

The relationship between work-family conflict and family-work conflict, and self-esteem and emotional intelligence among managers

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Abstract: There is no doubt that today professional roles and family life are interpenetrating spheres. The aim of the study was to analyze the relationship between work-family conflict (WFC) and family-work conflict (FWC) as well as emotional intelligence and self-esteem in the group of people employed in managerial positions. Participants were 217 managers (102 women and 115 men). Role conflict has been measured with a Polish version of a questionnaire “Work-Family and Family-Work Conflict Scales” Netemeyer, Boles, McMurrain; emotional intelligence has been measured with Polish “Test of Emotional Intelligence” (TIE) Śmieja and others; self-esteem has been measured with a Polish adaptation of a “Rosenberg Self-Esteem Scale—SES” Dzwonkowska and others. Self-esteem coexists with emotional intelligence of the subjects and is an intermediary variable, mediating in relation to emotional intelligence with role conflicts. The research results show that there are no correlations between role conflicts and the age of the managers, their seniority and the number of directly subordinate employees.

Keywords: work-family conflict, family-work conflict, self-esteem, emotional intelligence, manager

1. Introduction

Social and economic changes that have been observed in the modern world result in an infiltration of professional and family life. Human being has to play different roles, while success in one of it has an influence on the other ones (Byron, 2005). It has been pointed out that many benefits are connected with combining different roles by both women and men (Barnett and Hyde, 2001; Bańka, 2002; Rostowska, 2009). However, bigger popularity of a professional activity between women and engaging in housework by men causes necessity of choosing of how to deal time, energy and psychological resources between both types of activities. As a consequence, that complication leads to tension and stress (Greenhaus and Beutell, 1985; Demerouti, Geurts and Kompier,

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2004; Clutterbuck, 2003). According to the Conservation of Resources Theory by Steven Hobfoll (1989), psychological stress appears in relation to the risk of losing or losing net resources of a human being. Way of dealing with this stress is strictly related with having resources and ability to use them. One of the varieties of role conflict described in a stress context might be the conflict between working and family requirements (Greenhaus and Beutell, 1985). It can be an acceptable assumption, that resources have a positive influence on decreasing the effects of experienced stress and successful dealing with them, they can also have a positive influence on dealing with working and family role conflicts by an individual. Examples of resources the possession of which contributes to maintaining individual well-being are emotional intelligence and self-esteem (Ogińska-Bulik and Juczyński, 2008). In the studies cited below, the role of emotion perception, regulation and use in coping with stress is raised. Therefore, it turns out justified to establish relationship between role conflicts and emotional intelligence, as well as examining the role of self-esteem as a relatively constant feature possibly mediating the relationship between emotional intelligence and these conflicts. It should be pointed out that in the analysis of research carried out so far, no many studies have been found dealing with the relationship of these constructs with role conflicts (see Akintayo, 2010)—*the first research gap*. Establishing these relationships among managers can, in turn, add value to the study. In the context of the conflict of professional and family roles, this group was not the subject of very broad interest on the part of researchers both in Poland and abroad (cf. e.g. Abbott, De Cieri and Iverson, 1998; Linehan and Walsh, 2000; Martins, Eddleston and Veiga, 2002; O’driscoll et al., 2003; Lapierre and Allen, 2006; Zalewska, 2009; Radkiewicz and Widerszal-Bazyl, 2011; Qu and Zhao, 2012; Kwiatek and Robak, 2013)—*the second research gap*.

Due to the existence of the two *research gaps* described above, the following *research questions* were asked in this article:

Q1. Are role conflicts in the group of managers related to their level of emotional intelligence and self-esteem?

Q2. Does the self-esteem of a person in a managerial position mediate the relationships between emotional intelligence and possible role conflicts?

Q3. Are there any moderators of the relationship between the independent variables and the dependent variable (e.g. age of the examined person, their professional experience in years or the number of directly subordinated employees)?

Based on the literature review, the following *research hypotheses* were made:

H1. The first hypothesis boils down to the statement that in the role conflict plane the level of emotional intelligence of a person working in a managerial position correlates with the intensity of this conflict.

H2. The second hypothesis states that in the role conflict plane the level of self-esteem of a person working in a managerial position correlates with the intensity of this conflict.

H3. Finally, the third hypothesis assumes that the manager’s self-esteem affects the way their emotional intelligence generates the likelihood of role conflict.

