "family" is not used to refer to only spouses and children, but also long-term connections with significant persons that a person considers family, as well as extended family members with whom the individual communicates frequently. Several family-related factors are also connected to time-based conflict, according to research. Marital status, the presence of younger children in the house, large families, spousal job engagement and work schedules, and spouse work involvement, for example, have all been linked to time-based conflict. (Barnes, Wagner, & Ghumman, 2012, p. 792)

#### **I.2.8.2 Stain-Based Conflict:**

When work issues follow employees' home, causing problems and conflict with family members, this is known as strain-based conflict. Also arises when bad feelings from one domain flow over into the other. Employees suffer negative consequences as a result of role conflict, including decreased psychological well-being (e.g., increased psychological distress, stress, and burnout), lower job satisfaction, decreased physical health, increased substance usage, less commitment to the organization. (Lambert, Hogan, & Cheeseman, 2013, p. 37)

**I.2.8.3 Behavior-Based Conflict:**

Behavior-based conflict happens when specific behaviors required in one function may be incompatible with the behavioral demands of another role, at work, for example, assertive and logical behavior would be anticipated, yet at home, family members might demand warmth and emotion. Work-related behavior interferes with family when a boss treats family members as subordinates rather than intimates. Conflict will arise if the individual is unable to change her behavior in accordance with the expectations of the various roles. This dispute can occur in either direction once more. (Carlson, Derr, & Wadsworth, 2003, p. 103)

## II. Previous Studies

### II.1 Previous studies of Emotional Intelligence :

**(Kerr et al) 2005: Emotional intelligence and leadership effectiveness.** This study investigates the relationship between managerial emotional intelligence (EI) levels and a rating of leadership effectiveness (subordinate ratings). The study involved administering the Mayer Salovey Caruso emotional intelligence test (MSCEIT) (EI) test to 38 supervisors within a large manufacturing organization. Ratings of supervisory leadership effectiveness were assessed via subordinate ratings on an attitude survey detailing questions relating to supervisor performance.

Data were collected from a total of 1,258 survey responses. The overall results of the data analysis suggest that half of the (MSCEIT) scores may act as a strong predictor of leadership effectiveness, particularly the branches within the experiential (EI) domain ( $r^2=0.50$ ,  $p$ , 0.001). Interestingly, the relationship between supervisor ratings and the reasoning (EI) domain ( $r^2=0.12$ ) was not as expected. These findings endorse the validity of incorporating (EI) interventions alongside the recruitment and selection process and the training and development process of managerial personnel. However, they also question the conceptual validity of a key branch (managing emotions) of the MSCEIT. Although (EI) is viewed as a key determinant of effective leadership within leadership literature there is a relative dearth of supporting research that has not used student sample populations or a conceptually suspect model of (EI) within their research methodology. (Kerr, Garvin, Heaton, & Boyle, 2006)

**(Danquah, Wireko) 2014 : The Impact Of Each Element Of Emotional Intelligence On Customer Service Delivery: A Customer Satisfaction Perspective.** The study seeks to investigate the impact of each element of emotional intelligence on customer service delivery in the banking sector, while consideration is given to how each of emotional intelligence constructs affect customer satisfaction. The study is a quantitative research and case study of the banking sector. Its population is employees and customers of the banking sector a sample size of 220 for each of employees and customers was chosen from a group of 20 banks in Ghana.. Data are mainly analyzed using ordinary least squares regression and correlation tests.

Findings of the study indicate that each construct of emotional intelligence highly positively relates to service delivery and customer satisfaction. Moreover, all of the constructs directly predict customer service delivery, with a predictive variability of 87%. It is found that “social skills” makes the highest influence on service delivery and customer satisfaction, but the predictive influence of “self-awareness” on both service delivery and customer satisfaction is insignificant. It is recommended that management of banks use training and human resource development programs to equip employees with the competences of the four elements of emotional intelligence, giving particular attention to “social skills” in this regard (Danquah & Wireko, 2014)

**(Far et al), 2014 : Relationship between the Components of Emotional Intelligence.** The study purpose is to assess the relationship between the adolescents’ emotional intelligence and Internet addiction disorder (IAD). Internet is regarded as a largely pro-social, interactive, and information-driven medium and its use has skyrocketed and affected everyone’s life, specifically,

adolescents and young adults, a generation for whom the line between online and real world interaction is practically non-existent and the existence of addictive internet use may exert detrimental effects on their lives. One of the affecting factors of Internet addiction is the level of emotional intelligence. Therefore, Hence, the research employed a descriptive, correlative method and the sample comprised 400 students who were selected using stratified sampling form all the faculties located in Kharazmi University.

The research tools included Internet Addiction test (IAT) designed and developed by Young and The Schutte Self-Report Emotional Intelligence Test (SSEIT). Results indicated that Internet addiction is significantly, negatively correlated to internet addiction. Moreover, results of multivariate regression indicated that appraisal of others' emotions explains 10.9% of the total variance. With regard to the disastrous effects of internet addiction, especially during adolescent and young adulthood, and the role of emotional intelligence as the predictor of internet addiction, coherent and effective policies should be formulated and developed for those at risk. (Far, Samarein, Yekleh, Tahmasebi, & Yaryari, 2014)

## II.2 Previous studies of Role Conflict:

**(Stephens et al), 2001 : Balancing Parent Care With Other Roles: Interrole Conflict of Adult Daughter Caregivers.** This study aimed to examine interrole conflict experienced by 278 women who simultaneously occupied 4 roles: parent care provider, mother to children at home, wife, and employee. Compared with women who experienced no conflict between parent care and their other roles, women reporting parent care conflict tended to have fewer socioeconomic resources, to have older children, and to be caring for parents with greater impairment. Women who reported conflicts between parent care and employment were older; had more education; had marriages of longer duration; and had older, more self-sufficient children than women who reported conflict between the parent care role and the mother role. Some evidence was found for the hypothesis that interrole conflict between parent care and other roles mediates the relationship between parent care stress and psychosocial well-being. Results suggest that one way parent care stress exerts its deleterious effects on the well-being of adult daughters is through the incompatible pressures of parent care and other roles. (Stephens, Townsend, Martire, & Druley, 2001)

**(Jawahar et al), 2011: Differential Effect of Inter-Role Conflict on Proactive Individual's Experience of Burnout.** Purpose This study examined how proactive personality interacts with inter-role conflict, measured as work–family conflict and family–work conflict, to predict burnout, measured as emotional exhaustion, depersonalization, and reduced personal accomplishment. Design/Methodology/Approach Participants were 171 clerical employees. Hierarchical multiple regression was used to test whether proactive personality moderated the relationship between inter-role conflict and forms of burnout. Findings Family–work conflict was not associated with burnout, but work–family conflict explained 30% of unique variance in emotional exhaustion and 9% in depersonalization. Proactive personality explained 12% of variance in personal accomplishment. Three-way interactions indicated that at high levels of work—family conflict and family—work conflict, proactive individuals reported lower levels of emotional exhaustion and personal

accomplishment and higher levels of depersonalization than less proactive individuals. Implications While previous research has generally documented the virtues of proactive personality, our research indicates that when simultaneously faced with work–family and family–work conflict, individuals with proactive personality experience more depersonalization and less personal accomplishment relative to less proactive individuals.

Overall, results of three-way interactions imply that while a certain level of proactive personality may be necessary to buffer feelings of emotional exhaustion, beyond a certain level, proactive personality may lead one to experience higher levels of depersonalization and reduced personal accomplishment. Originality/Value This study extends previous research by examining the influence of two types of inter-role conflict on all three dimensions of burnout. It also responds to calls for additional research on potential moderators, buffers, or even antidotes to stress by examining how proactive personality interacts with stressors (Jawahar, Kisamore, Stone, & Rahn, 2012)

**(Aryee et al), 1999 :** It aimed to examined the relationship between **Role Stressors, Inter-Role Conflict, And Well-Being And The Moderating Influences Of Spousal Support And Coping Behaviors** among a sample of 243 Hong Kong Chinese employed parents in dual-earner families (N 5 243). The results revealed that while parental overload was related to family–work conflict (FWC), work overload was related to both work–family conflict (WFC) and (FWC). Spousal support moderated the effect of parental overload on (FWC).

The findings further revealed that (FWC) was negatively related to job and life satisfaction, but neither (WFC) nor (FWC) was related to family satisfaction. Emotion- and problem-focused coping were related to job and family satisfaction, but only emotion-focused coping was related to life satisfaction. However, with the exception of the moderating influence of emotion-focused coping on the relationship between (FWC) and job satisfaction, the coping behaviors were largely ineffective. Limitations of the study and an organizational role in managing the work– family interface of employed parents are discussed. (Aryee, Luk, Leung, & Lo, 1999).

### **II.3 Previous studies of both Emotional intelligence & Role Conflict:**

**(Joycea1, Mageshb), 2017 :** aimed to study **The Emotional Intelligence Of Working Women** in India, emotional intelligence describes the qualities of one’s own emotions as well as emotions of others. It is also deals with the ability to reason it and solve problems based on the emotions which they experience. Luthans (2002) defines emotional intelligence as the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in self and others. The study has been conducted among women employees working in IT sector by the sample of 150 women’s. where the included questionnaires, interviews and observation In this extensive review of literature the listed five domains such as self awareness, self regulation, internal motivation, empathy and social skills are the determinants having great

effect on any individual working in IT Sector. From the study it is clear that there is a significant relationship between the five domains of Emotional Intelligence. (Joyce & Magesh, 2017)

**(Imran et al.), 2022: Emotional Intelligence and Role Conflict a Bond of Converse Relationship: Evidence from the Hospitals Sector of the Health Industry.** This research study aimed at finding the convers 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. (Rafiq, Aleem, Aqdas, Lecturer, & Abdullah, 2022)

**(Akintayo), 2010: Influence Of Emotional Intelligence On Work-Family Role Conflict Management And Reduction In Withdrawal Intentions Of Workers In Private Organizations.** This study aimed to investigate the impact of emotional intelligence on work-family role conflict management and reduction in withdrawal intentions among workers in private organizations in Nigeria. The descriptive survey was adopted for the study. A total of 321 respondents were selected using a purposive stratified sampling technique. Three sets of questionnaires entitled 'Emotional Intelligence Scale (EIS), Work-Family Role Conflict Management Scale (WFCMS) and Withdrawal Intentions Scales` (WIS) were utilized for data collection. The Pearson Product Moment Correlation and t-test statistics were utilized for data analysis.

The findings of this study revealed that emotional intelligence has significant influence on work-family role conflict management. It was also found that a significant relationship does not exist between emotional intelligence and reduction in withdrawal intentions. Moreover, the findings showed that a significant relationship exists between work-family role conflict management and withdrawal intentions. In order to possibly guarantee effective management of work-family role conflict and foster reduction in withdrawal intentions among the workforce, it is recommended that human resource training programmes that are capable of incorporating some work-oriented psychological issues, such as work-family role conflict management, employee retention strategies and emotional intelligence, should be organized for workers and managers on a continuous basis in both service and manufacturing organization. (Akintayo, 2010)

## II.4 Similarities and differences between our study and previous studies:

After the review of some of the previous studies, which are related to the topic of the research, the most important elements that distinguish this study from previous studies can be mentioned in the following:

This study is similar to previous studies by addressing the first variable in the study, which is emotional intelligence. It is also similar to studies by addressing the second variable in the study which is role conflict, but some of the studies have used another terms of role conflict for instance work-family conflict and interrole conflict, also most of them focuses on working women in general. What distinguishes my study from previous studies is that most of the previous studies were statistically treated by analyzing data using the (Spss) software, and a few of them have used the (Smart pls) software.

The current study is based on the correlation between two variables and the constituent dimensions.

The current study is based on studying the impact of emotional intelligence on role conflict among working mothers at National Social Security Fund in Laghouat in Algeria, where other studies are in different countries, cultures and religions.

-Most of number of samples were studies is 100 and over;

- most of studies that included the relationship or the impact of emotional intelligence on role conflict found that there is significant relationship/impact on role conflict therefore the result of the current study is supported;

-where a study found that there is significant relationship between the 5 domains of emotional intelligence among working women, where the current study found that there is significant relationship between only two domains of emotional intelligence among working women.

### Conclusion of the chapter:

In this chapter, the phenomenon is describe and the previous studies relevant to the topic and to identify the literature and concepts of each of the independent variable, which is Emotional Intelligence, and the dependent variable, which is the Role Conflict. So that we learned that emotional intelligence is the ability to be aware of the feelings of oneself and others as well, and it includes social skills so that it can influence others and deal with them, in addition to control these feelings and to self motivate, and emotional intelligence has a role in managing self feelings and the ability of individuals to deal In life situations, it is also necessary for the empathy process.

We also learned about the role conflict, which happens when the expectations of two roles or more are incompatible and contradictory, Which has been interpreted by the point of view of different theoriesIt, is also divided into several types that fall into the term role conflict.

Role conflict can be caused by organizational functional causes such as dual supervision, or by personal causes as the self-ambition, which results in general negative effects such as low organizational commitment and, Job insecurity and Feelings of exhaustion.

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# **Chapter 2: Case Study**

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## Chapter 2: Case Study

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### Preamble:

The study provides the basis on which we can build projections on reality, and work experience comes from the exchange of experiences and diversity in work, without in-depth study we won't become proficient at the work because we lack the theoretical foundations of work, and the theoretical study is considered as the beginning of the true and realistic path to apply it in practical life.

In the first chapter: we dealt with this topic on the theoretical framework, by presenting the concepts of both emotional intelligence and role conflict. In this chapter, we are going through the Case study and We are going to drop what was dealt with in the theoretical chapter on the institution under study which was represented in the National Fund for Social Security in Laghouat, This is In order to look at the impact of Emotional Intelligence on RoleConflict among working women at the National Social Security Fund, which is considered as a public institution placed under the administrative guardianship of the Minister in charge of employment.

Through the above, this chapter was divided into:

- Definition of the Institution under Study.
- The Methodological and Practical Aspect of Case Study.
- The Results of the Case Study and the hypotheses adoption.

## **Chapter 2: Case Study**

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### **I. Definition of the National Social Security Fund of Laghouat:**

#### **I.1. Introduction of the National Social Security Fund:**

The Social Security Fund for salaried workers is considered as a service institution that provides services to citizens and institutions by achieving security and peace of mind because of consequences of incidents and dangers that afflict a person during work or outside work. This is by paying contributions to the fund treasury. By employers or by direct deduction from the worker's monthly salary according to Article 11 of Law 90/06, which stipulates the obligation to insure the worker against risks, as the Laghouat Agency works by this law and applies it to public sector workers as well as private sector workers

Thus, the National Social Insurance Fund for Employed Workers is a public institution with special management in accordance with Article 49 of Law Num. 01-88 of January 12, 1988 the law containing the directive for economic public institutions has a legal personality and independence.

#### **I.2. Definition of the National Social Insurance Fund for Employed Workers \* Laghouat Agency \***

The Laghouat Agency of the National Fund for Social Insurance for Employed Workers was established in 1978. The social security sector in general and the social insurance sector in particular, especially in the state of Laghouat, That knows continuous and important growth and development to this day.

These developments and increasing transformations are reflected within the following axes:

- multiplying the number and diversifying of the agency's structures and expanding geographically across the various regions of the state of Laghouat, This is in the context of seeking to achieve a closer approximation of this strategic and sensitive public facility to the beneficiaries and users of the sector .And that is by launch many new payment centers and annexes
- More improvement in reception conditions and provide attention to the demands of the beneficiaries of the sector
- Strengthen the operations that fall within the context of the sector's modernization program, especially through modern technologies and the application of the modern system, with the electronic Chifa card, in addition to strengthen the agency with various automated media equipment.
- Equipment of new structures and facilities, such as the opening of a regional center for medical imaging in Laghouat, Equipped with the modernistic and finest equipment and facilities.
- Quantitative and qualitative strengthening of the agency with human resources and its framing.

#### **I.3. Tasks of the National Social Security Fund:**

- Management of social insurance guarantees (illness, maternity, disability, and death), as well as work accidents and occupational diseases.

## Chapter 2: Case Study

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- Administration of family grants for the countries
- Contributions collection
- Control and disputes related to the collection of contributions destined to finance the payments.
- Granting a national registration number to the socially insured and the employers.
- Contribute to the promotion of the policy aimed at preventing work accidents and diseases professional.
- Management of guarantees related to persons who benefit from bilateral security agreements social.
- Conducting medical supervision in the favor of the beneficiaries.
- Carrying out activities aimed at empowering workers and their rights holders of collective guarantees, in the form of accomplishments of a health and social nature.
- Management of the Aid and Relief Fund.
- Contract of agreements with treatment providers
- Inform the beneficiary and employers of their rights and obligations.

### **I.4.The components of the (NSSF) :**

#### **I.4.1 Human Resources:**

- The Laghouat Agency of the National Social Security Fund contains 476 administrative workers, technicians and physicians.
- 133,308 socially insured persons belong to this agency.
- 23,571 of the 133,308 are holders of payment books by others, i.e. retirees, chronic patients and other categories benefiting from this system.

