Social Intelligence and Positive Spillover as Determinants of Work-Family Conflict among Health Care Professionals

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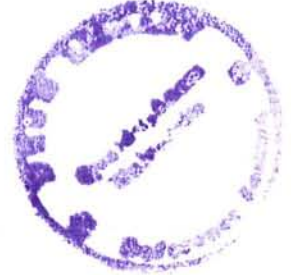**National Institute of Psychology**

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Aisha Zubair
(Supervisor)

Dedicated to

MY BELOVED MAMU MUHAMMAD AFTAB

Who always encouraged me to seek knowledge and did
everything to make it possible for me

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ABSTRACT

The present study aimed to investigate the role of social intelligence and positive spillover in perception of work-family conflict among health care professionals. It was also intended to determine the role of personal and work related demographics in relation to variables of the study. Sample comprised of health care professionals from public and private hospitals ($N = 340$). The names of these hospitals are Shifa international hospital, Ali medical hospital, Holy family hospital, Fatima Jinnah hospital, Pakistan institute of medical sciences, Doctor international hospital, and Ahmed complex hospital. Measures of Social Intelligence Scale (Frankovsky & Birknerova, 2014), Work-Family Positive Spillover Scale (Hanson, Hammer, & Colton, 2014), and Work-Family Conflict Scale (Netemeyer, Boles, & McMurrian, 1996) was used to assess the study variables. Results indicated that social intelligence was positively related to positive spillover and negatively linked with work-family conflict, and positive spillover negatively relates to work-family conflict. Positive spillover also mediates the relationship between social intelligence and work-family conflict. Further findings suggested significant gender differences indicated male reflected better social intelligence as compare to female. Moreover in positive spillover and work-family conflict female are better than males. Female also reflected high in dimensions of work-family conflict. Further findings found that nuclear family system exhibited more social intelligence and lesser positive spillover and work-family conflict as compare to joint family system. Then significant differences reveled on job status and that was permanent job status having more social intelligence, positive spillover and work-family conflict as compare to contractual job status. Limitations and implications of the study and suggestions for the future researches have also been discussed.

INTRODUCTION

INTRODUCTION

Social intelligence is a person's ability to interact well with others, often called people skills or interact. It is a learned ability involving situational awareness, understanding of social dynamics, and a decent amount of self-awareness (Arghode, 2013). Individual's interpersonal awareness and social facility, their ability or skill to deal with social relationships effectively, co-operate and collaborate with others, and create and participate in healthy, positive and caring social interactions (Dhana & Pankajam, 2017). According to Albrecht (2006) social intelligence is measurable. It includes identifying important interaction skills .and then assessing their behavior.

Positive spillover can happen through affective, instrumental, and value-based paths positive spillover occurs when positive affective states in one domain influence to the other domain (Frone, 2003). Work-family positive spillover is defined as the effects of work and family on one another that generate similarities between the two domains. Work family positive spillover can be behavioral and affective in nature (Edwards & Rothbard, 2000).

The conflict between the two domains is provoked due to the difference in work and family demographic trends around the globe, including an increase of mothers and their underage children engaging with the labor force, introducing further complications such as child labor and a rapid rise in elder care demands due to an aging population; and an increase in men's involvement with familial care and obligatory demands, particularly within developed Western countries, such as the United States of America (Kossek & Malaterre, 2013).

Different levels and types of jobs do have their own conflicts; therefore employees need to balance their work with their multiple roles. In this context health involved in conflict as it the well-being of the health care professionals will care professionals are also determine the overall function of the healthcare delivery system. The health care professionals is one of the service professions that requires a high degree of emotional labor when they are expected to display emotions that

convey caring, understanding, empathy towards patients and their loved ones (Nik, 2010).

Social Intelligence

It can be defined as the human ability of decoding the happenings of the world and responding to it likewise (Popp, 2017). This ability is exclusive to humans and distinguishes us from the rest of beings in the animal kingdom. Social intelligence is also the capability to act wisely while maintaining human relations. It is markedly different from just intelligence, unlike what people used to think earlier (Bar-on, Tranel, Denburg, & Bechara, 2003). Over the years, it has been observed that many exceptionally intelligent people struggle a lot while maintaining a social life (Dhana & Pankajam, 2017).