2. Literature review

2.1. Conflicts of professional and family roles—dependent variable

The term *work-family conflict* was introduced to psychology by Greenhaus and Beutell (1985), explaining it in the context of the theory of the role of stress as inconsistent pressures at work and family, occurring when the requirements of one role make it difficult to perform the other. The authors distinguished two forms of such conflict. The first (called the “work-family conflict”; WFC) occurs when the requirements related to professional functioning hamper private functioning and participation in family life. The second type of conflict occurs when family responsibilities make it difficult to perform professional duties (called the “family-work conflict”; FWC). According to the authors, both types of conflicts can be analyzed in terms of behaviour, time and tension. In the case of behaviour, the conflict is related to the requirement for different behaviour in professional and family roles. There is lack of this resource on the time plane, which makes it difficult or impossible to undertake specific forms of activity. The third case is about emotional tension associated with performing a given role, resulting in nervousness or fatigue, which in turn make it difficult to fulfill the obligations associated with the second role. Occupational and family conflict researchers focus on measuring and describing the conflict between the work domain and the family domain—for example, various ways of managing work and family boundaries have been explored, seeking to create harmony and balance between the two domains. Border management has its roots in the concept of border work, which is defined as practices that concretize and give meaning to mental frameworks by placing, maintaining and questioning cultural categories (Nippert-Eng, 1996). To find strategies that minimize the blurring of borders, some researchers focused on the structure of work in time and space (Ahrentzen, 1990; Salazar, 2001). There is a great potential for space between family and work due to difficulties in shifting roles, especially when necessary in an unexpected time frame (Ashforth, Kainer and Fugate, 2000). The conflict between work and family is highest when both work and family roles are very important for the individual (Greenhaus and Beutell, 1985; Cinamon and Rich, 2002). Specific behavioural patterns arising from a role may not be in line with expectations about behaviour in another role. For example, it has been suggested (Schein, 1973) that the male stereotype of leadership emphasizes independence, emotional stability, aggressiveness and objectivity. On the other hand, family members can expect a person to be warm, emotionally sensitive when dealing with them. If a person is unable to adapt their behaviour to perform different roles, they will probably experience conflict between them. The meta-analysis carried out by Allen, Herst, Bruck and Sutton (2000, cited by Zalewska, 2008) regarding the negative effects of the conflict of professional and family roles leads to several important conclusions. First of all, the negative impact of conflicts of professional and family roles on life satisfaction (−0.28), marriage (−0.23) and family (−0.17) was observed. Role conflicts exacerbate family-related stress (0.31). In terms of professional functioning, they reduce job satisfaction (−0.24) and commitment to the organization (−0.23), stimulating the intention to quit work (0.29), level of work-related stress (0.41) and burnout (0.42). These phenomena are detrimental to health, contributing to general tension (0.29), intensifying somatic symptoms (0.29) and correlat-

ing with depression (0.32). In Baka (2013) research conducted in Poland, he found a significant relationship between high level of role conflicts and occupational burnout. In other Polish studies, Chodkiewicz and Hauk (2012) found a relationship between these conflicts and workaholism. As moderators of the relationship between conflicts and their effects, Zalewska (2008) indicates: the characteristics of a person—gender, personality traits, age, having children, economic and social status, type of work and unemployment rate.