#### **I.4.2 Centers & Facilities:**

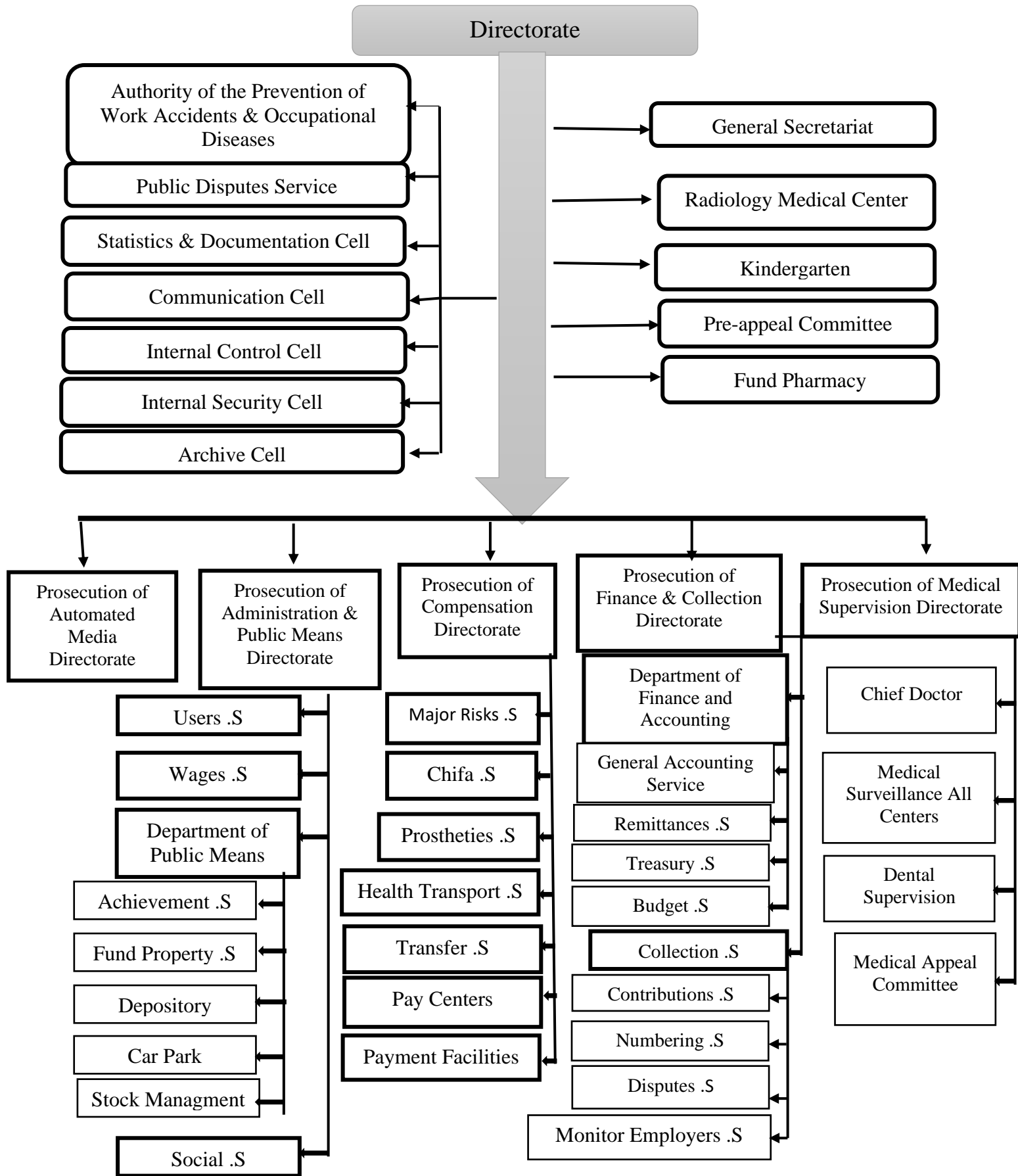
The number of structures and facilities affiliated with the Agency is 19, distributed as follows:

- 06 Payment and Clearance Centers: Among them, 03 centers are located in Laghouat: -Center number 1
  - Center number 2
  - Center number 3 in Laghouat.

Two centers located in Aflou: center number 1 & center number 2

- One center located in Hassi R'Mel
- 09 payment facilities distributed across different regions: including 07 facilities : Municipality of (Ksar El Hirane, Tadjemout, Aïn Madhi, Sidi Makhoulouf, Hassi Delaa, Brida, Gueltat Sidi Saad).
- 02 facilities affiliated to Sonatrach Hassi R'mel Production Directorate & Naftal company
- 01 center specialized in medical imaging in Laghouat.
- 01 center for automated media processing.
- 01 nursery school
- Agency Pharmacy

## Chapter 2: Case Study



**Figure.08.** Organizational Structure of the National Social Security Fund of Laghouat

## Chapter 2: Case Study

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### II. The Methodological and Practical Aspect of Case Study:

This aspect includes the methods and procedures that were accredited in this study, especially its projection on reality by exposure to the questions and hypothesis that are based on a Case study of the National Social Security Fund in Laghouat, With the determination of the proposed model for the Case study and the definition of its variables and dimensions, in line with the theoretical aspect, and then we address the analysis of the axes and elements of the tool used in the Case study, finally we review the most important characteristics of the study community and sample.

#### II.1. The Building Principles of the Case Study:

Based on the problematic of the study and its elements, and according to the hypotheses (both the main and the sub-questions emanating from the introduction) a set of questions and hypotheses of Case study can be raised, in fact it does not deviate from the circle of the above, as much as it is projections and a combination to the theoretical part with the practical part, in a method that matches the proposed model of study and reflects the dimensions that's consisted of, and in line with the statistical methods adopted by the student.

##### II.1.1 Problematic statement of Case study:

With the progress and development of our time the number of female workers has increased because of several reasons, personal, economic and cultural reason....etc. when woman aims to succeed to prove herself in society, or when she needs to be independent to earn a living to her children and herself.

However considering that working mother live a double role, on the one hand a housewife and on the other hand an employee, and as she is a housewife has to face major problems. She has to balance between work domain and family life domain, in perspective sector and area chosen, which it causes a conflict between her roles. Resulting that she feels satisfied, at the same time she goes through a burnout. these emotions need to be managed, at this point we talk about Emotional Intelligence which is known as the ability of managing our emotions and other people's emotions additionally to self-emotion regulation and motivation as to explore the impact of Emotional Intelligence on role conflict in place study, the student made a study in National Social Security Fund of Laghouat in all branches and the problematic statement of the Case study has been as follows:

##### ➤ **Problematic statement:**

Is there a statistically significant impact of emotional intelligence on role conflict among working mothers at the National Social Security Fund in Laghouat on the level of significance ( $\alpha = 0.05$ )?

#### II.2 Model of the study:

The study model is based on studying the impact of emotional intelligence on role conflict by its various dimensions, and this is on the basis of the researchers' models, all of which is consistent with the hypotheses and the objectives of the study and previous studies, This is done by using the structural equation model method To clarify more about the study model according to structural equations model method as well as by using the Smart pls program, we use the following figure:

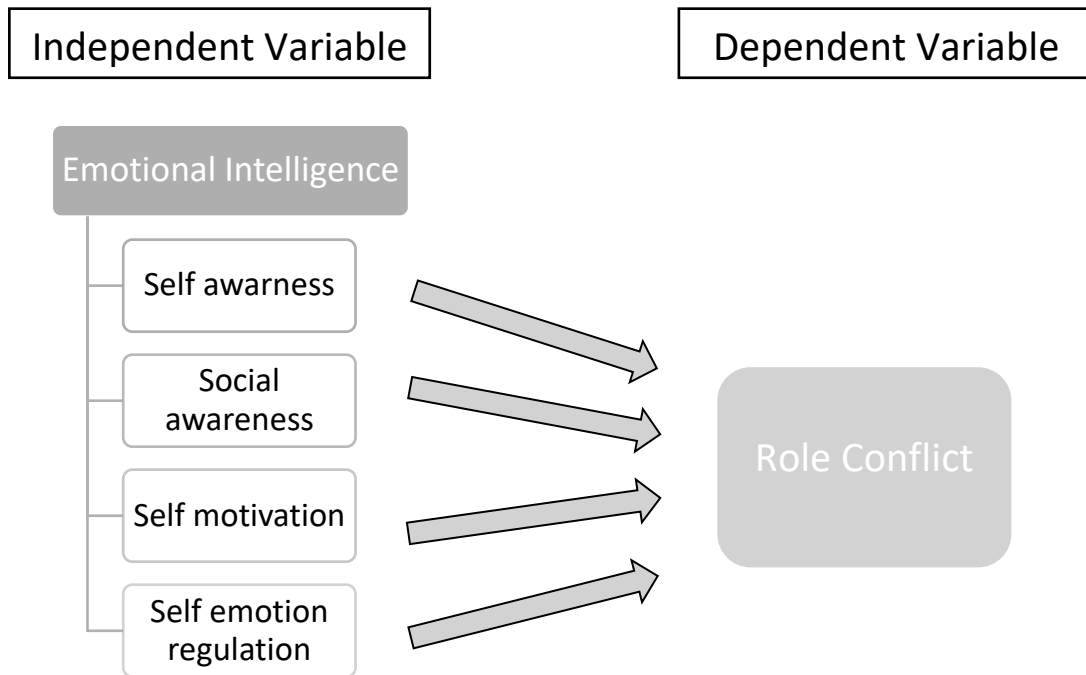


Figure 7: Model of The study

Through the previous figure, the structural model of the study is based on two cases of the study variables, it started with the independent variable, which represents Emotional Intelligence in its four dimensions: (Self-awareness, Social awareness, Self-motivation, Self-emotion regulation) and the dependent variable represented in (Role Conflict).

### II.3 Hypothesis of the study:

Through the problematic statement, and based on the hypotheses discussed in the previous studies, the student formulated a set of Case hypotheses through the problematic statement that it was addressed in the previous element, and this is to be tested, identified as below:

#### II.2.1. The main hypothesis:

H1: there is a statistically significant impact of emotional intelligence on role conflict of the working mothers at National Social Security Fund in Laghouat at the level of significance.

( $\alpha = 0.05$ ).

### III. Methodology of The Study:

Based on the nature of the study and the objective that it sought to achieve, the student used the descriptive-analytical approach, which attempts to describe the phenomenon under study as it exists in reality, analyze its data, the relationship between its components, the opinions raised about it, the processes that it contains, and the effects that it causes.

as well two main sources of information have been used:

1- **Secondary sources:** in addressing the theoretical framework of the study, we adopted on books, articles, reports, research and previous studies, as well as research on Internet sites.

## Chapter 2: Case Study

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2- **Primary sources:** To address the analytical aspects of the subject of the study, we collected the primary data through the questionnaire as a main tool for the study, used specifically for this purpose. It was distributed to a number of employees of the National Social Security Fund in Laghouat, and was analyzed by means of the statistical analysis program (SPSS) & (SMART PLS), in order to verify the validity of the hypotheses developed for the study.

### III.1. Bases of the study tool :

The questionnaire was designed according to Law, K., Wong, C. & Song, L. (2004) and divided into three sections based on approved model :

1. Preamble : which aimed to present the subject of the study in addition to some phrases that would motivate the questioned to participate in the survey. And arouse his attention in a positive, effective and organized manner that serves the study in general.

2. The first section : contained data on employees in terms of : Age, number of kids, educational level, career level, experience, living. As basic and descriptive information.

3. The second section : contained the independent variable (X) represented in emotional intelligence and it's as follows :

3.1-The first dimension x1 : the self-awareness, it contains of four items.

3.2-The second dimension x2 : the social awareness, it contains of four items.

3.3-The third dimension x3 : the self-motivation, it contains of four items.

3.4-The fourth dimension x4 : the self-emotion regulation, it contains of four items.

4. The third section : It contains the dependent variable (Y) represented in the 390le conflict, it contains of 16 phrases

#### ➤ **Statistic tools of the study :**

A set of statistic tools was used which is as follows :

- The mean
- Test of normality
- Anova
- T-test
- Variation Coefficient
- Cronbach's Alpha
- Coefficient of Determination (R<sup>2</sup>)
- Effect Size (F<sup>2</sup>)
- Predictive Relevance (Q<sup>2</sup>)
- Goodness of Fit (GoF)

Through the foregoing, and with regard to the scale used for the study items for the main axes of the study, The emotional intelligence and 390le conflict, the pentatonic Likert scale (strongly

## Chapter 2: Case Study

agree, agree, neutral, disagree, strongly disagree) was adopted as one of the most important scales. Commonly used by researchers and specialists in many studies, according to Hair et al and Anderssen (2002), where they indicated that this scale is considered as one of the most common scales for its ease to set up and interpret, and the ease of use by the surveyed individuals.

### III.2. Reliability of the Study tool:

The reliability of the study tool means the reliability of the results, which means the extent of agreement or consistency in the results of the questionnaire if it was applied more than once and in similar circumstances. The Cronbach's Alpha internal consistency test was used, where it measures the consistency in the respondents' answers to the questions on the scale. Cronbach's Alpha can also be interpreted as the internal reliability factor between the answers, and a high value indicates a degree of high stability, ranging between (0) and (1), and its value is acceptable at 60% or more. The following are the results of Cronbach's Alpha's values for the study for all sample members studied through the following table:

Table 1: Cronbach's Alpha's values of the study

| Variables               | Number of items | Cronbach's Alpha |              |
|-------------------------|-----------------|------------------|--------------|
|                         |                 | Before delete    | After delete |
| Emotional Intelligence  | 16              | 0.939            | 0.893        |
| Role Conflict           | 16              | 0.939            | 0.854        |
| Self-awareness          | 04              | 0.955            | 0.976        |
| Self-emotion regulation | 04              | 0.876            | 0.876        |
| Self-motivation         | 04              | 0.799            | 0.818        |
| Social-awareness        | 04              | 0.879            | 0.878        |

We notice from table (01) that the stability coefficients for all study variables exceeded 0.8, Which means that the measurement tool has good and high stability if the tool is reapplied in the same circumstances. It is also characterized by a great internal consistency between items and axes that it forms, that all the main axes of the study (Emotional Intelligence and Role Conflict), are also characterized by high stability, with a minimum value of 0.818 which gives more reassurance in relying on the variables measurement tool the study.

## IV. The practical aspect of the Case study:

### IV.1 Population and sample of the study

community is a group of employees represented by a 52 working mother, in order to measure the emotional intelligence and it's impact on role conflict, the sample of the study community was selected and it was represented in 40 working mothers in National Social Security Fund in Laghouat. Where a questionnaire was designed based on approved questionnaire, And it was distributed to a sample of 52 individual, where 46 was retrieved and 6 questionnaires was cancelled, for the lack of complete responds to it.

## Chapter 2: Case Study

Table 2: Description of the sample

| <b>The statement</b>                        | <b>Number Distributed</b> | <b>The observation</b>                                  | <b>Accepted Number</b> |
|---|---------------------------|---|------------------------|
| The questionnaires distributed to the study | 52                        | 46 questionnaire was retrieved and 6 has been cancelled | 40                     |
| Number of the population                    | 52                        | Number of the sample                                    | 40                     |

According to the table, we observe that the number of definitively accepted questionnaires was 40 valid Questionnaire for study i.e 76.9% of the total number of questionnaires addressed to the study sample individuals. and this is in light of the exclusion of 06 questionnaires because of the uncomplete responds

### **V. Case study results and hypothesis test :**

Statistical analysis has been an essential tool for researchers in the social and economic sciences for more than a century, and its application has expanded greatly with the advent of computers and statistical softwares, especially in recent years. Initially, researchers relied on univariate and bivariate analysis to understand data and relationships, and it is necessary to understand the most complex relationships in the Case of social and economic sciences.

In this section, we will rely on Structural equation modeling (SEM) Which is considered one of the most powerful statistical tools that studies many relationships at the same time. It is based on analyzing the measurement model and testing hypotheses. of all this, the final model of a study will be clarified, this is based on the partial least squares of structural equation models (Pls), Through the use of statistical software (Smart Pls3) in the study of the impact of emotional intelligence on role conflict at the National Social Security Fund in Laghouat.