Social intelligence is the ability to gets along well with others, and to get them to cooperate with you. Sometimes referred to simplistically as people skills, social intelligence includes an awareness of situations and the social dynamics that govern them and knowledge of interaction styles and strategies that can help a person achieve his or her objectives in dealing with others (Alkozei, Zachary, & Killgore, 2016). It also involves a certain amount of self-insight and a consciousness of one's own perceptions and reaction patterns. From the standpoint of interpersonal skills, Karl Albrecht classifies behavior toward others as falling somewhere on a spectrum between toxic effect and nourishing effect. Toxic behavior makes people feel devalued, angry, frustrated, guilty or otherwise inadequate (Alkozei et al., 2016). Nourishing behavior makes people feel valued, respected, affirmed, encouraged or competent. A continued pattern of toxic behavior indicates a low level of social intelligence the inability to connect with people and influence them effectively. A continued pattern of nourishing behavior tends to make a person much more effective in dealing with others; nourishing behaviors are the indicators of high social intelligence (Albrecht, 2006).

According to Albrecht (2006) social intelligence is measurable. It includes identifying important interaction skills and then assessing their behavior. Human

interactions take place in specific contexts. Social intelligence is about someone being able to distinguish these situations and contexts from each other and react to them differently and behave accordingly (Donohue, 2015). The different observable behaviors are the indicators of social intelligence. This results in a social intelligence Profile. Social intelligence profile analyses social intelligence through different perspectives, with each observing the social interaction from a certain perspective. The so-called SPACE model can be helpful with this. It subdivides the different behaviors in five basic skills categories based on the previously discussed dimensions (Albrecht, 2006).

Social skills. These are about social awareness and the ability to understand the context of a situation and to know how one should behave in that situation (Albrecht, 2006).

Presence. This is about the presence and the attitude towards other people. Someone able to present himself well and express his personality in a consistent way no matter the situation. If someone behaves differently from how individual really is he lacks presence (Albrecht, 2006).

Authenticity. Being authentic or genuine is the level to which someone is experienced as honest and ethical. Whether someone's behavior is in line with his personal values or if he pretends to be someone else (Formic, 2008).

Clarity. This is about the how someone communicates clearly and unambiguously. To some extent someone able to express his ideas clearly, effectively. In addition, it includes a whole range of communicative skills such as listening, providing feedback, paraphrasing and using metaphors to clarify or help explain something (Gerardi, 2015).

Empathy. This is about the level to which someone is able to understand others and empathies with other people's situations. That allows someone to really build a connection with others and approach them respectfully. It even goes beyond

the conventional definition of empathy; it is about a mutual feeling between two people (Goleman, 2006).

Social intelligence is also known as interpersonal intelligence because it is also the study of an individual's ability to notice the distinctions between him and other people (Alexandrina, Badita, Dogaru, Toma, & Duta, 2014). As per this concept, a person's own unique personality is a product of the person's difference in knowledge on different areas as well as the level of social interactions he has with the people in his surroundings (Popp, 2017).

Social intelligence refers to the ability to understand and manage our behavioral style, mindset and emotional intelligence to optimize interpersonal relationships (Wawra, 2009). It deals with subconscious biases that can be learned and controlled. At its heart, social intelligence is the science of productive relationships (Stevens, 2017). Organizations that foster it, experience higher performance, becoming more productive collaborative and resilient. There are three highly interdependent elements in each of us: Behavioral style, emotional intelligence and mindset, each creating a holistic picture of what makes us tick as social individuals (Lau, 2016).

Social intelligence is the set of abilities and skills that we use to understand and navigate social situations and maintain our relationships (Gerardi, 2015). Drawing on both new and already published data, social intelligence and the next generation uncovers new insights into the emphasis that employers place on social intelligence, the impact that poorer social intelligence has on wellbeing and the ways in which social skills are still developing and consolidating across adolescence (Dhana & Pankajam, 2017). The report advances a strong case for nurturing social intelligence in adolescents with a particular focus on teaching a broad set of skills that would enable them to recognize, appreciate and navigate diversity in an increasingly global world (Anne, 2009).