2.2. Emotional intelligence—independent variable

There are two main ways of understanding the concept of *emotional intelligence* in the literature (Matzcak, 2006). The first of these is commonly known as the Salovey and Mayer *ability model* (1990). The second is *mixed models*, introducing personality traits to the concept of emotional intelligence (e.g. Bar-On Model, cf. Bar-On, 1997). The Salovey and Meyer model will be briefly discussed, because it is based on the tool used in the study (Test of Emotional Intelligence—TIE). These authors divide emotional intelligence into four separate constructs (Salovey, Mayer and Caruso, 2004). First, in their opinion, basic and necessary for the occurrence of emotional intelligence is emotional perception and expression understood as the ability to identify and express one's own emotions, as well as to perceive the emotions of others. The second area is emotional support for thinking, sometimes called the use of emotional intelligence, consisting of supporting creative thinking and problem solving. The third area is emotional understanding that is closely related to the cognitive processing of emotions. Finally, the fourth area is managing emotions (emotional regulation), associated with controlling and managing emotional responses of both your own and others. Despite the significant popularity of this construct in mass public perception, there is still relatively little scientific research confirming the role of emotional intelligence as an important predictor of life success and effective human functioning (Matzcak, 2007). Research confirming the positive effects of emotional intelligence on professional functioning can be found (cf. e.g. Abraham, 2000; Fox, 2000; Fox and Spector, 2000; Caruso and Wolfe, 2001; Charbonneau and Nicol, 2002; Lopes, Salovey and Straus, 2003; Carmeli, 2003; Lyons and Schneider, 2005; Goleman, Boyatzis and McKee, 2013), although these relationships with emotional intelligence should be considered weak. There is a confirmed relationship between higher levels of emotional intelligence and better coping with stress and the effects it causes (Ciarrochi, Deane and Anderson, 2002; Jain and Sinha, 2005; Johnson and Spector, 2007; Ogińska-Bulik and Juczyński, 2008; Jaworska and Matczak, 2008; Baka, 2013). There is also a positive relationship between emotional intelligence and better functioning in social situations and more effective coping with relationships (Salovey and Mayer, 1990; Mayer and Salovey, 1997; Barnett and Hyde, 2001; Ciarrochi and Chan Bajgar, 2001; Ciarrochi et al., 2002; Van der Zee et al., 2002; Lopes et al., 2003; Maruszewski, 2008). Polish studies of the management team (Wojtowicz, 2010; Wrzosek-Brodiuk, 2009, cited by Śmieja, Orzechowski and Asanowicz, 2012) showed a higher level of emotional intelligence of managers (in all subscales) than in the control group. Literature in the field of work and family provides theoretical (and indeed empirical) grounds for explaining many divergent views on this issue. The results indicate that emotional intelligence acts as a protective factor for well-being in the face of a work-family conflict (Lenaghan, Buda and Eisner, 2007).

2.3. Self-esteem—independent variable

This is one of the most frequently discussed issues in psychology (Szpitalak and Polczyk, 2015). Despite the definition discrepancies, the term literature uses is *self-esteem* instead of *self-worth* (Kofta and Doliński, 2006). In the field of self-esteem, special attention should be paid to the scientific achievements of Morris Rosenberg (1965, cited by Szpitalak and Polczyk, 2015), which is widely used all over the world (especially the method of declarative self-esteem and Rosenberg Self-Esteem Scale, SES) (Łaguna, Lachowicz-Tabaczek and Dzwonkowska, 2007). According to Rosenberg, therefore (1989, cited by Dzwonkowska et al., 2008) the situational context or the level of social approval and acceptance, although it may change in response to events, are slow and gradual in terms of changes at the base level. Therefore, self-esteem should be considered as a construct by its very nature subjective, based on perception and self-esteem and connected with the belief that one is “good enough and valuable”, which of course does not have to mean a sense of being better than others (Anastasi and Urbina, 1999, cited by Dzwonkowska et al., 2008). Research indicates strong relationships between self-esteem and the emotional functioning of the individual (Dzwonkowska et al., 2008). High self-esteem can be a buffer that protects against stress and constitutes an important resource of the individual supporting coping with stressful situations (Baumeister et al., 2003; Fecenec, 2008; Szpitalak and Polczyk, 2015). It also positively influences the initiation of new social relations and better adaptation to changes (Twenge, 2007, cited by Dzwonkowska et al., 2008), as well as motivation to take action and perseverance in their implementation (Baumeister et al., 2003; Wojciszke, 2015; Dzwonkowska et al., 2008). Both emotional intelligence and self-esteem can be important resources for the individual, supporting their adaptation, positive relationships with other people, as well as supporting the implementation of their goals. Proponents of the trend that describes emotional intelligence in mixed models (e.g. Bar-On, 1997) consider self-esteem as its component. In turn, capacity model propagators see important relationships between these constructs. Correlations between them, obtained in questionnaire and test studies, were 0.41 and 0.31, respectively (Ciarrochi et al., 2000, cited by Matczak and Knopp, 2013). The relationship of both variables can be twofold. On the one hand, emotional intelligence contributes to the success of the individual, which increases his self-esteem. On the other hand, emotional intelligence as a moderator of the impact of successes and failures may affect their subjective assessment, strengthening the strength of positive events in emotionally intelligent people and weakening the impact of negative events (Matczak and Knopp, 2013). It should be remembered that, according to some researchers, the direction of this relationship is reversed. In their opinion (Matthews et al., 2002, cited by Matczak and Knopp, 2013; Petrides and Furnham, 2001), high self-esteem influences the achievement of high results in self-description questionnaires of emotional intelligence, and emotional intelligence is a manifestation of high self-esteem rather than shaping her factor. In the Polish research cited by Matczak and Knopp (2013), relationships between self-esteem and emotional intelligence confirm their positive correlation.