#### **V.1 Demographic Description :**

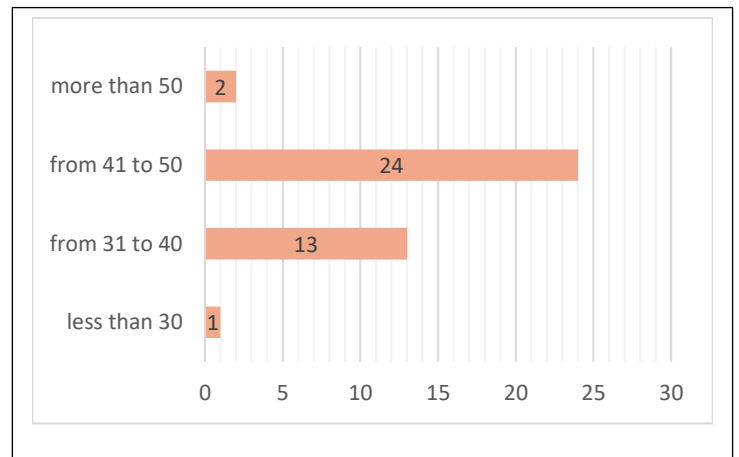
By defining the study variables, and after the entry of all the questionnaire data, We conduct a descriptive statistics of the first section of the questionnaire, which is the personal and functional characteristics of the study sample, and this is by through six elements: (Age, number of kids, educational level, career level, experience and living), where The Statistical software for Social Sciences (Spss) was used to present and describe this, the purpose of this demographic information was to highlight the characteristics of the respondents, These characteristics can be enabled through the frequencies of the results obtained and the corresponding ratios through tables, graphs and relative circles according to the following:

## Chapter 2: Case Study

### V.1.1 Age:

**Table 3:** Distribution of the sample by age

| Age           | Frequency | Percent |
|---------------|-----------|---------|
| less than 30  | 1         | 2,5     |
| from 31 to 40 | 13        | 32,5    |
| from 41 to 50 | 24        | 60,0    |
| more than 50  | 2         | 5,0     |
| Total         | 40        | 100,0   |



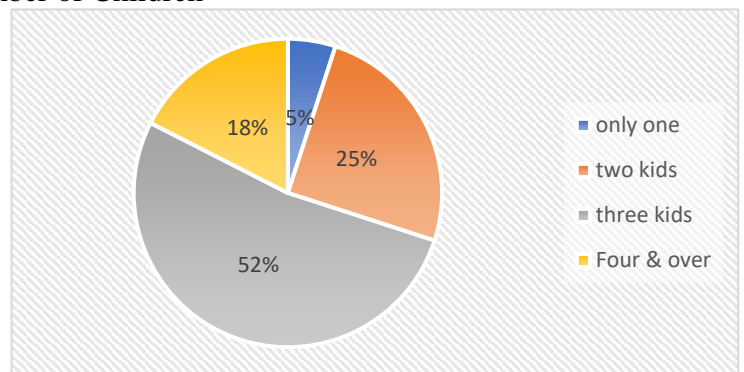
**Figure.8.** The composition of the sample by age

It is clear from table (03) and figure (08) that more than half of the sample was the ones who were in the age group (from 41 to 50 years old), Their number reached 24 working mother by 60%, and the ones who were in the age group (from 31 to 40 years old) their number reached 13 working mother by 32,5%, where the number of the working mothers who were in the age groups (more that 50 years old) it reached 2 by 5%, and one in the age group (less than 30 years old) by 2,5%. this is good indicator that the major number of working mothers were between the age of (41 and 50 years old), where women in this age are more experienced in their function.

### V.1.2 Number of Children:

**Table 4:** Distribution of the sample by number of Children

| Number of children | Frequency | Percent |
|--------------------|-----------|---------|
| only one           | 2         | 5,0     |
| two kids           | 10        | 25,0    |
| three kids         | 21        | 52,5    |
| Four & over        | 7         | 17,5    |
| Total              | 40        | 100,0   |



**Figure.9.** The composition of the sample by number of Children

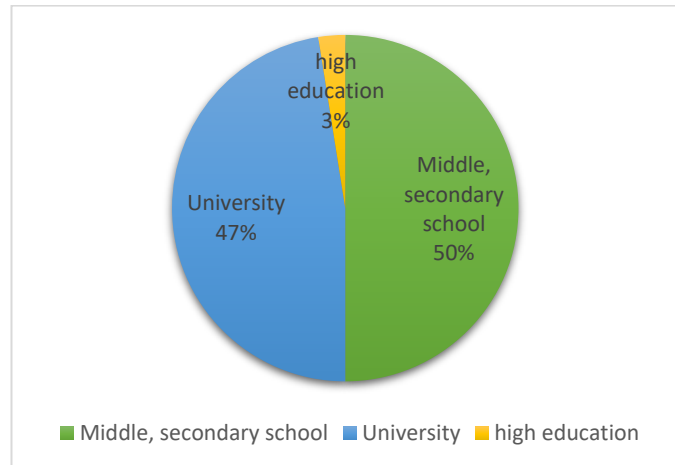
Table (04) and figure (09) clarify that the most amount of working mothers are the ones who have 3 children their number reached 21 by 52,5%, and the ones who have 2 kids their number reached 10 working mothers by 25%, and 7 by 17,5% who have 4 kids and over, and two mothers have only one child. Thus a 38 working mother who has at least 2 kids which refers to possibility of role conflict existence.

## Chapter 2: Case Study

### V.1.3 Educational level:

**Table 5:** Distribution of the sample by the educational level

| Educational Level        | Frequency | Percent |
|--------------------------|-----------|---------|
| Middle, secondary school | 20        | 50,0    |
| University               | 19        | 47,5    |
| high education           | 1         | 2,5     |
| Total                    | 40        | 100,0   |



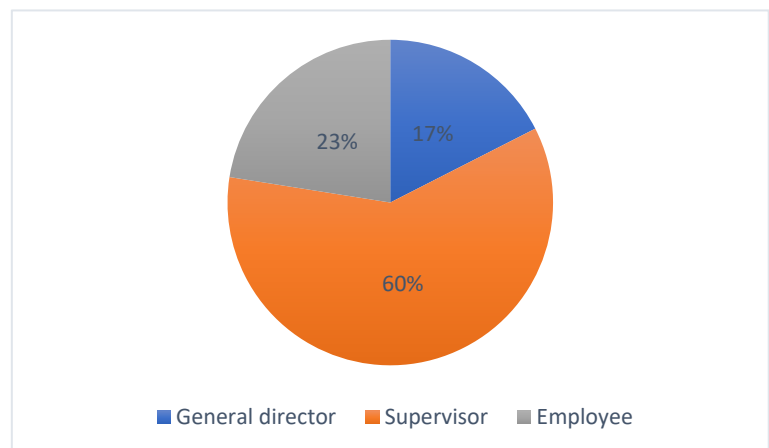
**Figure.10.** The composition of the sample by educational level

According to table (05) and figure (10), We note that the predominant educational level on the sample members is the middle, secondary school and university level, where their number reached to 20 and 19 individuals respectively by 50% to the middle and secondary school and 47,5% to the university. And one working mother with high educations. Thus it indicates a good education level.

### V.1.4 hierarchal level:

**Table 6:** Distribution of the sample by the hierarchal level

| hierarchal level | Frequency | Percent |
|------------------|-----------|---------|
| General director | 7         | 17,5    |
| Supervisor       | 24        | 60,0    |
| Employee         | 9         | 22,5    |
| Total            | 40        | 100,0   |



**Figure.11.** The composition of the sample by hierarchal level

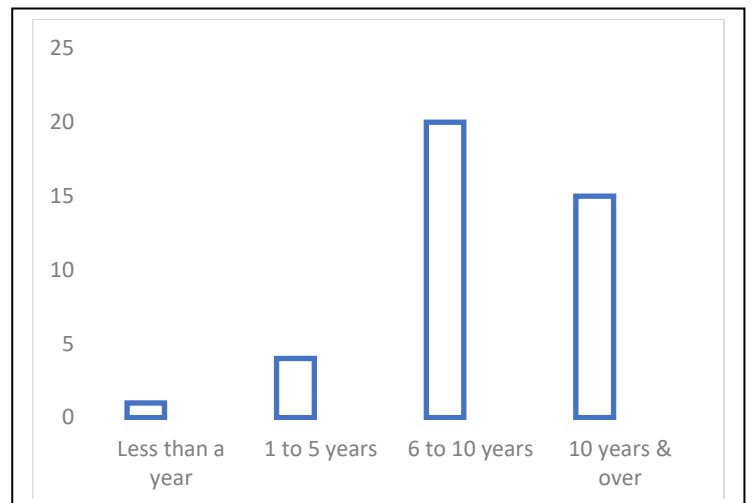
According to table (06) and figure (11), 24 working mother is a supervisor by 60%, 9 employee by 22,5%, and 7 general director by 17,5%, and this back to the respond from supervisors more than employees.

## Chapter 2: Case Study

### V.1.5 Experience:

**Table 7:** Distribution of the sample by the experience

| Experience       | Frequency | Percent |
|------------------|-----------|---------|
| Less than a year | 1         | 2,5     |
| 1 to 5 years     | 4         | 10,0    |
| 6 to 10 years    | 20        | 50,0    |
| 10 years & over  | 15        | 37,5    |
| Total            | 40        | 100,0   |



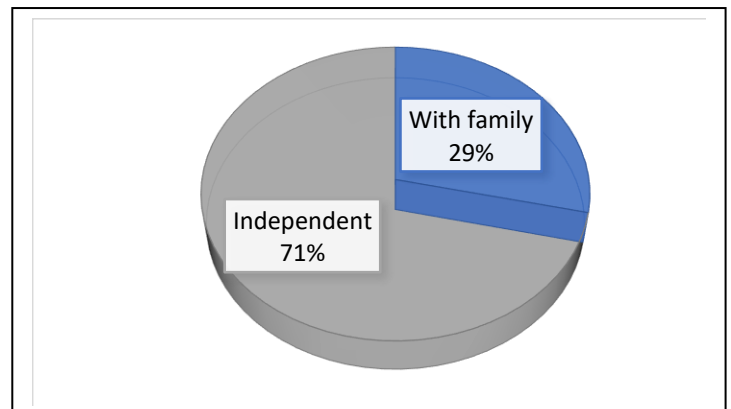
**Figure.12.** The composition of the sample by experience

The table (07) and figure (12) clarify that half of the sample has 6 to 10 years of experience, and 15 working mothers has a 10 years and over of experience by 38%, and 5 among them has recent experience by 12,5%. 50% of the workers have experience of more than 5 years. This is a good indication, as it refers to the well learned of the Case and its requirements.

### V.1.6 Living:

**Table 8:** Distribution of the sample by living

| Living      | Frequency | Percent |
|-------------|-----------|---------|
| Independent | 36        | 90,0    |
| with family | 4         | 10,0    |
| Total       | 40        | 100,0   |



**Figure.13.** The composition of the sample by living

Both table (08) and figure (13) clarify that 36 working mothers live independently by 90%, and 4 among them live with the husband's family by 10%, and this indicates to the era change and the desire to be free from unwanted interferences.

## VI.Directions of of the study sample:

The length of the cells was determined in the likert scale through the range between the scale degrees ( $5-1 = 4$ ) and then divided it into the largest value in the scale to obtain the length of the cell, i.e. ( $4/5 = 0.80$ ), then this value was added to the lowest value In the scale in order to determine the upper limit of this cell, thus the length of the cells became as clarified in the following table:

## Chapter 2: Case Study

**Table 9:** cells length of of the five Likert scale

| Cell Length                  | The degree of approval |
|------------------------------|------------------------|
| From 1 to less to 1.80       | Strongly disagree      |
| from 1.80 to less to 2.60    | Disagree               |
| From to 2.60 to less to 3.40 | Neutral                |
| From to 3.40 to less to 4.20 | Agree                  |
| From 4.20 to less to 5       | Strongly agree         |

To explain the results of the study and judgment on the responses, we relied on the average arithmetic, Std.deviation and Coefficient of Variation in the length of cells on in each item and dimension, and we set the direction of the it as follows:

**Table 10:** Results of respondents to the Self awareness dimension

| Code                  | Items   | Mean | Std. Deviation | C.V    | Direction |
|-----------------------|---|------|----------------|--------|-----------|
| E111                  | Most of the time, I realize that I have recognizable emotions (feeling sad, happy, anxious, surprised, etc. | 3.20 | 0.992          | 31.000 | Neutral   |
| E112                  | I understand very well my own feelings.   | 3.30 | 0.992          | 30.061 | Neutral   |
| E113                  | I understand and realize very well why I feel certain feelings.   | 3.30 | 1.018          | 30.848 | Neutral   |
| E114                  | I can distinguish between feeling happy and feeling sad.  | 3.35 | 1.027          | 30.657 | Neutral   |
| <b>Self Awareness</b> |   | 3.29 | 0.945          | 28.741 | Neutral   |

C.V = Coefficient of Variation = (Standard Deviation / Mean) \* 100

**Table 11:** Frequency & Percentage of the dimension Self awareness

| Items | Strongly disagree |   | disagree |      | Neutral |      | Agree |      | Strongly agree |      |
|-------|-------------------|---|----------|------|---------|------|-------|------|----------------|------|
|       | F                 | % | F        | %    | F       | %    | F     | %    | F              | %    |
| E111  | 0                 | 0 | 11       | 27.5 | 15      | 37.5 | 9     | 22.5 | 5              | 12.5 |
| E112  | 0                 | 0 | 9        | 22.5 | 16      | 40   | 9     | 22.5 | 6              | 15   |
| E113  | 0                 | 0 | 10       | 25   | 14      | 35   | 10    | 25   | 6              | 15   |
| E114  | 0                 | 0 | 11       | 27.5 | 9       | 22.5 | 15    | 37.5 | 5              | 12.5 |

### Justification of the results :

According to the table (11), 15 neutral response on the first item by 37,5, 16 to the second item by 40%, and 14 to the 3rd item by 35%.

## Chapter 2: Case Study

### Results of respondents of Emotional Intelligence:

**Table 12:** Results of respondents to (EI)

| Code                           | Items   | Mean  | Std. Deviation | C.V    | Direction      |
|--------------------------------|---|-------|----------------|--------|----------------|
| EI21                           | I notice the other people's feelings well   | 3.550 | 1.011          | 28.479 | Agree          |
| EI22                           | I can tell how others feel by their behaviour.                                      | 3.530 | 0.987          | 27.960 | Agree          |
| EI23                           | I am very sensitive toward other people's feelings.                                 | 3.730 | 0.847          | 22.708 | Agree          |
| EI24                           | I understand the feelings of my colleagues around me.                               | 3.750 | 0.899          | 23.973 | Agree          |
| <b>Social Awareness</b>        |   | 3.638 | 0.803          | 22.063 | Agree          |
| EI31                           | I always set personal goals and make every effort to achieve them.                  | 3.550 | 1.154          | 32.507 | Agree          |
| EI32                           | I always tell myself that I am a very competent person.                             | 3.700 | 0.966          | 26.108 | Agree          |
| EI33                           | I feel highly self-motivated.   | 3.880 | 0.966          | 24.897 | Agree          |
| EI34                           | I always encourage myself to do my best to achieve my personal goals.               | 4.050 | 0.815          | 20.123 | Strongly agree |
| <b>Self Motivation</b>         |   | 3.794 | 0.772          | 20.346 | Agree          |
| EI41                           | I can control my mood in order to overcome the difficulties I encounter in my work. | 3.930 | 0.829          | 21.094 | Agree          |
| EI42                           | I have enough ability to control my feelings.                                       | 3.830 | 0.903          | 23.577 | Agree          |
| EI43                           | I have the ability to calm myself when I am angry.                                  | 3.630 | 1.055          | 29.063 | Agree          |
| EI44                           | In general, I control my feelings.  | 3.700 | 1.114          | 30.108 | Agree          |
| <b>Self Emotion Regulation</b> |   | 3.816 | 0.766          | 20.087 | Agree          |
| <b>Emotional Intelligence</b>  |   | 3.647 | 0.685          | 18.789 | Agree          |

#### IV.1 The analyse of the results of the independent variable:

We note from table (12) that the Emotional Intelligence direction among working mothers were high with average score of 3.65, which expresses that they are emotionally intelligent in general, Where we note the highest average score of all dimensions of (EI) was 3.82 associated with self emotion regulation dimension, due to their need to emotion regulation, and the lowest average score to the (EI) was 3.29 associated with self awareness dimension, which refers that working mothers have a medium self awareness.

Also according to the table the highest standard deviation was 1.154 of the item number (EI31) associated with social awareness dimension, which means that this item is less homogeneous, meanwhile the standard deviation of the item number (EI34) associated with the same dimension was 0.815, which refers that it's more homogeneous.

From the table we note that the highest variation coefficient value is 32.507 associated to the item N° (EI31) from the social awareness dimension, which refers that working mothers disagreed in this question, meanwhile working mothers agreed on the item N° (34) from the same dimension by 20.123.

## Chapter 2: Case Study

### VI.2 Results of respondents of 47ôle Conflict :

**Table 13:** Results of respondents of Role Conflict

| Code                  | Items   | Mean  | Std. Deviation | C.V    | Direction |
|-----------------------|---|-------|----------------|--------|-----------|
| D1Q1                  | Feeling tired makes me feel angry quickly   | 3.200 | 0.992          | 31.000 | Neutral   |
| D1Q2                  | I feel challenged when my roles conflict (obligations toward husband, children, work, family, home,...) | 3.300 | 0.992          | 30.061 | Neutral   |
| D1Q3                  | I feel upset because I don't have enough time to take care of myself, my health and my appearance.      | 3.300 | 1.018          | 30.848 | Neutral   |
| D1Q4                  | I became jumble between home and marital duties and work.   | 3.350 | 1.027          | 30.657 | Neutral   |
| D2Q1                  | My husband shares me all my interests (family and work).  | 3.550 | 1.011          | 28.479 | Agree     |
| D2Q2                  | My husband sees me as a housewife, not a working wife.  | 3.530 | 0.987          | 27.960 | Agree     |
| D2Q3                  | My work makes me negligent towards my husband.  | 3.730 | 0.847          | 22.708 | Agree     |
| D2Q4                  | My busyness and other roles made me negligent in the right of my husband.                               | 3.750 | 0.899          | 23.973 | Agree     |
| D3Q1                  | The multiplicity of my 47ôle47cupations have made take care of my children less                         | 3.550 | 1.154          | 32.507 | Agree     |
| D3Q2                  | I have few time to take care of my children.  | 3.700 | 0.966          | 26.108 | Agree     |
| D3Q3                  | I make a significant effort to help my children review their lessons.                                   | 3.880 | 0.966          | 24.897 | Agree     |
| D3Q3                  | The increase in the number of children increases my family and professional pressures.                  | 4.050 | 0.815          | 20.123 | Agree     |
| D4Q1                  | My household chores is exhausting.  | 3.930 | 0.829          | 21.094 | Agree     |
| D4Q2                  | I don't do my housework perfectly because I always feel tired.  | 3.830 | 0.903          | 23.577 | Agree     |
| D4Q3                  | I always consider of having someone to help me with the household                                       | 3.630 | 1.055          | 29.063 | Agree     |
| D4Q4                  | I do my household chores reluctantly  | 3.700 | 1.114          | 30.108 | Agree     |
| <b>47ôle Conflict</b> |   | 3.647 | 0.68518        | 18.789 | Agree     |

### VI.3 The analysis of the results of the respondents on the dependent variable :

We note from table (13) that the direction of the role Conflict among working mothers is high with average of 3.65, which expresses that they struggle with Roles conflict, where the highest average score is 4.05 associated with item N° (D3Q3), and the lowest average score is 3.20 associated with item N° (D1Q1).

