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Annu Sharma
Research Scholar, Department
of Management, Maharaja
Agrasen Himalayan Garhwal
University, Uttarakhand,
India

Dr. Gourav Gupta
Professor, Department of
Management, Maharaja
Agrasen Himalayan Garhwal
University, Uttarakhand,
India

Corresponding Author:
Annu Sharma
Research Scholar, Department
of Management, Maharaja
Agrasen Himalayan Garhwal
University, Uttarakhand,
India

Managing the work-family-distance effect of emotional intelligence and transformational leadership on conflict additive moderation

Annu Sharma and Dr. Gourav Gupta

Abstract

Over the past 20 years, work-life domain research has given scholars and organizations a wide range of topics to explore. The majority of studies on the work-family domain (WF domain) among working professionals has tended to emphasize the advantages of having a work role and a non-work role rather than the disadvantages of how these roles can conflict. This study focuses on the scarcity viewpoint of work and family domain roles based on the conservation of resource theory, which contends that juggling work and family responsibilities ultimately results in work-family domain conflict and has detrimental effects on both organizational and individual life. Conflict between the work and family domains among IT professionals considerably contributes to emotional tiredness, which in turn results in greater turnover intention and decreased commitment to their job. Further, their emotional intelligence (EI) and transformational leadership (TFL) behavior of the head/principal with the foundation of emotional intelligence theory and transformational leadership theory addresses the major gap in the theory and literature in determining which variables could buffer the adverse effects on IT professionals. The current study thus examined the discrete and combined moderating effects of emotional tiredness and TFL, as well as the positive and negative relationships between work-family domain conflict and turnover intention and professional commitment.

Keywords: Transformational leadership, professional commitment, work-family domain

1. Introduction

Working people face fierce competition in the age of the expanding economy and globalization, regardless of the industry, and must overcome many obstacles in order to achieve their personal and professional objectives. As members of a collectivist society, Indians place a higher value on meeting the needs of their families and are thus content to spend quality time with family, relatives, and friends, which enables them to find life satisfaction. However, people who work in highly demanding professions have inflexible work schedules that prevent them from spending much time with their families, which can result in work-family conflict. People who experience such lengthy stress at their jobs or in their families sometimes carry it over to the corresponding domains. Such disagreements lead individuals to consider leaving their jobs, which in turn lowers their overall dedication to their line of work. As a result, various studies created management models for human resource development (HRD) to help working people get a competitive advantage as well as personal development. People are compelled to "do it without knowing how to do it, but greatly interested in increasing the value in their profession" in light of the current climate. In order to support emotional and intellectual growth, an individual must be able to accurately perceive their own emotions as well as engage with, produce, and manage their emotions. In accordance with this, numerous studies have come to the conclusion that emotional intelligence (EI) is a profound individual difference variable that aids a worker in understanding their emotional capacity, offers an outlook on the future, and ultimately prompts them to take a well-considered action. Similar to this, EI increases productivity throughout the organization by fostering trust and commitment. Furthermore, EI is discovered to be a crucial distinctive ability of strategic leaders, which further improves the outcome of EI at both the personal and organizational levels.

Research on emotional intelligence seems to have made many bold predictions about how to improve organizational settings over the past 20 years. According to several studies, EI plays a significant role in explaining organizational effectiveness, leadership effectiveness, organizational climate, and job outcomes. Cote (2014) asserts that while EI is highly effective in achieving favorable results at the organizational and individual levels, its effects also depend on the organizational context. In other words, EI shows significant positive results in contexts requiring emotional labor. Their leaders are mostly vying for the position that involves emotional effort. As a result, in this situation, the actions of the leaders have a stronger impact on the results of the employees. It is clear from the theory of emotional intelligence and the research on leadership that all of the EI characteristics have a stronger correlation with transformational leadership than other leadership styles. EI as a construct results in positive outcomes for people, and transformational leadership behavior further strengthens the relationship to produce effective outcomes, such as managing role conflict, managing change, increasing work-life balance and life satisfaction, reducing stress, burnout, and turnover intention, increased organizational effectiveness, and decreasing turnover intention. Thus, it is clear from the research that there is a higher chance of achieving personal and organizational progress if the negative aspects, such as intention to leave the company, job stress, inter-role conflict, and job burnout, are suppressed.

Among all the antecedents, that Work-Family Conflict (WFC) and Family-Work Conflict (FWC) were the most effective predictors of emotional weariness and intention to quit working. For people who work and family are the two intertwined core domains. Work-family conflict develops when the two worlds of work and home collide, which is a serious possibility for the special and all-encompassing profession of teaching. Teachers' jobs are notoriously challenging due to the high levels of stress they endure, which can lead to both psychological and physical problems.