3. Research methodology

3.1. Participants

217 randomly selected people employed at managerial positions at various levels, using the social networking site with the LinkedIn business profile took part in the research. The age of the subjects was ranged from 25 to 60 years ($M = 40.18$, $SD = 6.41$). The share of women and men in the sample was 47% and 53%, respectively. The survey covered 13 voivodeships. Managers from the following voivodeships were the largest group: Mazovian (40%), West Pomeranian (11%) and Lesser Poland (9%). Regarding the professional status of the respondents: (1) 87 of them were employed at mid-level directorships, (2) 76 were lower managers, and (3) 54 senior managers (board members, presidents, owners). The average professional experience in the group was: (1) almost 4.5 years in the current managerial position ($M = 4.49$, $SD = 4.19$), (2) nearly 10 years in total in managerial positions ($M = 9.97$, $SD = 5.76$) and (3) over 17 years of total work experience ($M = 17.22$, $SD = 5.56$). The size of companies with which the respondents were associated was very diverse. Most worked in large companies (employing over 250 employees)—50% of respondents. 24% worked in medium-sized enterprises (employing between 50 and 250 people), and 17% were employed in small enterprises (employing between 10 and 49 employees). The remaining persons (9%) were associated with micro companies (employing up to 9 employees). On average, the manager participating in the study managed nearly 10 people ($M = 9.79$, $SD = 11.44$). Participation in the study was voluntary and did not include any form of compensation.

3.2. Research tools

3.2.1. Conflicts of professional and family roles

In the study of two types of conflicts (WFC and FWC), the Polish version of “Work-Family and Family-Work Conflict Scales” questionnaire by Netemeyer, Boles, McMurrian (1996) was used. This tool consists of 10 statements—five for each type of conflict. For example, the statement “The demands of my work interfere with my home and family life” refers to the work-family conflict. However, the sentence “The demands of my family or spouse/ partner interfere with work-related activities” is an example of a statement regarding the family-work conflict. The questionnaire operates on a seven-point scale of answers from “I strongly disagree” to “I strongly agree”. The greater the severity of a given conflict, the higher the result obtained by the person participating in the study. The selected tool has appropriate statistical parameters. Cronbach’s α reliability coefficients for the WFC and FWC scales for the Polish version of the tool were 0.94 and 0.80, respectively (Zalewska, 2008). The reliability coefficient, estimated in the examined sample by Cronbach’s α statistic, was: (1) 0.93 for the scale of WFC and (2) 0.90 for the scale of FWC.

3.2.2. Emotional intelligence

To assess emotional intelligence, the Test of Emotional Intelligence—TIE (Śmieja et al., 2012) was used, which enables the assessment of four dimensions of emotional intelligence

according to the model of Mayer and Salovey (1997) and the general level of emotional intelligence as the sum of results in subscales. It consists of 24 test items. A computer programme is used to calculate the results. After calculating them, the researcher receives five results (four subscales and an overall rating), characterizing the emotional abilities of the person taking part in the study. The test time is limited to 30 minutes. In addition, an individual participating in the study may receive an individual report containing a description of the results obtained, to the e-mail address provided. The tool is an aptitude test based on expert criteria, which allows to indicate better and worse answers, i.e. those that more or less match the described situation. An important advantage of TIE, compared to self-description tools, is less susceptibility to distorting the result by factors related to low or high self-esteem and the need for social approval. The tool has good psychometric properties, reliability and theoretical validity, which determined its choice. The reliability of the entire test estimated by Cronbach's α statistic was 0.88. Half-reliability was calculated using the Spearman-Brown coefficient. For the entire test it was 0.90. (Śmieja et al., 2012). The reliability of the entire test in the examined group was: $\alpha = 0.78$.