Also according to the table the highest standard deviation is 1.154 of item N° (D3Q1) wich refers that it's less homogeneous among items, meanwhile the lowest standard deviation is 0.815 of item N° (D3Q3) which means it's more homogeneous among items

From the table we note that the highest variation coefficient value is 31.000 of item N° (D1Q1), and the lowest value is 20.123 of item N° ( D3Q3), which refers that working mothers disagreed on the first and agreed on the second.

## Chapter 2: Case Study

**Table 14:** Measurement and Structural Model Quality Acceptance Case (نعيجات و بورزق، 2020، )

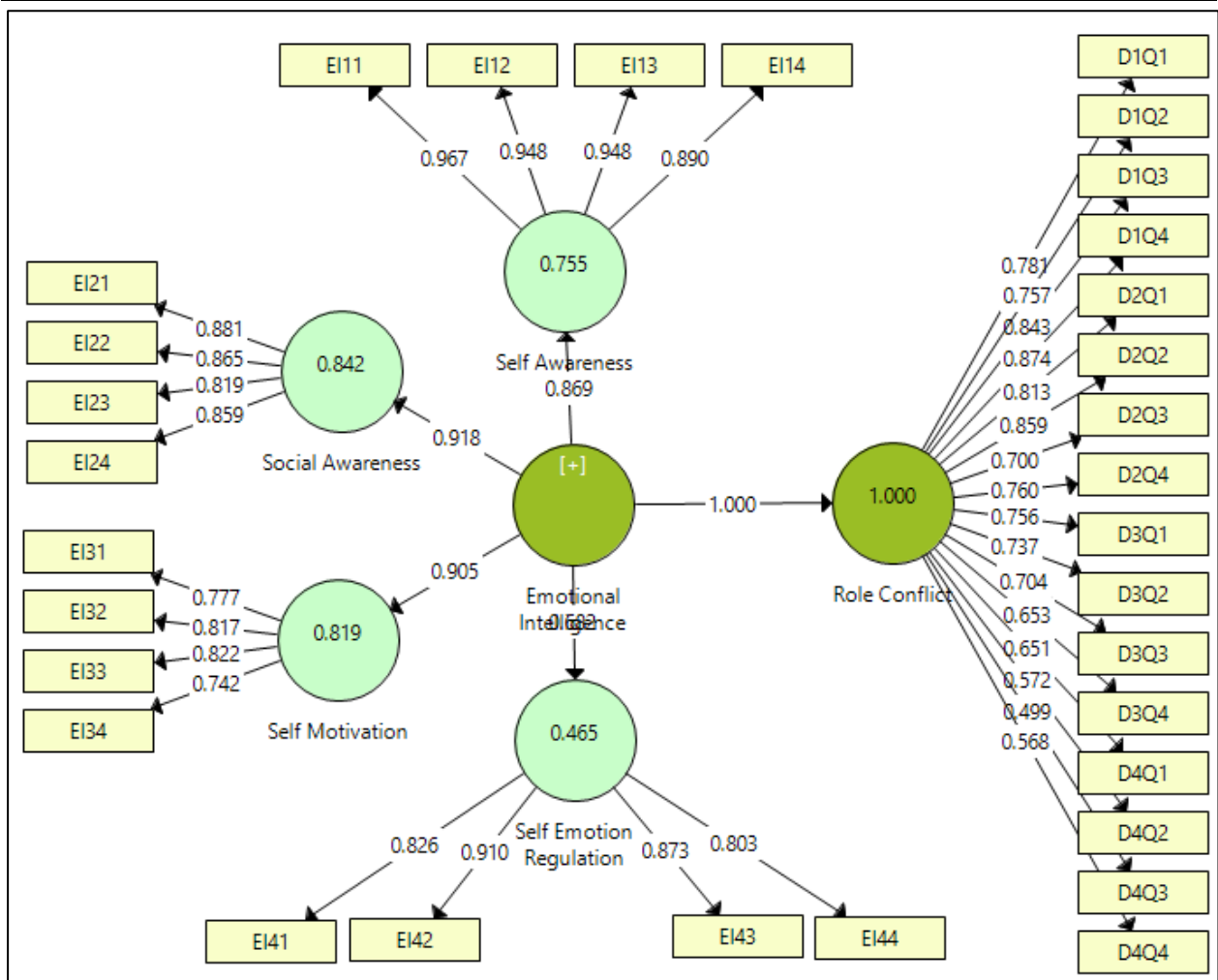
|                   | Indicator                                      | Definition   | area of acceptance  |
|-------------------|--|--|---|
| Measurement Model | Factor loading                                 | Indicator of compatibility of items with each other  | More than 0.70  |
|                   | Composite reliability                          | measure of internal consistency in scale items, much like Cronbach's alpha   | CR < 0.69 not good<br>CR > 0.70 good<br>CR > 0.95 not good  |
|                   | Average Variance Extracted                     | convergent validity that measures the amount of variance that is captured by a construct in relation to the amount of variance due to measurement error. | More than 0.50  |
|                   | Cross Loading                                  | An indicator for measures the repulsion among items from each other  | The items are more related to their dimension   |
|                   | Variable Correlation                           | An indicator that measures the repulsion among the axes from each other  | the dimension is more related to itself than the rest of the dimensions   |
| Structural Model  | (R <sup>2</sup> ) Coefficient of Determination | measure of fit that indicates how much variation of a dependent variable is explained by the independent variable  | According to (Chin) 1998<br>R <sup>2</sup> > 0.67 High<br>R <sup>2</sup> > 0.33 Moderate<br>R <sup>2</sup> < 0.19 Low                                     |
|                   | (F <sup>2</sup> ) Effect size                  | An indicator measures the influence of independent variables on dependent variables  | According to (Cohen) 1988<br>F <sup>2</sup> > 0.33 High<br>F <sup>2</sup> > 0.15 Moderate<br>F <sup>2</sup> < 0.15 weak<br>F <sup>2</sup> < 0.01 Rejected |
|                   | (Q <sup>2</sup> ) Predictive Revelance         | an indicator measures independent variables prediction to the dependent variables  | Q <sup>2</sup> > 0%   |
|                   | (GOF) Goodness of Fit                          | An indicator that measures the possibility of dependence on the study model  | GOF < 0.1 Rejected<br>[0.1 , 0.25] Weak<br>[0.25 , 0.36 ] Moderate<br>GOF > 0.36 High   |

(صفحة 153)

### VII The results of the study model Analysis :

In order to analyzing the results and model of the study, we will rely on evidence and indicators through the (SMARTLS), where these tools are evidence of convergence validity and discriminant validity, as well as indicators of model quality (GOF Q<sup>2</sup>.F<sup>2</sup>.R<sup>2</sup>), also called model fit indicators, which are considered a basis for adopting the method of structural equations Modeling by testing the model in general and the acceptance or rejection according to the frameworks presented by researchers and specialists in this Case, as it provides clearer images of the fit of a model of information related to the study with the proposed model.

## Chapter 2: Case Study



**Figure.14.** Structural model before delete items, source: (Smartpls)

### VII.1 Convergent Validity :

Defined as the compatibility of item with another, it's tested by 3 factors (Factor Loading, composite reliability and average variance extracted). After processing, the following results were obtained

-Before deleting items :

## Chapter 2: Case Study

**Table 15:** Convergent Validity before the delete

| Construct               | Item  | Loading | CR    | AVE   |
|-------------------------|-------|---------|-------|-------|
| Role Conflict           | D1Q1  | 0.781   | 0.946 | 0.530 |
|                         | D1Q2  | 0.757   |       |       |
|                         | D1Q3  | 0.843   |       |       |
|                         | D1Q4  | 0.874   |       |       |
|                         | D2Q1  | 0.813   |       |       |
|                         | D2Q2  | 0.859   |       |       |
|                         | D2Q3  | 0.700   |       |       |
|                         | D2Q4  | 0.760   |       |       |
|                         | D3Q1  | 0.756   |       |       |
|                         | D3Q2  | 0.737   |       |       |
|                         | D3Q3  | 0.704   |       |       |
|                         | D3Q4  | 0.653   |       |       |
|                         | D4Q1  | 0.651   |       |       |
|                         | D4Q2  | 0.572   |       |       |
|                         | D4Q3  | 0.499   |       |       |
| D4Q4                    | 0.568 |         |       |       |
| Self Awareness          | E111  | 0.967   | 0.967 | 0.881 |
|                         | E112  | 0.948   |       |       |
|                         | E113  | 0.948   |       |       |
|                         | E114  | 0.890   |       |       |
| Social Awareness        | E121  | 0.881   | 0.915 | 0.729 |
|                         | E122  | 0.865   |       |       |
|                         | E123  | 0.819   |       |       |
|                         | E124  | 0.859   |       |       |
| Self Motivation         | E131  | 0.777   | 0.869 | 0.625 |
|                         | E132  | 0.822   |       |       |
|                         | E133  | 0.822   |       |       |
|                         | E134  | 0.742   |       |       |
| Self Emotion Regulation | E141  | 0.826   | 0.917 | 0.733 |
|                         | E142  | 0.910   |       |       |
|                         | E143  | 0.873   |       |       |
|                         | E144  | 0.803   |       |       |

From table (15) we note that the items ( D2Q3, D3Q4, D4Q1, D4Q2, D4Q3, D4Q4) their factor loading is less than 0.70 thus it must be deleted, and any item that may destabilize the balance

Convergent Validity after the delete : After deleting items and reprocessing, the following results were obtained :

## Chapter 2: Case Study

**Table 16:** Average Variance Extracted

| Construct               | Item | Loading | CR    | AVE   |
|-------------------------|------|---------|-------|-------|
| Role Conflict           | D1Q3 | 0.841   | 0.901 | 0.696 |
|                         | D2Q3 | 0.854   |       |       |
|                         | D2Q4 | 0.867   |       |       |
|                         | D3Q2 | 0.772   |       |       |
| Self-Awareness          | EI11 | 0.989   | 0.988 | 0.977 |
|                         | EI12 | 0.988   |       |       |
| Social Awareness        | EI21 | 0.942   | 0.915 | 0.729 |
|                         | EI22 | 0.946   |       |       |
| Self-Motivation         | EI33 | 0.922   | 0.917 | 0.846 |
|                         | EI34 | 0.918   |       |       |
| Self-Emotion Regulation | EI41 | 0.824   | 0.942 | 0.891 |
|                         | EI42 | 0.912   |       |       |
|                         | EI43 | 0.873   |       |       |
|                         | EI44 | 0.803   |       |       |

### VII.2 Factor Loading :

Factor loading is basis of the correlation coefficient for the variable and factor. Factor loading clarifies the variance explained by the variable on that particular factor. In the SEM approach, as a rule, 0.7 or higher factor loading represents that the factor extracts sufficient variance from that variable, therefore Through the results of the above table, the indicators (measurements) of the items are all above 0.70.

### VII.3 Composite Reliability :

The composite reliability varies is between 0 and 1, with higher values indicates a higher levels of reliability. It is generally interpreted in the same method as Cronbach's alpha. Specifically, composite reliability values of 0.60 to 0.70 are acceptable in exploratory research, while in more advanced stages of research, values between 0.70 and 0.90 can be acceptable as well. Values above 0.95 are unwanted because they refer that all the indicator variables are measuring the same phenomenon and are therefore unlikely to be a valid measure of the construct. From the above table, we note that all (CR) coefficients are statistically significant and acceptable because they are greater than 0.70 which indicates the interdependence of the study items in the measurement of latent variables, therefore there is a reliability of measurement model used.

### VII.4 Average Variance Extracted :

A common measure to establish convergent validity on the construct is the average variance extracted (AVE). This measurement is defined as the grand mean value of the squared loadings of the indicators associated with the construct (i.e., the sum of the squared loadings divided by the number of indicators). Using the same logic as that used with the individual indicators, an AVE value of 0.50 or higher indicates that, on average ; the construct explains more than half of the variance of its indicators. Conversely, an AVE of less than 0.50 indicates that, on average, more error remains in the items than the variance explained by the construct.

## Chapter 2: Case Study

And as noted from table the value of AVE of every dimension and variable is higher than 0.50, which indicates, the latent variables explains more than half of the variance of its indicators.

### VII.5 Validity Discriminant :

Discriminant validity is the extent to which a construct is accurately distinct from other constructs by an empirical standards. Thus, the establishment of discriminant validity implies that the construct is unique and captures phenomena not represented by other constructs in the model.

Two measures of discriminant validity have been proposed :

### VII.6 Cross Loading :

One method for assessing discriminant validity is by examining the cross loadings of the indicators. Specifically, an indicator's outer loading of the associated construct has to be greater than its other loadings on other constructs (i.e., the cross loadings). The presence of cross loadings that exceed the indicators' outer loadings represents a discriminant validity problem and that can be demonstrated in the study's dimensions in the table below :

**Table 17:** Cross Loading results

|      | Role Conflict | Self Awareness | Self Emotion Regulation | Self Motivation | Social Awareness |
|------|---------------|----------------|-------------------------|-----------------|------------------|
| D1Q3 | 0.841         | 0.899          | 0.335                   | 0.469           | 0.761            |
| D2Q3 | 0.854         | 0.640          | 0.245                   | 0.560           | 0.590            |
| D2Q4 | 0.867         | 0.495          | 0.404                   | 0.669           | 0.647            |
| D3Q2 | 0.772         | 0.515          | 0.512                   | 0.487           | 0.536            |
| EI11 | 0.776         | 0.989          | 0.267                   | 0.304           | 0.690            |
| EI11 | 0.776         | 0.989          | 0.267                   | 0.304           | 0.690            |
| EI12 | 0.754         | 0.988          | 0.210                   | 0.308           | 0.700            |
| EI12 | 0.754         | 0.988          | 0.210                   | 0.308           | 0.700            |
| EI21 | 0.719         | 0.672          | 0.392                   | 0.592           | 0.942            |
| EI21 | 0.719         | 0.672          | 0.392                   | 0.592           | 0.942            |
| EI22 | 0.728         | 0.656          | 0.489                   | 0.571           | 0.946            |
| EI22 | 0.728         | 0.656          | 0.489                   | 0.571           | 0.946            |
| EI33 | 0.612         | 0.359          | 0.439                   | 0.922           | 0.667            |
| EI33 | 0.612         | 0.359          | 0.439                   | 0.922           | 0.667            |
| EI34 | 0.590         | 0.209          | 0.674                   | 0.918           | 0.464            |
| EI34 | 0.590         | 0.209          | 0.674                   | 0.918           | 0.464            |
| EI41 | 0.518         | 0.214          | 0.824                   | 0.704           | 0.464            |
| EI41 | 0.518         | 0.214          | 0.824                   | 0.704           | 0.464            |
| EI42 | 0.378         | 0.138          | 0.912                   | 0.588           | 0.384            |
| EI42 | 0.378         | 0.138          | 0.912                   | 0.588           | 0.384            |
| EI43 | 0.253         | 0.180          | 0.873                   | 0.379           | 0.263            |
| EI43 | 0.253         | 0.180          | 0.873                   | 0.379           | 0.263            |
| EI44 | 0.350         | 0.293          | 0.803                   | 0.344           | 0.464            |
| EI44 | 0.350         | 0.293          | 0.803                   | 0.344           | 0.464            |

## Chapter 2: Case Study

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Through table (17), the compatibility indicators for the items diverge with the items that are not in the same dimension, thus means this question belongs to the variable or dimension that it is supposed to follow first, for instance item N° (EI11) by value of 0.989 it's the highest value in the same line with other axes, which means it's highly belongs to its axis (Self-awareness). Each item is the highest value in its axis, we say that the item is closely related to its axis and it's divergent from other items.