Social intelligence or social cognition is the set of abilities and skills we use to understand social situations (Popp, 2017). It can include basic abilities of being sensitive to and recognizing what other people are thinking and feeling e.g. their

intentions and emotions, and also more complex abilities such as being able to use this basic social knowledge to predict what other people are going to do next and to change how we behave accordingly (Donohue, 2015). Social intelligence works with and builds on our emotional intelligence by applying our understanding of people's emotions to decide the appropriate form of interaction with others in a variety of social situations (Goleman, 2007).

The most appealing difficulties arise from different ways in defining social intelligence (Alexandrina et al., 2014). Researchers have come to agreement that social intelligence is a multi-dimensional construct but a solid, universally acknowledged definition is still missing. The diversity of opinions and inability to find the consensus seem to be the origin of all other problems with measuring social intelligence. Distinctiveness and usefulness of the construct are questioned, as well (Jiang, 2016). There are many similar, overlapping constructs, such as emotional intelligence, social competence, and practical intelligence (Zautra, 2016). The difference among them is not always clear and this fact contributes to the use of varying terminology among researchers. The great inconsistency lies in the emphasis on cognitive or behavioral components (Afshar & Rahimi, 2016). Some authors consider almost any social skill component to be social intelligence, some authors apply a narrow interpretation of social intelligence, and some define social intelligence as adaptability in social performance (Zautra, 2016).

The growing field of neuroscience has prompted researchers to look at social intelligence from a new perspective and offer empirical explanations not available to their predecessors. Goleman and Boyatzis (2008) explain social intelligence's relationship to leadership by looking at specific structures in the brain found to be associated with empathy, which is a key part of social intelligence. According to Goleman (2007), neuroscience does offer support to the idea that humans are wired to connect and that neuroscience tells us that the brain is designed to be social. Regarding culture and social intelligence, most of the literature in this area recognizes that specific behaviors that might contribute to social intelligence in one culture can detract from one's perceived social intelligence in another culture (Habib, Mahmood, & Saleem, 2013), although the general concept of social intelligence remains fairly

stable across cultures. Social intelligence is one of many different types of intelligences that have been studied in the last several decades. Others are firstly general intelligence; secondly emotional intelligence (Goleman, 2006), thirdly social emotional intelligence (Arghode, 2013; Bar-on, 1985; Emmerling & Boyatzis, 2012; Seal, Boyatzis, & Bailey, 2006), fourthly cultural intelligence finally multiple intelligences (Gardner, 2011) and successful intelligence (Sternberg, 1999). While some of these intelligences is related to social intelligence, and some comprise social intelligence, researchers have concluded that social intelligence is different enough from other intelligences to stand as a valid construct on its own (Crowne, 2013; Ford & Tisak, 1983; Goleman, 2007; Sternberg, 1999). Beyond intelligence, there are many related concepts and terms that are part of social intelligence used in the literature (Hussain, Ishiguro, Nakamura, & Yoshikawa, 2017).

Employees with high social intelligence, that is, highly empathic individuals, more easily understand what other people are thinking and their intentions, what neuroscientists refer to as mindreading or mentalizing (Hussain et al., 2017). Some employees are better than others at understanding or interpreting the comments or intentions of those with whom they interact. They are also better at understanding the emotional states of others, a skill referred to as affect matching (Crowne, 2013). Lieberman also includes empathic motivation, the impetus to assist another in distress or to recognize another's success, as a third characteristic of highly empathic people (Ngonyo & Yazdanifard, 2014).

An important point for the study of workplace abuse is that individuals at the extreme lower end of the distribution of social intelligence have no conscience and are incapable of experiencing shame or remorse (Alkozei et al., 2016). This means that there are no limits on their behavior, beyond that of self-protection. It should be recognized that the presence or absence of a conscience is an important division in the human population, one that is more important in understanding the differences in people we encounter than is general intelligence, race, or gender this division is especially important in understanding workplace abuse. The idea of a lack of a conscience, or significantly below average social intelligence, is fundamental to understanding all forms of human cruelty (Baron-Cohen, 2011). Individuals in any

corporation or social institution should not assume that their workplace is free of individuals with no conscience, those who have no limits on their behavior (Crowne, 2013).