3.2.3. Self-esteem

The level of self-esteem of persons participating in the study was checked by the Polish adaptation of the Morris Rosenberg method—SES Self-Esteem Scale (Dzwonkowska et al., 2008). The questionnaire consists of 10 statements. This method is used to measure the overall level of self-esteem revealed in the self-description, which is treated as a relatively constant feature. The advantages of this method include simplicity and ease of use, and relationships with other tools (Blascovich and Tomaka, 1991). The reliability of the Polish version, calculated using the Cronbach's α index, amounted to 0.81 to 0.83 for various standardization groups (Dzwonkowska et al., 2008). The reliability of the measurement in the examined group was: $\alpha = 0.82$.

3.3. Research procedure

People who expressed interest in taking part in the study via LinkedIn received a total of two self-report questionnaires by paper-pencil and an e-mail link to the online test (TIE) posted on the website <http://www.kop.edu.com/>. The collected data was used as research material to conduct the analysis discussed in this paper.

4. Results

4.1. Main relationships between variables

The main relationships between the variables result from the *r-Pearson* correlation, the results of which are presented in Table 1.

Table 1. Means, standard deviations and correlations for the examined variables

No.	Variable	M	SD	1	2	3	4	5	6	7	8	9
1.	Age	40.18	6.41	-	-	-	-	-	-	-	-	-
2.	Seniority in the current position	4.49	4.19	0.35**	-	-	-	-	-	-	-	-
3.	Managerial seniority	9.97	5.76	0.75**	0.47**	-	-	-	-	-	-	-
4.	Seniority in general	17.22	5.69	0.91**	0.35**	0.77**	-	-	-	-	-	-
5.	Number of directly subordinate employees	9.79	11.44	0.04	-0.08	0.01	0.08	-	-	-	-	-
6.	Satisfaction with current job	5.44	1.32	-0.05	0.04	-0.12	-0.05	-0.07	-	-	-	-
7.	Emotional intelligence	29.90	4.50	-0.12	-0.10	-0.05	-0.10	-0.03	0.05	-	-	-
8.	Self-esteem	33.55	4.25	-0.07	0.01	-0.02	-0.08	-0.05	0.32**	0.27**	-	-
9.	Work-family conflict	18.69	8.07	0.14	0.13	0.12	0.11	0.03	-0.17*	-0.02	-0.15*	-
10.	Family-work conflict	11.31	5.71	0.09	0.03	0.03	0.03	0.11	-0.07	-0.18**	-0.19**	-0.39**

* $p < 0.05$, ** $p < 0.01$

The correlation records contain only decimal numbers.

Source: Author's own elaboration based on research results.

4.2. Self-esteem as a mediator of relationships between emotional intelligence and role conflicts

Barron and Kenny model (1986) was used for the mediation analysis. According to this model: (1) mediation analysis is about demonstrating that the explanatory variable is a predictor of the mediator; (2) the mediator should be the predictor of the explained variable when controlling the impact of the explaining variable. Mediation is confirmed in the analysis by: (1) fulfilling the condition of statistical significance of β values for paths A and B, and (2) obtaining different values of β paths C and C'. The indirect impact was calculated in the analysis of Hayes macros (2013) using bootstrapping—a nonparametric method based on multiple draws with returns. For each sample drawn, indirect influence is calculated and its distribution created. If the mean confidence interval of this distribution does not contain zero, it is assumed that the indirect influence is different from zero. In the case of H3, to confirm it with regard to role conflict, data analysis should have shown that: (1) emotional intelligence is a predictor of self-esteem (path A), (2) self-esteem is a predictor of role conflict, while controlling the effect of emotional intelligence on the role conflict (path B), and (3) the relationship between emotional intelligence and role conflict (path C) will change significantly taking into account self-esteem (path C'). A graphic representation of mediation analyses for FWC and WFC is presented in Figures 1 and 2.

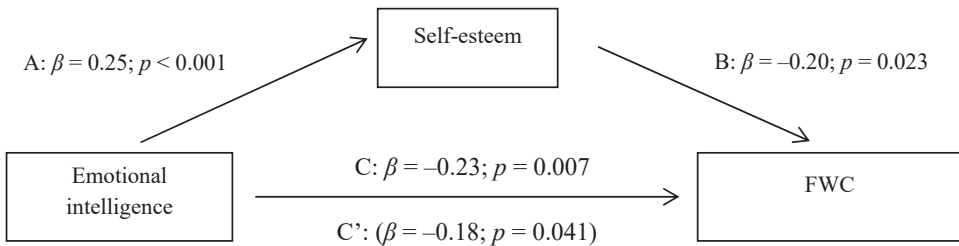


Figure 1. Self-esteem as a mediator of the relationship between emotional intelligence and family-work conflict

Source: Author's own elaboration.