### VII.7 Variable Correlation:

Through the measurement of the dimensions variation, to say that the dimensions are independent according to Fornell-larcker criteria. The value of the relationship between one dimension and itself must be greater than the value of the relationship with another dimension, as for the results of the study, they are shown in the following table:

**Table 18:** Variable Correlation results

|                         | Role Conflict | Self Awareness | Self Emotion Regulation | Self Motivation | Social Awareness |
|-------------------------|---------------|----------------|-------------------------|-----------------|------------------|
| Role Conflict           | 0.834         |                |                         |                 |                  |
| Self Awareness          | 0.774         | 0.988          |                         |                 |                  |
| Self Emotion Regulation | 0.449         | 0.242          | 0.854                   |                 |                  |
| Self Motivation         | 0.653         | 0.309          | 0.604                   | 0.920           |                  |
| Social Awareness        | 0.766         | 0.703          | 0.468                   | 0.616           | 0.944            |

Through table (18), the variables or dimensions are related to itself, thus it represents itself in the highest value compared with the other axes, this means there is no interference among the study axes and the variables are stand-alone. Therefore these latent variables are independent. After the confirmation of the structure model quality, it's Reliable to continue the study

**VIII. Structural Model Evaluation and Hypotheses test:**

**VIII.1 Structural model of the study:** The next figure clarify this after items delete :

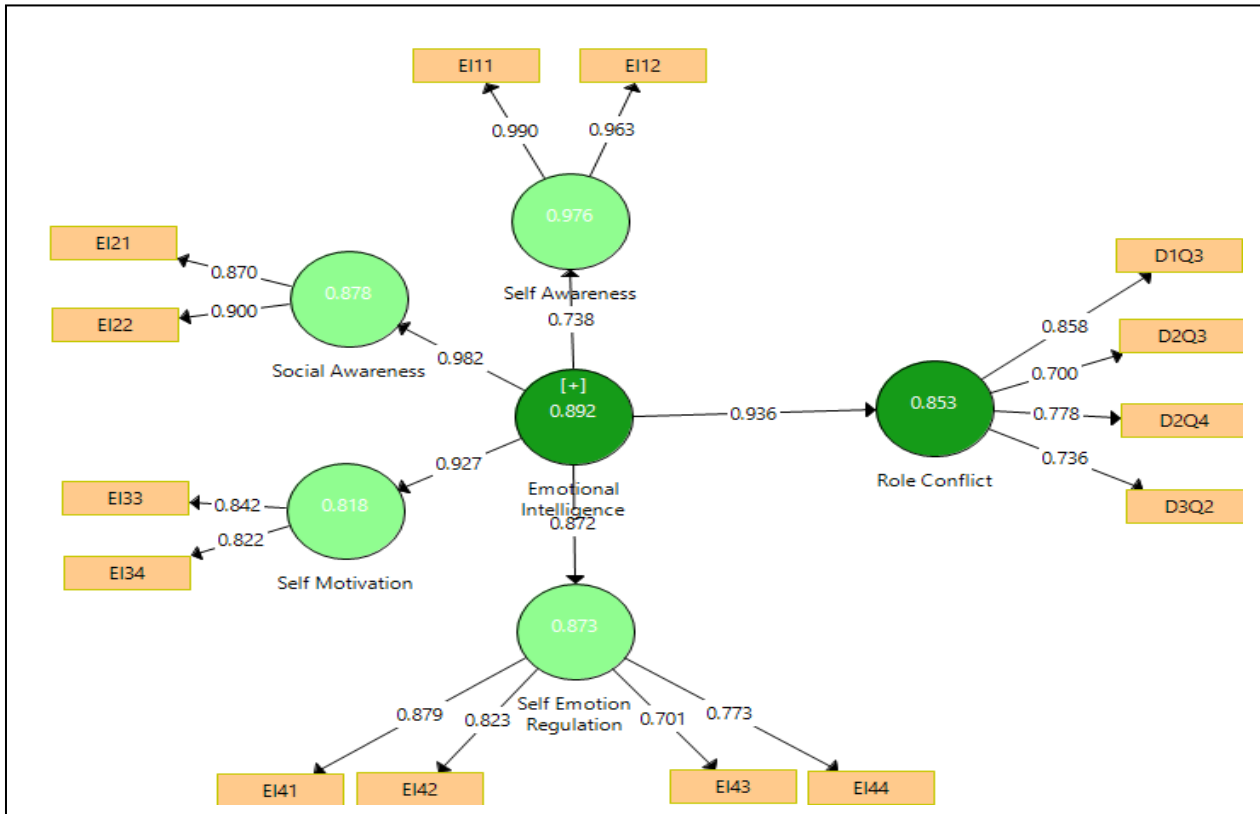


Figure 15: Final Structural Model

Before the test of the hypotheses of the Case study, first of all we address the indicators of the construct model quality (R2, Q<sup>2</sup>, GOF), in order to find out the indicators of the structural model, Then we move on the test the validity of the hypotheses.

**VIII.2 Coefficient of determination (R2):**

The most commonly used measure to evaluate the structural model is the coefficient of determination (R2 value). This coefficient is a measure of the model's predictive accuracy and is calculated as the squared correlation between a specific endogenous construct's actual and predicted values.

R2 values of 0.75, 0.50, or 0.25 for endogenous latent variables can, as a rough rule of thumb, be respectively described as substantial, moderate, or weak, the table below shows the Coefficient of determination value for this study:

**Table 19:** Coefficient of determination (R<sup>2</sup>)

|                         | R Square | The observation |
|-------------------------|----------|-----------------|
| Role Conflict           | 0.677    | High            |
| Self Awareness          | 0.479    | Moderate        |
| Self Emotion Regulation | 0.602    | Moderate        |
| Self Motivation         | 0.633    | Moderate        |
| Social Awareness        | 0.763    | High            |

## Chapter 2: Case Study

Through table (19), and according to (Chin) 1998, we note that the coefficient of determination of role conflict is high and the three dimension (Self awareness, self emotion regulation and self motivation) is moderate and the dimension social awareness is high, thus the coefficient of determination is acceptable for both variables which indicates that the independent variables have a significant impact on the dependent variable and have the ability to explain it.

### VIII.3 Effect Size (F2):

In addition to the evaluation of R2 values of all endogenous constructs, the change in the R2 value when a specified exogenous construct is omitted from the model can be used to evaluate whether the omitted construct has a substantive impact on the endogenous constructs. This measure is referred to the f2 effect size. Guidelines assesment for F2 are that values of 0.02, 0.15, and 0.35, respectively, represent small, medium, and large of the exogenous latent variable we can demonstrate the study's effect size of the variables on the table below:

**Table 20: Effect Size (F<sup>2</sup>)**

|   | Role Conflict                | Self Awareness               | Self Emotion Regulation      | Self Motivation              | Social Awareness             |
|---|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|
| <b>Emotional Intelligence Observation</b> | <b>2.096</b><br><b>Large</b> | <b>0.920</b><br><b>Large</b> | <b>1.512</b><br><b>Large</b> | <b>1.727</b><br><b>Large</b> | <b>3.219</b><br><b>Large</b> |

From table (20) we notice that dimensions of emotional intelligence has great impact on role conflict for instance social awareness with rate of 3.219, self motivation with rate of 1.727. Self Emotion Regulation by 1.512 and Self Awareness by 0.920.

### VIII.4 Reductive Relevance:

In addition to evaluating the magnitude of the R2 values as a criterion of predictive accuracy, researchers also have to examine (Q2) value this measure is an indicator of the model's predictive relevance. More specifically, when PLS-SEM exhibits predictive relevance, it accurately predicts the data points of indicators in reflective measurement models of endogenous constructs and endogenous single-item constructs. In the structural model, Q2 values larger than zero for a certain reflective endogenous latent variable indicate the path model's predictive relevance for this particular construct for this study the results is clarified in the table below:

**Table 21: Predictive Relevance (Q<sup>2</sup>)**

|                                | SSO     | SSE     | Q <sup>2</sup> (=1-SSE/SSO) |
|--------------------------------|---------|---------|-----------------------------|
| <b>Emotional Intelligence</b>  | 400.000 | 400.000 |                             |
| <b>Role Conflict</b>           | 160.000 | 88.690  | 0.446                       |
| <b>Self Awareness</b>          | 80.000  | 43.378  | 0.458                       |
| <b>Self Emotion Regulation</b> | 160.000 | 92.495  | 0.422                       |
| <b>Self Motivation</b>         | 80.000  | 38.322  | 0.521                       |
| <b>Social Awareness</b>        | 80.000  | 26.488  | 0.669                       |

From table (21) it's clear that the predictive relevance is higher than 0% this indicates that the predictive ability of the independent variable to the dependent variable of this measurement model

## Chapter 2: Case Study

is very good, which indicates that there is an impact of the independent variable on the dependent variable.

### VIII.5 Goodness-of-fit Index (GoF):

This indicator measures the possibility of the study model to be reliable and determine the quality of the model. According to the indicator (Goodness of fit of the Model) the questions and all axes are combined to obtain the model's reliability result, according to the following equation:

$$\text{Gof} = \sqrt{\text{AVE}} \times \sqrt{R^2}$$

If GOF is less than 0.1 is no fit

GOF between 0.1 and 0.25 is small

GOF between 0.25 and 0.36 is medium

GOF more than 0.36 is larger

After the calculation, the result obtained is  $\text{GOF} = 0.72$  and it's excellent thus, we say the quality of the model is high.

## IX. Hypotheses test:

We will test the main hypotheses of the study and the sub-hypotheses as well at the significant level of ( $\alpha = 0.05$ ) according to (Smart pls) outputs, and the results obtained as follows:

### IX.1 The test of the hypotheses:

Table 22: Results of hypotheses

|   | Original Sample | Sample Mean | Standard Deviation | T Statistics | P Values |
|---|-----------------|-------------|--------------------|--------------|----------|
| Emotional Intelligence → Role Conflict  | 0.823           | 0.831       | 0.045              | 18.268       | 0.000    |
| Self Awareness → Role Conflict          | 0.583           | 0.544       | 0.148              | 3.944        | 0.000    |
| Self Emotion Regulation → Role Conflict | 0.018           | 0.004       | 0.121              | 0.146        | 0.884    |
| Self Motivation → Role Conflict         | 0.389           | 0.398       | 0.133              | 2.924        | 0.003    |
| Social Awareness → Role Conflict        | 0.111           | 0.157       | 0.191              | 0.583        | 0.560    |

### IX.2 Results of the main Hypothesis of the study:

Through table (22) we note that the P value of the main hypothesis is 0.000 which is less than the significant ( $\alpha = 0.05$ ), thus the main hypothesis is accepted, therefore we say:

- H1: there is a statistically significant impact of emotional intelligence on role conflict among working mothers at the National Social Security Fund in Laghouat at the level of significance ( $\alpha = 0.05$ ).

### IX.3 Sub-hypotheses of the study:

According to table (22):

## Chapter 2: Case Study

P value of the 1<sup>st</sup> sub-hypothesis is 0.000 which is less than the significant ( $\alpha= 0.05$ ), thus the 1<sup>st</sup> sub-hypothesis is accepted, therefore we say:

- H1: There is a statistically significant impact of the dimension of self-awareness on role conflict among working mothers at the National Social Security Fund in Laghouat at the level of significance ( $\alpha = 0.05$ ).

P value of the 2<sup>nd</sup> sub-hypothesis is 0.884, which is more than the significant ( $\alpha= 0.05$ ), thus the 2<sup>nd</sup> sub-hypothesis is rejected, therefore we say:

- H1: There is no statistically significant impact of the dimension Self Emotion Regulation on role conflict among working mothers at the National Social Security Fund in Laghouat at the level of significance ( $\alpha = 0.05$ ).

P value of the 3<sup>rd</sup> sub-hypothesis is 0.003, which is less than the significant ( $\alpha= 0.05$ ), thus the 3<sup>rd</sup> sub-hypothesis is accepted, therefore we say:

- H1: There is statistically significant impact of the dimension self motivation on role conflict among working mothers at the National Social Security Fund in Laghouat at the level of significance ( $\alpha = 0.05$ ).

P value of the 4<sup>th</sup> sub-hypothesis is 0.560, which is more than the significant ( $\alpha= 0.05$ ), thus the 4<sup>th</sup> sub-hypothesis is rejected, therefore we say:

- H1: There is no statistically significant impact of the dimension social awareness on role conflict among working mothers at the National Social Security Fund in Laghouat at the level of significance ( $\alpha = 0.05$ ).

### IX.4 Test of Differences:

#### IX.4.1 Test of normality of variables:

The sample amount is less than 50 therefore we will rely on (Shapiro-Wilk)

**Table 23:** Test of normality

|   | Kolmogorov-Smirnov <sup>a</sup> |    |       | Shapiro-Wilk |    |      |
|---|---------------------------------|----|-------|--------------|----|------|
|   | Statistic                       | df | Sig.  | Statistic    | df | Sig. |
| Y | ,104                            | 40 | ,200* | ,982         | 40 | ,753 |
| X | ,104                            | 40 | ,200* | ,982         | 40 | ,753 |