This perspective was expanded, who discussed the fact that among working professionals, the responsibilities of job and family are far more significant than any other roles. Any discrepancy between these two functions causes tension and bad emotions. For instance, if a person places a high value on their family life, they may feel that job obligations are taking away from their family time and energy (work-family conflict), which could pose a serious threat to them. For instance, if a person values their job role highly, interfering with their family role may cause them to feel negatively towards their family members (family to work conflict). This unfavorable attitude leads to fatigue, stress, decreased job and family satisfaction, poor health, and a general lack of commitment to both a personal and professional life. Numerous studies have been conducted on the effects of work-family conflict in various fields and cultures. The findings of these studies supported the notion that family-

work conflict and work-family conflict have a negative relationship with job satisfaction, intention to leave the job, family satisfaction, and organizational commitment. With the foundation of conservation of resource theory (COR), these detrimental associations between work and family relationships can be addressed and understood.

1.1 Emotional Intelligence

Based on four branches of emotional intelligence (EI), such as identifying emotions, employing understandings of emotions, and controlling emotions, EI helps people at work and in their personal lives.

1. Identifying emotions (self and others) demands that a person be conscious of both their own and other people's feelings and emotions. Understanding one's own emotions helps one avoid being blinded by them, and understanding others' emotions is important when working with people.
2. Using of emotions stimulates cognitive activity. Particularly, emotions aid in setting priorities for activity based on feelings.
3. Understanding emotions denotes understanding of other people's feelings and emotions as well as their motivational factors.
4. Managing emotions aids with problem-solving by providing useful knowledge through self-awareness of emotions and feelings.

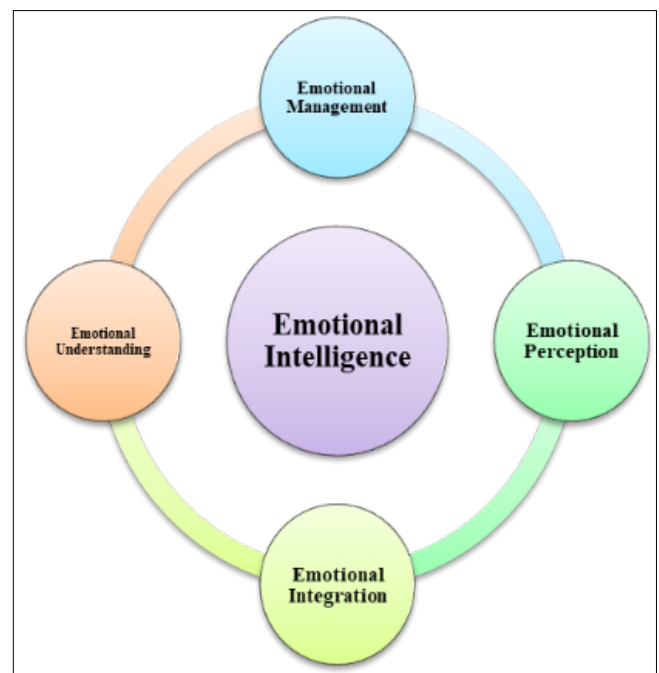


Fig 1: Model of EI

1.2 Transformational Leadership Theory

The idea of transformational leadership and how "leaders and followers make each other advance to the higher level of morality and motivation"



Fig 2: Transformational Leadership-Dimensions

This idea of transformational leadership by including leadership in the workplace. Following this, the transformational style of leadership has been more frequently researched in professional contexts since it places a greater emphasis on challenging norms and inspiring followers to go above and beyond. Additionally, it is asserted that the presence of transformational leadership styles promotes workplace performance. By aligning the organization's aim with their followers' goal, leaders that demonstrate transformational leadership style are certain to achieve these results in the workplace.

1.3 Statement of the Problem

According to studies, prolonged exposure to stress manifests as work-family conflict, which has been linked to serious negative outcomes like burnout, exhaustion, health problems, depression, absenteeism, turnover intention, decreased job performance, and even early death. Additionally, it has been noted that private unaided teachers have a greater attrition rate (Department of School Education, 2013). Thus, the psychological strain that teachers experience may have a negative impact on their interactions with students as well as their commitment to their job. In this situation, teachers' dedication has a significant impact on the education sector since it has a negative effect on their own performance as well as that of their students' and the management, both of which require attention.