Mediation analyses have shown that there is a direct (path C') and indirect (path A×B) relationship between emotional intelligence and FWC. A higher level of emotional intelligence may be a determinant of higher self-esteem (path A), and a higher level of self-esteem may reduce the FWC (path B). In turn, a higher level of emotional intelligence can globally reduce the FWC (path C), but the direct effect (C') is weaker if we consider its indirect impact through self-esteem as the mediator of this relationship (C'). Therefore, the analysis confirmed the existence of a statistically significant mediation effect of self-esteem on the relationship between emotional intelligence and the FWC; $\beta = -0.05$; CI $[-0.12; -0.01]$. The mediator explained over a fifth of the whole effect (PM = 0.22). The significance of the model was also confirmed by the Sobel test ($Z = -2.26$; $p = 0.02$).

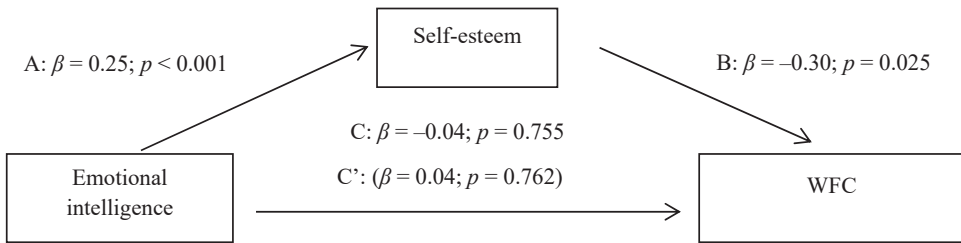


Figure 2. Self-esteem as a mediator of the relationship between emotional intelligence and work-family conflict

Source: Author's own elaboration.

In the case of the model explaining the WFC variable, the total effect is not statistically significant, however, some contemporary theorists suggest that this assumption should be omitted before measuring indirect effects, especially if there are theoretical premises behind them (Hayes, 2009; Rucker et al., 2011). The analysis showed the existence of a statistically significant mediation effect of self-esteem on the relationship between emotional intelligence and the WFC; $\beta = -0.08$; CI $[-0.18; -0.02]$. The Sobel test was at the level of statistical tendency ($Z = -1.93$; $p = 0.053$), but it must be remembered that it is more conservative than bootstrapping.

5. Discussion

The aim of the study was to analyze the relationship between conflicts of professional and family roles and emotional intelligence and self-esteem in the group of people employed in managerial positions. Additionally, it has been checked whether people's self-esteem mediates relationships between emotional intelligence and possible role conflicts, as well as whether possible moderators of dependencies between variables exists.

5.1. Relationships of professional and family role conflicts with emotional intelligence

The first hypothesis (H1) assuming correlations between the level of emotional intelligence and the level of intensity of role conflicts was confirmed partly in the study. There is a direct negative correlation of emotional intelligence with the FWC ($r = -0.18$; $p = 0.007$). It is true that when analyzing the relationship between emotional intelligence and WFC, the direct and total effect is not statistically significant ($r = -0.02$; $p = 0.755$), but when analyzing the mediation effect of self-esteem, indirect influence (through positive correlation with self-esteem) of emotional intelligence for reducing WFC is visible. The lack of such a direct effect may be the result of other variables that are associated with the level of emotional intelligence and which affect the WFC, and which were not included in the study. Their identification and analysis could be an interesting development of the issue in subsequent studies. The favourable coexistence of higher emotional intelligence with smaller role conflicts is consistent

with the results of other studies presented in this article, which indicate the positive relationships between higher emotional intelligence and better professional and family functioning.