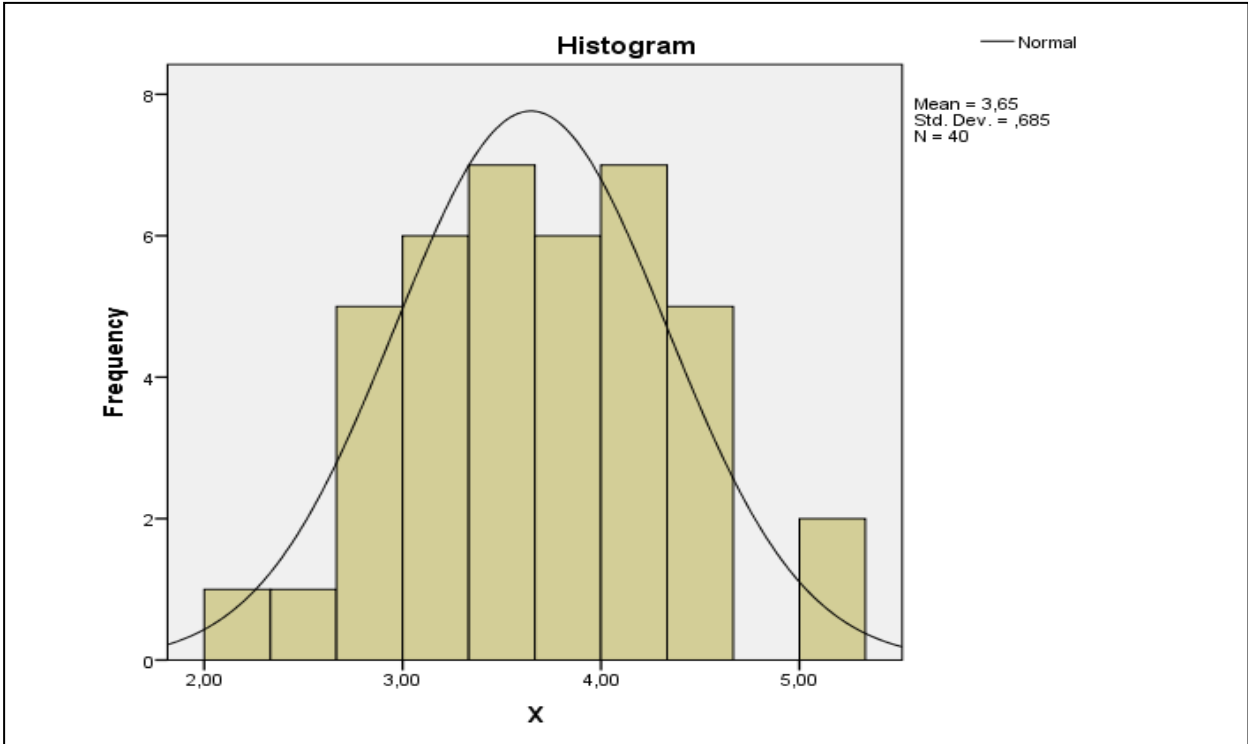


Figure.16. Normality Curve of emotional intelligence

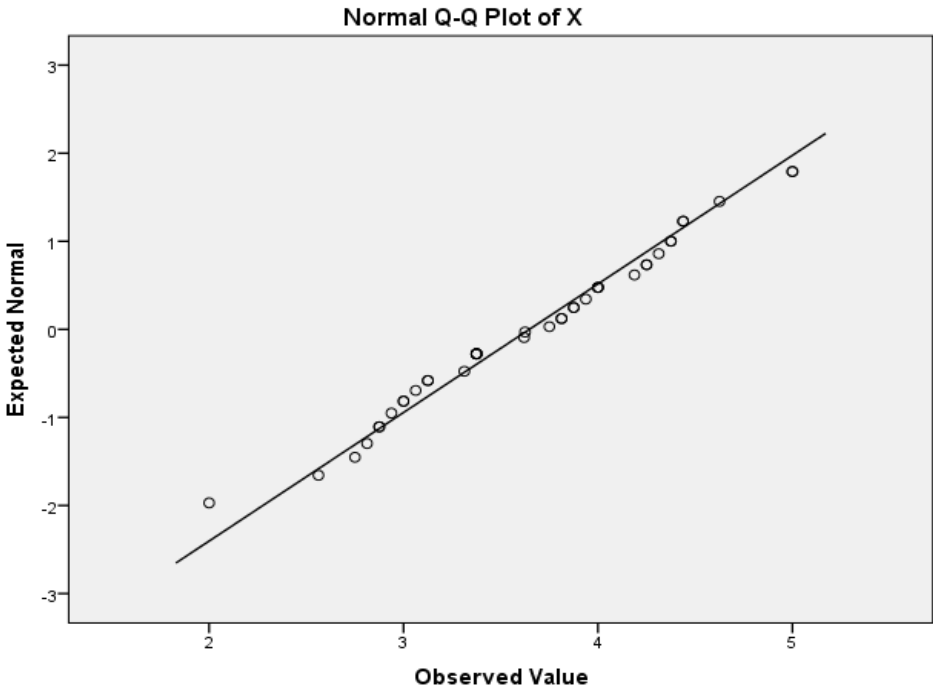


Figure.17. linear regression of Emotional Intelligence

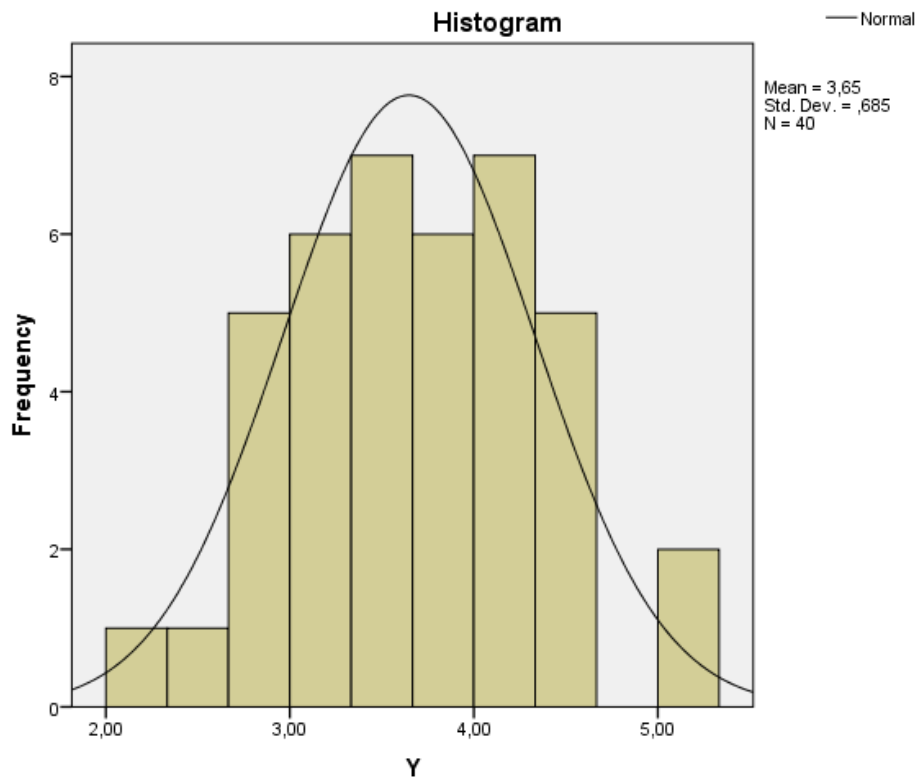


Figure.18. Normality Curve of Role Conflict

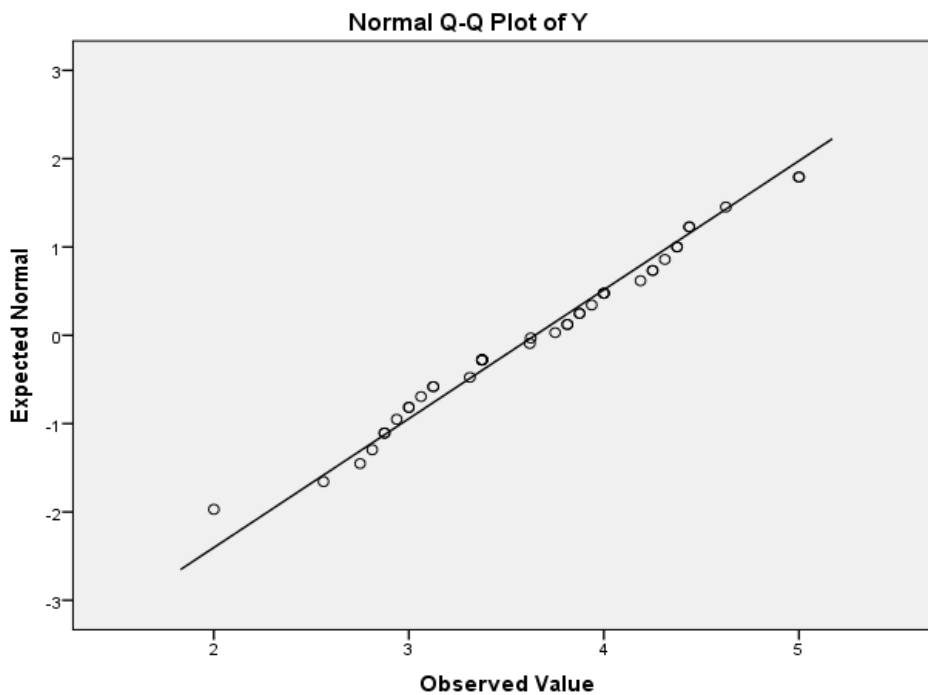


Figure.19. Linear regression of Role Conflict

From the results clarified in the above table and figures, it is clear that the probabilistic value of the study variables is greater than the significance level of 0.05, and thus the data distribution for these axes follows a normal distribution.

## Chapter 2: Case Study

### IX.4.2. Test of normality of dimensions:

**Table 24:** Test of normality of (EI) Dimensions

|    | Tests of Normality              |    |      |              |    |      |
|----|---------------------------------|----|------|--------------|----|------|
|    | Kolmogorov-Smirnov <sup>a</sup> |    |      | Shapiro-Wilk |    |      |
|    | Statistic                       | df | Sig. | Statistic    | df | Sig. |
| X1 | ,125                            | 40 | ,119 | ,934         | 40 | ,022 |
| X2 | ,174                            | 40 | ,004 | ,950         | 40 | ,079 |
| X3 | ,130                            | 40 | ,085 | ,960         | 40 | ,168 |
| X4 | ,195                            | 40 | ,001 | ,920         | 40 | ,008 |

From the results clarified in the above table, it is clear that the probabilistic value of the study dimension (X2) and (X4) is greater than the significance level of 0.05, thus the data distribution for these dimensions follow a normal distribution.

**Table 25:** Descriptive statistics of self awareness

| Descriptives |           |            |
|--------------|-----------|------------|
| X1           | Statistic | Std. Error |
| Skewness     | ,259      | ,374       |
| Kurtosis     | -1,051    | ,733       |

**Table 26:** Descriptive statistics of self emotion regulation

| Descriptives |           |            |
|--------------|-----------|------------|
| X4           | Statistic | Std. Error |
| Skewness     | -,558     | ,374       |
| Kurtosis     | ,278      | ,733       |

The probabilistic value of the study dimension (X1) and (X4) is less than significance level of 0.05, and due to the skewness and kurtosis of both dimensions are acceptable, thus the data distribution for these dimensions also follow a normal distribution.

In this section, we test if there are statistical significant differences at the level of significance of 0.05 among working mothers about the impact of emotional intelligence on the role conflict at the National Social Security Fund in Laghouat.

### IX.5 Individual Differences Test:

In this section, we test if there are statistically significant differences at the level of significance of 0.05 among working mothers about the the impact of emotional intelligence on role conflict at the National Social Security Fund in Laghouat.

-Are due to the following personal & functional variables:

- Age
- Number of children
- Educational level
- Hierarchal level

## Chapter 2: Case Study

- Experience
- Living

### IX.5.1. Anova test:

Individual Differences Test of role conflict among working mothers

Table 27: Anova test of emotional intelligence

| ANOVA              |                |    |             |       |      |
|--------------------|----------------|----|-------------|-------|------|
| Age                |                |    |             |       |      |
|                    | Sum of Squares | df | Mean Square | F     | Sig. |
| Between Groups     | ,829           | 3  | ,276        | ,569  | ,639 |
| Within Groups      | 17,480         | 36 | ,486        |       |      |
| Total              | 18,309         | 39 |             |       |      |
| Number of children |                |    |             |       |      |
|                    | Sum of Squares | df | Mean Square | F     | Sig. |
| Between Groups     | 1,763          | 3  | ,588        | 1,279 | ,296 |
| Within Groups      | 16,546         | 36 | ,460        |       |      |
| Total              | 18,309         | 39 |             |       |      |
| Educational level  |                |    |             |       |      |
|                    | Sum of Squares | df | Mean Square | F     | Sig. |
| Between Groups     | ,217           | 2  | ,109        | ,222  | ,802 |
| Within Groups      | 18,092         | 37 | ,489        |       |      |
| Total              | 18,309         | 39 |             |       |      |
| Hierarchal level   |                |    |             |       |      |
|                    | Sum of Squares | df | Mean Square | F     | Sig. |
| Between Groups     | ,458           | 2  | ,229        | ,475  | ,626 |
| Within Groups      | 17,851         | 37 | ,482        |       |      |
| Total              | 18,309         | 39 |             |       |      |
| Experience         |                |    |             |       |      |
|                    | Sum of Squares | df | Mean Square | F     | Sig. |
| Between Groups     | ,197           | 3  | ,066        | ,131  | ,941 |
| Within Groups      | 18,112         | 36 | ,503        |       |      |
| Total              | 18,309         | 39 |             |       |      |

- **Age:**

H1: There are statistically significant differences of emotional intelligence among working mothers at the National Social Security Fund in Laghouat due to the variable age

## Chapter 2: Case Study

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Through table (27), we note that the sig value is more than 0.05, thus the (H1) is rejected, and as consequence, there are no statistically significant differences of emotional intelligence among working mothers at the National Social Security Fund in Laghouat, are due to age.

### ➤ **Number of children:**

H1: There are statistically significant differences of emotional intelligence among working mothers at the National Social Security Fund in Laghouat, are due to number of children.

Through table (27), we note that the sig value is more than 0.05, thus the (H1) is rejected, and as consequence, there are no statistically significant differences of emotional intelligence among working mothers at the National Social Security Fund in Laghouat, are due to number of children

### ➤ **Educational level:**

H1: There are statistically significant differences of emotional intelligence among working mothers at the National Social Security Fund in Laghouat, are due to educational level.

Through table (27), we note that the sig value is more than 0.05, thus the (H1) is rejected, and as consequence, there are no statistically significant differences of emotional intelligence among working mothers at the National Social Security Fund in Laghouat, are due to educational level.

### ➤ **Hierarchal level:**

H1: There are statistically significant differences of emotional intelligence among working mothers at the National Social Security Fund in Laghouat, are due to career level

Through table (27), we note that the sig value is more than 0.05, thus the (H1) is rejected, and as consequence, there are no statistically significant differences of emotional intelligence among working mothers at the National Social Security Fund in Laghouat, are due to career level

### ➤ **Experience:**

H1: There are statistically significant differences of emotional intelligence among working mothers at the National Social Security Fund in Laghouat, are due to experience.

Through table (27), we note that the sig value is more than 0.05, thus the (H1) is rejected, and as consequence, there are no statistically significant differences of emotional intelligence among working mothers at the National Social Security Fund in Laghouat, are due to experience.

## **IX.5.2 T-test :**

T-test of the personal variable (living) of emotional intelligence

## Chapter 2: Case Study

Table 28: T-test of (Living) of emotional intelligence

|                         | Levene's Test |      | t-test for Equality of Means |       |                 |                 |                       |   |         |
|-------------------------|---------------|------|------------------------------|-------|-----------------|-----------------|-----------------------|---|---------|
|                         | F             | Sig. | t                            | df    | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |         |
|                         |               |      |                              |       |                 |                 |                       | Lower                                     | Upper   |
| Equal variances assumed | 1,690         | ,201 | 1,432                        | 38    | ,160            | ,51028          | ,35635                | -,21112                                   | 123,168 |
| (EV) not assumed        |               |      | 2,114                        | 5,012 | ,088            | ,51028          | ,24142                | -,10986                                   | 113,042 |

➤ **Living:**

H1: There are statistically significant differences of emotional intelligence among working mothers at the National Social Security Fund in Laghouat, are due to living.

According to table (28), the sig and sig (2-tailed) values are both more than the significant 0.05, thus the (H1) is rejected, and as consequence there are no statistically significant differences of emotional intelligence among working mothers at the National Social Security Fund in Laghouat, are due to living.

Individual Differences Test of emotional intelligence among working mothers

Table 29: Anova test of (EI)

| ANOVA              |                |    |             |       |      |
|--------------------|----------------|----|-------------|-------|------|
| AGE                |                |    |             |       |      |
|                    | Sum of Squares | df | Mean Square | F     | Sig. |
| Between Groups     | ,829           | 3  | ,276        | ,569  | ,639 |
| Within Groups      | 17,480         | 36 | ,486        |       |      |
| Total              | 18,309         | 39 |             |       |      |
| Number of children |                |    |             |       |      |
|                    | Sum of Squares | df | Mean Square | F     | Sig. |
| Between Groups     | 1,763          | 3  | ,588        | 1,279 | ,296 |
| Within Groups      | 16,546         | 36 | ,460        |       |      |
| Total              | 18,309         | 39 |             |       |      |
| Educational level  |                |    |             |       |      |
|                    | Sum of Squares | df | Mean Square | F     | Sig. |
| Between Groups     | ,217           | 2  | ,109        | ,222  | ,802 |
| Within Groups      | 18,092         | 37 | ,489        |       |      |
| Total              | 18,309         | 39 |             |       |      |
| Hierarchal level   |                |    |             |       |      |
|                    | Sum of Squares | df | Mean Square | F     | Sig. |
| Between Groups     | ,458           | 2  | ,229        | ,475  | ,626 |
| Within Groups      | 17,851         | 37 | ,482        |       |      |
| Total              | 18,309         | 39 |             |       |      |
| Experience         |                |    |             |       |      |
|                    | Sum of Squares | df | Mean Square | F     | Sig. |
| Between Groups     | ,197           | 3  | ,066        | ,131  | ,941 |
| Within Groups      | 18,112         | 36 | ,503        |       |      |
| Total              | 18,309         | 39 |             |       |      |

## Chapter 2: Case Study

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### ➤ **Age:**

H1: There are statistically significant differences of role conflict among working mothers at the National Social Security Fund in Laghouat due to the variable age.

Through table (29), we note that the sig value is more than 0.05, thus the (H1) is rejected, and as consequence, there are no statistically significant differences of role conflict among working mothers at the National Social Security Fund in Laghouat, are due to age.

### ➤ **Number of children :**

H1: There are statistically significant differences of role conflict among working mothers at the National Social Security Fund in Laghouat, are due to number of children.

Through table (29), we note that the sig value is more than 0.05, thus the (H1) is rejected, and as consequence, there are no statistically significant differences of role conflict among working mothers at the National Social Security Fund in Laghouat, are due to number of children.

### ➤ **Educational level:**

H1: There are statistically significant differences of role conflict among working mothers at the National Social Security Fund in Laghouat, are due to educational level.

Through table (29), we note that the sig value is more than 0.05, thus the (H1) is rejected, and as consequence, there are no statistically significant differences of role conflict among working mothers at the National Social Security Fund in Laghouat, are due to educational level.

### ➤ **Hierarchal level:**

H1: There are statistically significant differences of role conflict among working mother in National Social Security Fund in Laghouat, are due to career level

Through table (29), we note that the sig value is more than 0.05, thus the (H1) is rejected, and as consequence, there are no statistical significant differences of role conflict among working mothers at the National Social Security Fund in Laghouat, are due to career level

### ➤ **Experience:**

H1: There are statistically significant differences of role conflict among working mothers at the National Social Security Fund in Laghouat, are due to experience.

Through table (29), we note that the sig value is more than 0.05, thus the (H1) is rejected, and as consequence, there are no statistically significant differences of role conflict among working mothers at the National Social Security Fund in Laghouat, are due to experience.

## Chapter 2: Case Study

### IX.5.3.T-test :

T-test of the personal variable (living) of role conflict

Table 30: T-test of (Living) of (RC)

|                             | Levene's Test for Equality of Variances |      | t-test for Equality of Means |       |                 |                 |                       |   |         |
|-----------------------------|---|------|------------------------------|-------|-----------------|-----------------|-----------------------|---|---------|
|                             | F                                       | Sig. | t                            | df    | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |         |
|                             |   |      |                              |       |                 |                 |                       | Lower                                     | Upper   |
| Equal variances assumed     | 1,690                                   | ,201 | 1,432                        | 38    | ,160            | ,51028          | ,35635                | -,21112                                   | 123,168 |
| Equal variances not assumed |   |      | 2,114                        | 5,012 | ,033            | ,51028          | ,24142                | -,10986                                   | 113,042 |

#### ➤ Living:

H1: There are statistically significant differences of role conflict among working mothers at the National Social Security Fund in Laghouat, are due to living.

According to the table, the sig (2-tailed) is less than the significant 0.05, thus the (H1) is accepted, and as consequence, there are statistically significant differences of role conflict among working mothers at the National Social Security Fund in Laghouat, are due to independent living.