1.4 Significance of the Study

In order to ensure enhanced student performance, these responsibilities need them to face a variety of difficulties that require them to meet both management needs and objectives as well as their own needs. They are also claimed to fulfill a variety of responsibilities as required by management and society, but more and more of these roles are found to be challenging, ill-defined, and inconsistent to fulfill. Overall, the employees have a lot of responsibilities, little management assistance, delayed pay, and a lot of work to do. Lack of facilities and a few other things, in addition to teaching, make more challenging and unpleasant. As a

result, there are many obstacles that instructors face the profession, making it harder for them to achieve their personal and professional objectives. According to studies, IT sector employees experience high levels of stress and burnout as a result of their long work hours and the management's requirement that they be available 365 days a year.

2. Objectives of the Study

The following are the objectives of the study:

1. To study the level of emotional intelligence and transformational leadership behavior among IT professionals'
2. To examine the influence of work-family domain conflict on turnover intention and professional commitment in the presence of emotional exhaustion

3. Research Methodology

The sampling unit or respondents selected for the study are IT professionals, in Delhi/NCR. The study focuses on the IT sector. Method of non-probability sampling with a sample size of 752 IT professionals, a particularly selective sampling technique is employed to collect survey responses in Delhi/NCR. The selection of the respondents takes into account factors like geographic location. In the final survey, the data are gathered. The reframed or modified questionnaire was given to the teaching professionals based on the findings of the pilot study. In this study, the exact same questionnaire was used, with a few sentences in the questions reworded for the final survey because there were no challenges beyond the necessity for word simplification. Thus, the final poll's deviations from the pilot group's survey were the language used and the quantity of participants. Through a questionnaire, the primary data was gathered from the professionals. All of the questionnaire's measuring items were constructed using a Likert five-point scale, with 1 denoting "strongly disagree" and 5 denoting "strongly agree." Prior to the data collection through the final survey, all the questionnaire items were pre-tested (by experts), and a pilot study was then carried out to make sure the provided variables measure what they were intended to measure. Additionally to the measurement constructs, a questionnaire was used to collect data on the respondents' demographic profile. In this study, the data obtained from the final survey is used for drawing results and conclusion by employing relevant statistical tools and analysis.

4. Results and data Interpretation

Analysis of main information gathered from survey responses from professionals. In order to answer the research question given by this study. The following section focuses on (i) levels of emotional intelligence (EI) and transformational leadership (TFL), (ii) demographic differences among professionals and the outcomes of work-family conflicts, (iii) the direct and indirect effects of emotional exhaustion on work-family conflicts.

4.1 Difference in Turnover Intention and Professional Commitment across It Professionals' Demographics

The results of work-family domain conflicts are evaluated in the current study to be turnover intention and professional commitment. Therefore, it becomes crucial to look at how the outcome variables vary across the demographics of professionals.

Table 1 Difference among it professionals' demographics towards their turnover intention

Demographic variables	N	Mean Rank	Significant value
Outcome: Turnover intention			
Gender	Male	351	361.10
	Female	401	389.40
Marital status	Married	494	385.97
	Unmarried	258	358.37
Working Hours	6-8hrs	211	352.14
	9-12hrs	408	395.19
	>12hrs	133	375.30
Outcome: Professional commitment			
Gender	Male	351	399.11
	Female	401	356.71
Age	22-26	125	355.34
	27-30	179	331.71
	31-35	173	366.16
	36-40	157	378.71
	>40	118	454.14

By using the non-parametric tests of the Kruskal-Wallis H test and Mann-Whitney U test, the demographic factors such as gender, age, educational attainment, marital status, number of children, overall experience, and number of working hours are evaluated. In particular, there were considerable differences in gender, marital status, age, and working hours. It is also done a post-hoc analysis to

determine which group is responsible for the variation in the research variables.

4.2 Work-Family Conflict on Turnover Intention through Emotional Exhaustion

Table 2: Direct, indirect and total effects of WFC

Total effect of WFC (X) on Turn over Intention (Y)					
Effect (β)	SE	p-value	t-value	LLCI	ULCI
0.2725	0.344	0.000***	4.8373	0.0989	0.2340
Direct effect of WFC (X) on Turn over Intention (Y)					
Effect	SE	p-value	t-value	LLCI	ULCI
0.1446	0.390	0.001***	3.9412	0.0771	0.2302
Indirect effect of WFC (X) on Turn over Intention (Y)					
	Effect	Boot SE	Boot LLCI	Boot ULCI	
Exhaustion	0.128	0.0150	-0.0149	-0.0439	
* <i>p</i> <.05, ** <i>p</i> <0.01, *** <i>p</i> <0.001; N=752; R ² = 0.479					

The results show that the intention to leave the company was strongly correlated with work-family conflict (=0.1446, t=3.941, p=0.000). Time-based conflict had a greater impact on turnover intention than other WFC dimensions and the direct effects of all dimensions, according to the WFC dimensions (=0.127, p=0.05).