5.2. Relationships between work and family role conflicts with self-esteem

The second hypothesis (H2), which states that in the role conflict plane, the level of self-esteem of a person working in a managerial position correlates with the level of intensity of the role conflict, was confirmed entirely in the study. Self-esteem negatively correlates with the WFC ($r = -0.15$; $p = 0.024$), as well as with the FWC ($r = -0.19$; $p = 0.006$). This result is analogous to other similar studies (mentioned earlier), which confirm the positive impact of higher self-esteem on better coping with stress and the feeling of positive emotions, greater activity in undertaking challenges, perseverance in pursuing goals and motivation, as well as on better resistance to fails. The study also showed the coexistence of higher emotional intelligence with higher self-esteem and a negative relationship between self-esteem and both types of conflict. The existence of a positive correlation between emotional intelligence and self-esteem is also confirmed in other studies that I cite in the article. However, researchers do not agree on the direction of such a relationship (Matczak and Knopp, 2013), which could be the subject of a further research in the future.

5.3. Self-esteem as a mediator of relationships between emotional intelligence and role conflicts

The third hypothesis (H3) saying that the managers' self-esteem mediates the impact of their emotional intelligence on role conflicts has been confirmed for both forms of this conflict. Although for the model explaining the variable WFC the total effect was not statistically significant, indirect effects were measured against theoretical premises. Their analysis confirmed the relationship between emotional intelligence and the WFC. The lack of significant direct and complete effects in this case is most likely the result of additional variables not included in the study, which are affected by emotional intelligence and which exacerbate the WFC. Their establishing and analysis could be an important subject of research in the future.

5.4. Moderators between variables

There were no moderators for role conflicts existence. Such variables as the age of the managers, their seniority and the number of employees directly reporting to them do not constitute variables limiting the conditions of a given role conflict. The lack of this interaction may mean that the analyzed variables affect role conflicts in the same way among both men and women, people working in large and small companies, and enterprises with different business profiles. So, people with higher levels of emotional intelligence should be better at dealing with role conflicts, regardless of these factors. From a practical point of view, this may suggest that training focused on the development of emotional intelligence can be beneficial for alleviating role conflicts, regardless of the demographic factors tested and those related to the type of work. As Zalewska (2008, 2009) indicates, the consequences of role conflict for women and men depend, among others, on the type of work performed and cul-

tural conditions, and the results of various studies taking into account gender as a variable moderating the severity of conflicts are not explicit. It can be assumed, therefore, that among persons in managerial positions, differences in the different understanding of work and family roles, resulting from the traditional ideology of gender roles, are blurred.

6. Conclusions

Considering the practical implications of the study, it seems that working on increasing the level of emotional intelligence in a managerial position can support coping with role conflicts. Although the role of the level of self-esteem seems directly more significant in dealing with conflicts of work and family roles by an individual, the positive correlation of emotional intelligence and self-esteem indicates that the “training” of emotional intelligence, understood as an ability that can be developed, can have a positive effect on reconciliation professional and family roles.

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Związki między konfliktami ról zawodowych i rodzinnych, samooceną i inteligencją emocjonalną w grupie menedżerów

Abstrakt: Nie ulega wątpliwości, że współcześnie role zawodowe i życie rodzinne są sferami wzajemnie przenikającymi się. Celem badania była analiza związków między konfliktem praca–rodzina (WFC) i konfliktem rodzina–praca (FWC) a inteligencją emocjonalną i samooceną w grupie osób zatrudnionych na stanowiskach kierowniczych. Uczestnikami było 217 menedżerów (102 kobiety i 115 mężczyzn). Konflikt ról mierzono za pomocą polskiej wersji kwestionariusza „Skale konfliktu między pracą a rodziną i rodziną a pracą” Netemeyer, Boles, McMurrian;

inteligencję emocjonalną mierzono za pomocą polskiego „Testu Inteligencji Emocjonalnej” (TIE) Śmieja i inni; samoocenę mierzono za pomocą polskiej adaptacji „Skali samooceny Rosenberga – SES” Dzwonkowska i inni. Samoocena współlistnieje z inteligencją emocjonalną osób badanych i jest zmienną pośredniczącą, mediującą w związku inteligencji emocjonalnej z konfliktami ról. Wyniki badania pokazują, że nie występują korelacje między konfliktami ról a wiekiem menedżera / menedżerki, ich stażem pracy oraz liczbą bezpośrednio podległych pracowników.

Słowa kluczowe: konflikt praca–rodzina, konflikt rodzina–praca, samoocena, inteligencja emocjonalna, menedżerowie