## X. Discussion of the findings:

The aim of this research was to find out the impact of emotional intelligence on role conflict among working mothers at the National Social Security Fund in Laghouat, to recognize if they are emotionally intelligent, as well as the level of role conflict that they are struggling with, the research method was executed through a questionnaire, where the software used was (Smart pls) to test the quality of the study model and test the hypotheses, and (Spss) to explore the direction of the respondents and the average of both emotional intelligence and role conflict, also to test the mean differences among working mothers, where the results obtained:

The average of emotional intelligence among working mothers was high, back to that women are more sensitive and tend to express emotions, also refer to the biological nature of women. Beside to that working mothers are self motivated to organize her life to achieve goals, and face the functional world and what it requires, and this what a study support, by Velayudhan A. and Velayudhan Kemlit entitled (Emotional Intelligence among Working and Non-Working Women) 2013. working women were better on qualities such as Accurate Self assessment, Self Confidence, Achievement orientation, Initiative, Inspirational leadership, Influence and change Catalyst. (Velayudhan & Velayudhan, 2013)

The average of role conflict were also high, Since she is a worker, this means that she has more than one role, so it is normal for her to have role conflict, and for her to have another role outside home is an important thing, because through her career role she can prove herself and

## Chapter 2: Case Study

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achieve her ambition, and to be financially independent. Also because of the culture of the place where woman is considered to be responsible on household duties and children in the first place.

**The main hypothesis:** the result obtained that emotional intelligence has an impact on role conflict among working mothers at National Social Security Fund in Laghouat. Where the more working mother is emotionally intelligent the more she has role conflict, because emotional intelligence in general is the ability to manage both your own emotions and understand the emotions of people around you, so this sensitivity and awareness create kind of an emotional responsibility towards others meaning by this other roles, thus She feels that she is responsible to reconcile all the roles and does not detract from their right, therefore role conflict becomes high. Where a study by (Jagannarayan) and (T.A) entitled Emotional Intelligence among women employees of private sector Bank, while working from home in Coimbatore city 2021, doesn't support this hypothesis where the results was that women have been handling their emotions, while at home, at work and even when it is work from home. They have been balancing their work as well as emotions. These respondents, seem to be handling their emotions very well, while multitasking between household chore, handling families as well as their job assignments. (Jagannarayan & chitra, 2021)

**Sub-hypotheses:** Results obtained as follow:

1-H1: There is a statistically significant impact of the dimension of self-awareness on role conflict among working mothers at the National Social Security Fund in Laghouat, this is due to that working mother being self aware help her to set her objectives and understands her desires and her feelings, also it helps her adapt to the emotional demands of different roles

2-H1: There is no statistically significant impact of the dimension self-emotion regulation on role conflict among working mothers at the National Social Security Fund in Laghouat, this is due to that if working mother regulated her emotion, roles keep the same and can't be reduced.

3-H1: There is statistically significant impact of the dimension self-motivation on role conflict among working mother at the National Social Security Fund in Laghouat, this is due to that motivation helps to adapt to the different roles effectively and pleasure.

This two sub-hypotheses were unsupported by a study by (Abas) entitled Emotional Intelligence and Conflict Management Styles 2010, where the findings was the opposite and it was about supervisors according to the dimension self motivation and self emotion regulation, where the results was one out of six supervisors had the same highest self emotion regulation and lowest self motivation emotional intelligence as rated by their subordinates. (Abas, 2010).

4-H1: There is statistically significant impact of the dimension Social awareness on role conflict among working mothers at the National Social Security Fund in Laghouat, this is due to the high sensitivity towards others increases the responsibility towards other roles for instance towards her children.

## Chapter 2: Case Study

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**The significant differences:** the results obtained:

There are no statistically significant differences among working mothers of emotional intelligence due to:

**Age:** Women are sensitive at every stages of her life, this was unsupported through a study by (Kemppainen) entitled The Importance of Emotional Intelligence for Finnish Female Leaders 2020, were the results found was that one respondent that the generation of leaders close to her age are more inclined to talk about feelings where as the older generations might be less inclined to do so. (Kemppainen , 2020)

**Number of children:** The sense of motherhood is the same once woman have her first child.

**Educational and hierarchal level, experience:** Emotional intelligence is more related to mentality and personality of the person. According to a study by (Dani) and (Singhai) entitled a study of emotional intelligence of working women and housewives 2018 that it is clear from the study that there is no statistically significant difference between working and non working women with regards to emotional intelligence (Dani & Singhai , 2018), therefore in my opinion if there is no statistically significant difference between them,so there is no difference among working mothers due to educational and career level.

**Living:** Working mother is always surrounded by people whether she lives independently or live with family.

There are no statistically significant differences among working mothers regards to role conflict due to:

**Age:** As long as she's a mother, she has a children, husband, addition to her job, thus the same responsibilities in all stages of age

**Number of children:** The responsibility and struggles start at the first child

**Educational and hierarchal level, experience:** No statistically significant differences because working mother always have additional role. According to the already mentioned study by (Dani) and (Singhai) that involvement in a full-time job imposes time constraints on the performance of household duties. (Dani & Singhai , 2018)

There are statistically significant differences among working mothers of role conflict due to:

**Living:** This is due to woman who lives independently, so that all pressures and responsibility fall on her shoulders, as she has to do the household duties and responsibility of the children by herself, while the working mother who lives with the husband's family, they share with her household duties, as well as her children are under the care of everyone. Which reduces role conflict.

## **Chapter 2: Case Study**

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### **Conclusion of the chapter:**

The transition from the Case study is a tool for controlling the theoretical to link the relationships in various Cases, and the main objective of the practical side in the research is the Case study of the study variables. And we touched in this chapter to study the impact of emotional intelligence on role conflict at the National Social Security Fund in Laghouat. where the preparation of a questionnaire distributed to a simple estimated of 40 working mother and through the statistic analysis of the questionnaire through the adoption of (Spss) and (Smart pls) softwares, we then tried to analyze the data in order to reach at a set of results that help to know the validity of the study hypotheses and this is what is discussed in the conclusion.

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# Conclusion

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## Conclusion

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This research aimed to study and analyse the impact of emotional intelligence on role conflict through previous studies in both Cases and the literature review. Through the variables, and dimensions, which were considered as a basic central pillar in order to carry out the analysis process and identify the impact between the two variables through a case study at National Social Security Fund in Laghouat and seek the views of mothers working in a Case institution.

In the theoretical part a set of literary and theoretical backgrounds were addressed of the study variables, and this through identifying the most important concepts and their main elements and determinants of both variables. In addition to review at previous studies and comparing them with the current study. Where that emotional intelligence has been defined as the ability to be aware of oneself's emotions as well as others emotions, and motivating oneself, also the ability to control emotions and to have the sense of empathy towards others. As well as role conflict was defined as a result from the multiple roles of the individual. For Emotional intelligence set of models that measure it through the dimensions of self awareness, social awareness, empathy, self morivation and self emotion regulation. Emotional intelligence have helps the self to cope changes and improve relationships with people.

In case study part, the study was projected onto reality, so that the study was conducted in National Social Security Fund in Laghouat on a sample of 40 working mothers. After the conduction of an analysis of the study model, results were reached of the practical side which as follows:

The results related to the study model after processing were good, both for the convergent validity tool, discriminant validity and the model quality indicators were also good.

The main hypothesis of the study assumes that there is a statistical significant impact of emotional intelligence on role conflict among working mothers at the National Social Security Fund in Laghouat at the level of significance ( $\alpha = 0.05$ ), was accepted.

The 1<sup>st</sup> sub-hypothesis that assume that there is a statistically significant impact of the dimension of self-awareness on role conflict among working mothers at the National Social Security Fund in Laghouat at the level of significance ( $\alpha = 0.05$ ), was accepted.

The 2<sup>nd</sup> sub-hypothesis that assume that there is a statistically significant impact of the dimension self-emotion regulation on role conflict among working mothers at the National Social Security Fund in Laghouat at the level of significance ( $\alpha = 0.05$ ), was rejected.

The 3<sup>rd</sup> sub-hypothesis that assume that there is a statistically significant impact of the dimension self-motivation on role conflict among working mothers at the National Social Security Fund in Laghouat at the level of significance ( $\alpha = 0.05$ ), was accepted.

The 4<sup>th</sup> sub-hypothesis that assume that there is a statistically significant impact of the dimension social awareness on role conflict among working mothers at the National Social Security Fund in Laghouat at the level of significance ( $\alpha = 0.05$ ), was rejected.

## **Conclusion**

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There are no significant differences regards to emotional intelligence among working mothers at the National Social Security Fund in Laghouat at the level of significance ( $\alpha = 0.05$ ), due to (Age, kinds number, educational level, career level, experience and living).

There are no statistically significant differences of role conflict among working mothers at at the National Social Security Fund in Laghouat at the level of significance ( $\alpha = 0.05$ ), due to (Age, kinds number, educational level, career level, experience).

There are statistically significant differences of role conflict among working mothers at at the National Social Security Fund in Laghouat at the level of significance ( $\alpha = 0.05$ ), due to (Living).

## **Suggestions :**

Through the findings of this study from the result , we can provide the following suggestions:

- To improve the performance of working mothers and to avoid their absenteeism on work, it is better to allocate specific time schedule to them, and Classification of work timing based on gender, married and single employees
- Programming of a special training of emotional intelligence so that they learn to use their emotional intelligence correctly and effectively
- Take into consideration the needs of working mothers and getting closer to them in order to reduce role conflict
- make Working mothers shares the work among themselves and give them freedom to make agreement

## **perspective of the study:**

Given the comprehensiveness of the topic and its relevance to many aspects, and given the components and dimensions of emotional intelligence and is a behavioral aspect, and role conflict is an interesting phenomenon and it's increasing by the increase of female workers In order to shed more light on many aspects related to this topic, it is worth presenting some titles or some topics that serve as suggestions for future study problematic that revolve around:

- The impact of Emotional Intelligence on Role Conflict Management.
- Relationship of Emotional Intelligence and Marketing
- The impact of Emotional Intelligence and Mental health
- The impact of Role Conflict on Performance.

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## Appendix

### List of Appendixes:

جامعة عمار ثليجي الأغواط  
كلية العلوم الاقتصادية، التجارية وعلوم التسيير  
Faculté des sciences économiques, sciences commerciales et sciences de gestion

# Questionnaire

بسم الله الرحمن الرحيم

- في إطار تحضير مذكرة تخرج ماستر في إدارة أعمال موسومة بعنوان: "تأثير الذكاء العاطفي على صراع الدور" من اعداد الطالبة لبناني هاجر وتحت اشراف الأستاذ حمدي أبو القاسم، الموجه للأُم المتزوجة و العاملة، نرجو منكم سيدياتي الموقرات أن تساهموا في هذا البحث العلمي من خلال إجابتكم على هذا الاستبيان.
- قبل استعمال هذا الاستبيان، نرجو منكم قراءة العبارات الواردة في الاستبيان بعناية ووضع رقم (من 1 حتى 5) امام العبارة والذي يناسب درجة موافقتكم.
  - أعد هذا الاستبيان وفق سلم التقييم يدعى "سلم ليكارت" وفيه خمس درجات من 1 معبرة عن عدم موافقة تامة للمجيب وينتهي بدرجة 5 معبرة عن موافقة تامة للمجيب. توجد في وسط هذا السلم درجة 3 والتي تعبر عن حيادية المجيب اتجاه عبارة معينة. (نرجو منكم أن تستعملوا هذه الوضعية بحذر شديد، لأنها تخل بالدراسة).
  - لا تكتب اسمك على الاستبيان (الاستبيان عام وغير مشخص).
  - ستستعمل بيانات هذه الاستبيانات حصرا لأغراض علمية بحتة.
- 😊 نشكركم كثيرا لتعاونكم على إعداد هذه الدراسة 😊

### الجزء الأول: البيانات الشخصية:

- 1- السن: أقل من 30 ، من 31 الى 40 ، من 41 الى 50 ، أكثر من 50
- 2- عدد الأولاد: 1 فقط ، 2 ، 3 ، 4 فما فوق
- 3- المستوى التعليمي: متوسط، ثانوي ، جامعي ، دراسات عليا
- 4- المستوى الوظيفي: أطار ، عون تحكم ، تنفيذي
- 5- عدد السنوات في المؤسسة: أقل من سنة ، من 1 الى 5 سنوات ، من 6 الى 10 سنوات ، من 10 سنوات فما فوق
- 6- السكن: مستقل ، مع العائلة

## Appendix

| درجة الموافقة   | ضع العدد المناسب لدرجة موافقتك في الخانة المقابلة للعبارة (Item العبارة) |       |                |             |  | الرمز code |
|---|--|-------|----------------|-------------|--|------------|
|   | موافق  | موافق | محايد<br>تماما | موافق قليلا | غير موافق تماما  |            |
|   | 5  | 4     | 3              | 2           | 1  |            |
| Law, K., Wong, C. & Song, L. (2004) أبعاد قياس الذكاء العاطفي حسب |  |       |                |             |  |            |
|   |  |       |                |             | 1. في غالب الأحيان، أدرك بأن لدي مشاعرا يمكن تمييزها (الشعور بالحزن، بالفرح، بالقلق، بالاندهاش، إلخ) | EI11       |
|   |  |       |                |             | 2. أفهم جيدا مشاعري الخاصة.  | EI12       |
|   |  |       |                |             | 3. أتفهم وأدرك جيدا لماذا أشعر بأحاسيس معينة.  | EI13       |
|   |  |       |                |             | 4. أستطيع التمييز بين الشعور بحالة الفرح والشعور بحالة الحزن.  | EI14       |
|   |  |       |                |             | 5. ألاحظ جيدا حالة مشاعر الآخرين.  | EI21       |
|   |  |       |                |             | 6. أستطيع معرفة شعور الآخرين من خلال سلوكهم.   | EI22       |
|   |  |       |                |             | 7. أنا جد حساس اتجاه مشاعر الآخرين.  | EI23       |
|   |  |       |                |             | 8. أتفهم مشاعر زملائي المحيطين بي.   | EI24       |
|   |  |       |                |             | 9. دائما ما أضع أهدافا شخصية وأبذل كل الجهود لتحقيقها.   | EI31       |
|   |  |       |                |             | 10. دائما ما أحدث نفسي بأنني شخص ذو كفاءة عالية.   | EI32       |
|   |  |       |                |             | 11. أشعر بأنني أتمتع بدافعية ذاتية عالية.  | EI33       |
|   |  |       |                |             | 12. دائما ما أشجع نفسي بأن تفعل كل ما تقدر عليه لبلوغ الأهداف الشخصية.                               | EI34       |
|   |  |       |                |             | 13. أستطيع مراقبة مزاجي لكي أتجاوز الصعوبات التي أواجهها في عملي.                                    | EI41       |
|   |  |       |                |             | 14. لدي قدرة كافية للتحكم في مشاعري.   | EI42       |
|   |  |       |                |             | 15. لدي القدرة بتهدئة نفسي عندما أكون في حالة غضب.   | EI43       |
|   |  |       |                |             | 16. بشكل عام أتحكم في مشاعري.  | EI44       |

## Appendix

|  |  |      |
|--|--|------|
|  | 1. الشعور بالإرهاق يجعلني أغضب بسرعة   | D1Q1 |
|  | 2. أشعر بالتحدي عندما تتداخل أدوارى (الالتزامات اتجاه الزوج، الأولاد، العمل، العائلة، البيت،...) | D1Q2 |
|  | 3. أتضايق لأنني لا أجد الوقت الكافي للاهتمام بنفسى وصحتى ومظهري الخارجى.                         | D1Q3 |
|  | 4. صرت أخلط بين الواجبات المنزلية والزوجية والعملية.   | D1Q4 |
|  | 5. زوجي يشاركني كل اهتماماتي (العائلية والعملية).  | D2Q1 |
|  | 6. زوجي يراني ربة بيت لا زوجة عاملة.   | D2Q2 |
|  | 7. عملي يجعلني مقصرة اتجاه زوجي.   | D2Q3 |
|  | 8. كثرة انشغالاتي وأدوارى الأخرى تركتني أقصر في حق زوجي.   | D2Q4 |
|  | 9. تعدد انشغالاتي شغلني عن الاهتمام بأولادي.   | D3Q1 |
|  | 10. لدي وقت قليل للإهتمام بأولادي.   | D3Q2 |
|  | 11. أبذل جهد معتبر في مساعدة أولادي على مراجعة دروسهم.   | D3Q3 |
|  | 12. زيادة عدد الأولاد يزيد من ضغوطى العائلية والمهنية.   | D3Q4 |
|  | 13. ترهقني أعمالى المنزلية.  | D4Q1 |
|  | 14. لا أنجز أعمالى المنزلية بإتقان بسبب شعورى الدائم بالإرهاق.                                   | D4Q2 |
|  | 15. دائما ما أفكر في احضار من يساعدني في الأشغال المنزلية.                                       | D4Q3 |
|  | 16. أقوم بأشغالى المنزلية عن مضض (باحتمية شديدة).  | D4Q4 |

Appendix 1: Scale in Arabic

**First Part: Personal Data:**

- 1- **Age :** Less than 30 , 31 to 40 , 41 to 50 , more than 50 .
- 2- **Kids Number:** Only one , 2 , 3 , 4 & over .
- 3- **Educational Level:** Middle, secondary school , University , High education .
- 4- **Career Level:** General director , Supervisor , Employee .
- 5- **Experience:** Less than a year , 1 to 5 years , 6 to 10 years , 10 years & over .
- 6- **Living:** Independent , with family .