Table 3: WFC to pc: moderated-moderation effects based on levels

Outcome: Professional Commitment (PC)						
	Effect (β)	SE	p-value	t-value	LLCI	ULCI
EXH	-0.022	0.0529	0.00**	-2.361	-0.019	-0.041
WFC	-0.191	0.0441	0.000***	-3.573	-0.224	-0.071
EI	0.188	0.036	0.602	1.521	-0.052	0.0897
TFL	0.123	0.044	0.005**	2.789	0.036	0.209
Int_1 (EI*TFL)	0.008	0.047	0.053**	1.861	0.005	0.182
Int_2 (EXH*EI)	0.022	0.042	0.600	0.5240	-0.135	0.094
Int_3 (EXH*TFL)	0.012	0.058	0.723	-0.354	-0.135	0.093
Int_4 (EXH*EI*TFL)	0.119	0.032	0.035*	2.116	0.005	0.1322
Direct effect of WFC (X) on Professional Commitment (Y)						
	Effect	SE	p-value	t-value	LLCI	ULCI
	-0.1917	0.0441	0.000	-3.57	-0.24	-0.07
Conditional Moderated Mediation (TFL- levels)						
	TFL	Index	SE(Boot)	LLCI	ULCI	
Exhaustion	-0.893	-0.053	0.021	-0.009	0.083	
Exhaustion	0.893	0.036	0.024	0.089	0.013	
Conditional Moderated Mediation (EI-levels)						
	EI	Index	SE(Boot)	LLCI	ULCI	
Exhaustion	-0.917	-0.054	0.031	-0.021	0.101	
Exhaustion	0.917	0.037	0.021	0.090	0.021	
* <i>p</i> <.05, ** <i>p</i> <0.01, *** <i>p</i> <0.001; N=752; R ² =0.55; ΔR ² =0.10						

(Note: WFC- Work-family conflict; Exh- Emotional exhaustion; PC-professional commitment; EI-Emotional intelligence; TFL-transformational leadership)

The direct impact of work-family conflict (WFC) on professional commitment was detrimental, which explains why the persistence of WFC has a major negative impact on professional dedication. The indirect route had a comparable detrimental impact. Long-term work-family conflict was significantly positively associated with emotional weariness in those who experienced it, according to = 0.3937, Boot SE=0.0341, t (11.265), and p=0.000. Individuals who experienced emotional weariness also shown a detrimental impact on their dedication to their career, as seen by the following statistics: =-0.022, Boot SE=0.053, t (-2.361),

p=0.001. This finding adds to the evidence for the partial mediation effect.

5. Conclusion

The primary goal of this research study is to examine the concerns of professional commitment and turnover intention among teaching professionals as a result of conflicts between their personal and professional lives. Conflicts between the roles they played in the job and family domains caused by the IT professionals considerably contributed to the psychological effects they experienced. More work-

family conflicts than family-work problems were experienced by IT professionals. They were unable to fulfill their responsibilities to their families due to employment conflicts, which manifested as emotional tiredness. It then has a significant negative impact on organizational outcomes, particularly on turnover intentions and professional dedication. According to the COR theory, whenever there is a threat or a loss of resources, people try to find other means of coping. According to this idea, IT professionals who experienced lengthy stress in the form of work-family conflict felt emotionally drained and were able to cope with the situation only by using their emotional resources, specifically their emotional linked resource known as emotional intelligence. The head/principals' transformational leadership style was found to have a higher impact on improving their professional commitment and reversing their turnover intention, even though it aids in coping with their work-family domain conflicts and their implications. The head/principal of an organization can effectively help teaching professionals deal with conflicts between their work and personal lives, emotional exhaustion, and the effects of higher turnover intentions by integrating discrete dimensions of their EI (OEA & ROE) and discrete dimensions of transformational leadership (Individualized consideration). Similar to how IT professionals EI (SEA & UOE) and discrete leadership qualities (Individualized consideration and Inspirational motivation) of their head/principal effectively help them deal with the effects of their work-family domain conflict.

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