| Code  |   |          |         |       |                | approval degree |
|---|---|----------|---------|-------|----------------|-----------------|
|   | Strongly disagree   | Disagree | Neutral | Agree | Strongly agree |                 |
|   | 1   | 2        | 3       | 4     | 5              |                 |
| <b>Dimension of Emotional Intelligence according to Law, K., Wong, C. &amp; Song, L. (2004)</b> |   |          |         |       |                |                 |
| EI11  | Most of the time, I realize that I have recognizable emotions (feeling sad, happy, anxious, surprised, etc. |          |         |       |                |                 |
| EI12  | I understand very well my own feelings.   |          |         |       |                |                 |
| EI13  | I understand and realize very well why I feel certain feelings.   |          |         |       |                |                 |
| EI14  | I can distinguish between feeling happy and feeling sad.  |          |         |       |                |                 |
| <b>Self Awareness</b>   |   |          |         |       |                |                 |
| EI21  | I notice the other people's feelings well   |          |         |       |                |                 |
| EI22  | I can tell how others feel by their behaviour.  |          |         |       |                |                 |
| EI23  | I am very sensitive toward other people's feelings.   |          |         |       |                |                 |
| EI24  | I understand the feelings of my colleagues around me.   |          |         |       |                |                 |
| <b>Social Awareness</b>   |   |          |         |       |                |                 |
| EI31  | I always set personal goals and make every effort to achieve them.  |          |         |       |                |                 |
| EI32  | I always tell myself that I am a very competent person.   |          |         |       |                |                 |
| EI33  | I feel highly self-motivated.   |          |         |       |                |                 |
| EI34  | I always encourage myself to do my best to achieve my personal goals.                                       |          |         |       |                |                 |
| <b>Self Motivation</b>  |   |          |         |       |                |                 |
| EI41  | I can control my mood in order to overcome the difficulties I encounter in my work.                         |          |         |       |                |                 |
| EI42  | I have enough ability to control my feelings.   |          |         |       |                |                 |
| EI43  | I have the ability to calm myself when I am angry.  |          |         |       |                |                 |
| EI44  | In general, I control my feelings.  |          |         |       |                |                 |
| <b>Self Emotion Regulation</b>  |   |          |         |       |                |                 |

## Appendix

| Code | Items   |          |         |       |                   | approval<br>degree |
|------|---|----------|---------|-------|-------------------|--------------------|
|      | Strongly<br>disagree  | Disagree | Neutral | Agree | Strongly<br>agree |                    |
|      | 1   | 2        | 3       | 4     | 5                 |                    |
| D1Q1 | Feeling tired makes me feel angry quickly   |          |         |       |                   |                    |
| D1Q2 | I feel challenged when my roles conflict (obligations toward husband, children, work, family, home,...) |          |         |       |                   |                    |
| D1Q3 | I feel upset because I don't have enough time to take care of myself, my health and my appearance.      |          |         |       |                   |                    |
| D1Q4 | I became jumble between home and marital duties and work.   |          |         |       |                   |                    |
| D2Q1 | My husband shares me all my interests (family and work).  |          |         |       |                   |                    |
| D2Q2 | My husband sees me as a housewife, not a working wife.  |          |         |       |                   |                    |
| D2Q3 | My work makes me negligent towards my husband.  |          |         |       |                   |                    |
| D2Q4 | My busyness and other roles made me negligent in the right of my husband.                               |          |         |       |                   |                    |
| D3Q1 | The multiplicity of my preoccupations have made take care of my children less                           |          |         |       |                   |                    |
| D3Q2 | I have few time to take care of my children.  |          |         |       |                   |                    |
| D3Q3 | I make a significant effort to help my children review their lessons.                                   |          |         |       |                   |                    |
| D3Q3 | The increase in the number of children increases my family and professional pressures.                  |          |         |       |                   |                    |
| D4Q1 | My household chores is exhausting.  |          |         |       |                   |                    |
| D4Q2 | I don't do my housework perfectly because I always feel tired.  |          |         |       |                   |                    |
| D4Q3 | I always consider of having someone to help me with the household                                       |          |         |       |                   |                    |
| D4Q4 | I do my household chores reluctantly  |          |         |       |                   |                    |

Appendix 2: Scale in English

Appendix 3: Outputs of (Spss24):

| Num | Age              | Kids        | Education     | Career Level   | Experience    | Living      | EI11          | EI12          | EI13          | EI14          | EI21          | EI22          | EI23          | EI24          |
|-----|------------------|-------------|---------------|----------------|---------------|-------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| 1   | 1 from 31 to 40  | two kids    | Middle, se... | Supervisor     | 10 years &... | Independent | Agree         | Agree         | Agree         | Agree         | Neutral       | Neutral       | Neutral       | Agree         |
| 2   | 2 less than 30   | three kids  | Middle, se... | Supervisor     | 1 to 5 years  | Independent | Neutral       | Agree         | Neutral       | Agree         | Agree         | Agree         | Agree         | Agree         |
| 3   | 3 from 31 to 40  | two kids    | high educa... | Supervisor     | 6 to 10 years | Independent | Agree         | Agree         | Agree         | Agree         | Agree         | Agree         | Agree         | Agree         |
| 4   | 4 from 31 to 40  | three kids  | Middle, se... | Supervisor     | 6 to 10 years | Independent | Neutral       | Neutral       | Agree         | Neutral       | Agree         | Agree         | Agree         | Strongly a... |
| 5   | 5 more than 50   | Four & over | University    | Supervisor     | 10 years &... | Independent | Disagree      | Disagree      | Disagree      | Disagree      | Disagree      | Agree         | Agree         | Agree         |
| 6   | 6 from 41 to 50  | three kids  | Middle, se... | Supervisor     | 10 years &... | Independent | Neutral       | Neutral       | Neutral       | Strongly a... | Strongly a... | Strongly a... | Neutral       | Strongly a... |
| 7   | 7 from 31 to 40  | three kids  | Middle, se... | Supervisor     | Less than ... | Independent | Agree         | Agree         | Agree         | Agree         | Agree         | Agree         | Agree         | Agree         |
| 8   | 8 from 41 to 50  | two kids    | Middle, se... | Supervisor     | 6 to 10 years | Independent | Agree         | Agree         | Agree         | Agree         | Agree         | Neutral       | Agree         | Neutral       |
| 9   | 9 from 31 to 40  | two kids    | Middle, se... | Employee       | 1 to 5 years  | Independent | Neutral       | Neutral       | Neutral       | Neutral       | Agree         | Neutral       | Agree         | Neutral       |
| 10  | 10 from 31 to 40 | two kids    | University    | General dir... | 6 to 10 years | Independent | Strongly a... | Strongly a... | Strongly a... | Strongly a... | Strongly a... | Strongly a... | Agree         | Strongly a... |
| 11  | 11 from 41 to 50 | two kids    | University    | Employee       | 10 years &... | Independent | Strongly a... | Strongly a... | Strongly a... | Agree         | Agree         | Agree         | Strongly a... | Agree         |
| 12  | 12 from 31 to 40 | three kids  | University    | Supervisor     | 6 to 10 years | Independent | Strongly a... | Strongly a... | Strongly a... | Agree         | Agree         | Strongly a... | Strongly a... | Agree         |
| 13  | 13 from 41 to 50 | three kids  | Middle, se... | Supervisor     | 10 years &... | Independent | Neutral       | Neutral       | Neutral       | Agree         | Agree         | Agree         | Agree         | Agree         |
| 14  | 14 from 41 to 50 | three kids  | University    | Employee       | 6 to 10 years | Independent | Strongly a... | Strongly a... | Strongly a... | Strongly a... | Strongly a... | Strongly a... | Strongly a... | Strongly a... |
| 15  | 15 from 41 to 50 | Four & over | Middle, se... | Supervisor     | 6 to 10 years | Independent | Neutral       | Neutral       | Neutral       | Disagree      | Disagree      | Neutral       | Neutral       | Neutral       |
| 16  | 16 from 41 to 50 | three kids  | University    | Supervisor     | 1 to 5 years  | Independent | Neutral       | Neutral       | Neutral       | Neutral       | Neutral       | Neutral       | Neutral       | Neutral       |
| 17  | 17 from 41 to 50 | three kids  | Middle, se... | Supervisor     | 6 to 10 years | Independent | Disagree      | Disagree      | Disagree      | Disagree      | Disagree      | Neutral       | Disagree      | Disagree      |
| 18  | 18 from 31 to 40 | only one    | University    | Employee       | 1 to 5 years  | Independent | Neutral       | Neutral       | Neutral       | Neutral       | Neutral       | Neutral       | Neutral       | Neutral       |
| 19  | 19 from 31 to 40 | Four & over | Middle, se... | Supervisor     | 10 years &... | Independent | Neutral       | Neutral       | Neutral       | Disagree      | Disagree      | Disagree      | Disagree      | Disagree      |
| 20  | 20 from 41 to 50 | three kids  | University    | Employee       | 6 to 10 years | Independent | Neutral       | Neutral       | Neutral       | Neutral       | Neutral       | Neutral       | Neutral       | Neutral       |
| 21  | 21 from 31 to 40 | two kids    | Middle, se... | General dir... | 6 to 10 years | Independent | Agree         | Agree         | Agree         | Agree         | Agree         | Agree         | Agree         | Agree         |
| 22  | 22 from 41 to 50 | three kids  | University    | General dir... | 6 to 10 years | Independent | Disagree      | Neutral       | Disagree      | Disagree      | Neutral       | Neutral       | Neutral       | Disagree      |

## Appendix

### Outputs of (Smartpls):

Smartpls outputs before delete items:

#### Construct Reliability and Validity

|                         | Cronbach's Alpha | rho_A | Composite Reliability | Average Extracted (AVE) | Variance |
|-------------------------|------------------|-------|-----------------------|-------------------------|----------|
| Emotional Intelligence  | 0.939            | 0.945 | 0.946                 |                         | 0.530    |
| Role Conflict           | 0.939            | 0.946 | 0.946                 |                         | 0.530    |
| Self Awareness          | 0.955            | 0.957 | 0.967                 |                         | 0.881    |
| Self Emotion Regulation | 0.876            | 0.880 | 0.915                 |                         | 0.729    |
| Self Motivation         | 0.799            | 0.802 | 0.869                 |                         | 0.625    |
| Social Awareness        | 0.879            | 0.884 | 0.917                 |                         | 0.733    |

Appendix 4: Construct Reliability and Validity

#### Cross Loadings:

|      | Role Conflict | Self Awareness | Self Regulation | Emotion | Self Motivation | Social Awareness |
|------|---------------|----------------|-----------------|---------|-----------------|------------------|
| D1Q1 | 0.781         | 0.967          |                 | 0.269   | 0.562           | 0.705            |
| D1Q2 | 0.757         | 0.948          |                 | 0.211   | 0.531           | 0.719            |
| D1Q3 | 0.843         | 0.948          |                 | 0.336   | 0.674           | 0.779            |
| D1Q4 | 0.874         | 0.890          |                 | 0.485   | 0.700           | 0.812            |
| D2Q1 | 0.813         | 0.773          |                 | 0.394   | 0.624           | 0.881            |
| D2Q2 | 0.859         | 0.752          |                 | 0.491   | 0.759           | 0.865            |
| D2Q3 | 0.700         | 0.637          |                 | 0.246   | 0.586           | 0.819            |
| D2Q4 | 0.760         | 0.588          |                 | 0.405   | 0.691           | 0.859            |
| D3Q1 | 0.756         | 0.706          |                 | 0.479   | 0.777           | 0.584            |
| D3Q2 | 0.737         | 0.584          |                 | 0.515   | 0.817           | 0.603            |
| D3Q3 | 0.704         | 0.466          |                 | 0.440   | 0.822           | 0.685            |
| D3Q4 | 0.653         | 0.309          |                 | 0.675   | 0.742           | 0.597            |
| D4Q1 | 0.651         | 0.337          |                 | 0.826   | 0.692           | 0.489            |
| D4Q2 | 0.572         | 0.246          |                 | 0.910   | 0.536           | 0.415            |
| D4Q3 | 0.499         | 0.256          |                 | 0.873   | 0.522           | 0.210            |
| D4Q4 | 0.568         | 0.355          |                 | 0.803   | 0.483           | 0.400            |
| EI11 | 0.781         | 0.967          |                 | 0.269   | 0.562           | 0.705            |
| EI11 | 0.781         | 0.967          |                 | 0.269   | 0.562           | 0.705            |
| EI12 | 0.757         | 0.948          |                 | 0.211   | 0.531           | 0.719            |
| EI12 | 0.757         | 0.948          |                 | 0.211   | 0.531           | 0.719            |
| EI13 | 0.843         | 0.948          |                 | 0.336   | 0.674           | 0.779            |
| EI13 | 0.843         | 0.948          |                 | 0.336   | 0.674           | 0.779            |
| EI14 | 0.874         | 0.890          |                 | 0.485   | 0.700           | 0.812            |
| EI14 | 0.874         | 0.890          |                 | 0.485   | 0.700           | 0.812            |
| EI21 | 0.813         | 0.773          |                 | 0.394   | 0.624           | 0.881            |
| EI21 | 0.813         | 0.773          |                 | 0.394   | 0.624           | 0.881            |
| EI22 | 0.859         | 0.752          |                 | 0.491   | 0.759           | 0.865            |
| EI22 | 0.859         | 0.752          |                 | 0.491   | 0.759           | 0.865            |
| EI23 | 0.700         | 0.637          |                 | 0.246   | 0.586           | 0.819            |
| EI23 | 0.700         | 0.637          |                 | 0.246   | 0.586           | 0.819            |

## Appendix

|      |       |       |       |       |       |
|------|-------|-------|-------|-------|-------|
| EI24 | 0.760 | 0.588 | 0.405 | 0.691 | 0.859 |
| EI24 | 0.760 | 0.588 | 0.405 | 0.691 | 0.859 |
| EI31 | 0.756 | 0.706 | 0.479 | 0.777 | 0.584 |
| EI31 | 0.756 | 0.706 | 0.479 | 0.777 | 0.584 |
| EI32 | 0.737 | 0.584 | 0.515 | 0.817 | 0.603 |
| EI32 | 0.737 | 0.584 | 0.515 | 0.817 | 0.603 |
| EI33 | 0.704 | 0.466 | 0.440 | 0.822 | 0.685 |
| EI33 | 0.704 | 0.466 | 0.440 | 0.822 | 0.685 |
| EI34 | 0.653 | 0.309 | 0.675 | 0.742 | 0.597 |
| EI34 | 0.653 | 0.309 | 0.675 | 0.742 | 0.597 |
| EI41 | 0.651 | 0.337 | 0.826 | 0.692 | 0.489 |
| EI41 | 0.651 | 0.337 | 0.826 | 0.692 | 0.489 |
| EI42 | 0.572 | 0.246 | 0.910 | 0.536 | 0.415 |
| EI42 | 0.572 | 0.246 | 0.910 | 0.536 | 0.415 |
| EI43 | 0.499 | 0.256 | 0.873 | 0.522 | 0.210 |
| EI43 | 0.499 | 0.256 | 0.873 | 0.522 | 0.210 |
| EI44 | 0.568 | 0.355 | 0.803 | 0.483 | 0.400 |
| EI44 | 0.568 | 0.355 | 0.803 | 0.483 | 0.400 |

### Appendix 5: Cross Loadings

#### Variable Correlation:

|                         | Role Conflict | Self Awareness | Self Emotion Regulation | Self Motivation | Social Awareness |
|-------------------------|---------------|----------------|-------------------------|-----------------|------------------|
| Emotional Intelligence  |               |                |                         |                 |                  |
| Role Conflict           | 0.728         |                |                         |                 |                  |
| Self Awareness          | 0.872         | 0.939          |                         |                 |                  |
| Self Emotion Regulation | 0.678         | 0.353          | 0.854                   |                 |                  |
| Self Motivation         | 0.904         | 0.663          | 0.663                   | 0.790           |                  |
| Social Awareness        | 0.918         | 0.807          | 0.455                   | 0.780           | 0.856            |

### Appendix 6: Variable Correlation

#### Coefficient of determination (R<sup>2</sup>):

|                         | R Square | R Square Adjusted |
|-------------------------|----------|-------------------|
| Role Conflict           | 1.000    | 1.000             |
| Self Awareness          | 0.755    | 0.748             |
| Self Emotion Regulation | 0.465    | 0.451             |
| Self Motivation         | 0.819    | 0.815             |
| Social Awareness        | 0.842    | 0.838             |

### Appendix 7: Coefficient of determination (R<sup>2</sup>)

## Appendix

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### Effect Size (F2):

|                        | Role Conflict | Self Awareness | Self Emotion Regulation | Self Motivation | Social Awareness |
|------------------------|---------------|----------------|-------------------------|-----------------|------------------|
| Emotional Intelligence | 24487.167     | 3.076          | 0.868                   | 4.533           | 5.328            |

Appendix 8: Effect Size (F2)

### Reductive Relevance (Q<sup>2</sup>):

|                         | SSO     | SSE     | Q <sup>2</sup> (=1-SSE/SSO) |
|-------------------------|---------|---------|-----------------------------|
| Emotional Intelligence  | 640.000 | 640.000 |                             |
| Role Conflict           | 640.000 | 310.049 | 0.516                       |
| Self Awareness          | 160.000 | 56.355  | 0.648                       |
| Self Emotion Regulation | 160.000 | 107.944 | 0.325                       |
| Self Motivation         | 160.000 | 80.962  | 0.494                       |
| Social Awareness        | 160.000 | 64.345  | 0.598                       |

Appendix 9: Reductive Relevance (Q<sup>2</sup>)