The recent study of Gutierrez and Ibanez (2016) highlights the importance of students' emotional intelligence assessment. Furthermore, Jiang's study (2016) showed that social intelligence could influence career decision-making self-efficacy through goal commitment and professional commitment, and male students exhibited a stronger relationship between social intelligence and goal commitments compared with female students. As demonstrated in Afshar and Rahimi's study (2016), there is a significant positive association among: Reflective thinking, social intelligence, and speaking ability. Additionally, the results of multiple regression analyses indicated that both reflective thinking and social intelligence significantly predicted speaking ability with the latter being a stronger predictor. Social intelligence plays a crucial role in distressed emotionally difficult decision-making tasks, as revealed by Alkozei, Zachary and Killgore (2016). They hypothesized that higher emotional intelligence, as one of the parts of social intelligence would correlate with greater utilization of socially relevant facial cuts during emotional decision-making. Findings suggest that individuals with higher ability emotional intelligence were more likely to utilize the available but limited social information (i.e., facial features) when completing an emotional decision making task than those with lowers emotional intelligence (David & Christina, 2017). In addition, contemporary analyses of learning experience prove the importance of social intelligence formation and development through actualization of students' creative potential in educational environment especially in project activity and self-presentation (Anne, 2009).

Factors Contributing in Social Intelligence

There are some factors which are contributing social intelligence:

Verbal fluency and conversational skills. You can easily spot someone with lots of social intelligence at a party or social gathering because he or she knows how to work the room. The highly socially intelligent person can carry on conversations with a wide variety of people, and is tactful and appropriate in what is

said. Combined, these represent what are called social expressiveness skills (Riggio, 2014).

Knowledge of social roles, rules, and scripts. Socially intelligent individuals learn how to play various social roles. They are also well versed in the informal rules, or norms, that govern social interaction. In other words, they know how to play the game of social interaction. As a result, they come off as socially sophisticated and wise (Alkozei et al., 2016).

Effective listening skills. Socially intelligent persons are great listeners. As a result, others come away from an interaction with a social intelligence person feeling as if they had a good connection with him or her (Riggio & Reichard, 2008).

Understanding what makes other people thinking. Great people watchers, individuals high in social intelligence attune themselves to what others are saying, and how they are behaving, in order to try to read what the other person is thinking or feeling. Understanding emotions is part of emotional intelligence, and social intelligence and emotional intelligence are those people who are especially skilled are high on both (Riggio, 2014).

Role playing and social self-efficacy. The socially intelligent person knows how to play different social roles allowing him or her to feel comfortable with all types of people. As a result, the social intelligence individual feels socially self-confident and effective what psychologists call social self-efficacy (Riggio, 2014).

Impression management skills. Persons with social intelligence are concerned with the impression they are making on others. They engage in what i call the Dangerous Art of Impression Management, which is a delicate balance between managing and controlling the image you portray to others and being reasonably authentic and letting others see the true self. This is perhaps the most complex element of social intelligence (Riggio, 2014).

Now, almost a century later, social intelligence has become ripe for rethinking as neuroscience begins to map the brain areas that regulate interpersonal dynamics (Goleman, 2006). Psychologists argue about which human abilities are social and which are emotional. Small wonder: The two domains intermingle, just as the brain's social real estate overlaps with its emotional centers. In my book emotional intelligence, i folded social intelligence into my model of emotional intelligence without making much of that fact, as have other theorists in the field (Stallard, 2016). But as individuals come to see, simply social intelligence within the emotional sort stunts fresh thinking about the human aptitude for relationship, ignoring what transpires as interact. This myopia leaves the social part out of intelligence (Hampel, Hiller, Weis, & Witthoft, 2011).

Conventional ideas of social intelligence have too often focused on high-road talents like social knowledge, or the capacity for extracting the rules, protocols, and norms that guide appropriate behavior in a given social setting (popp, 2017). Although this cognitive approach has served well in linguistics and in artificial intelligence, it meets its limits when applied to human relationships. It neglects essential no cognitive abilities like primal empathy and synchrony, and it ignores capacities like concern (Lau, 2016). A purely cognitive perspective slights the essential brain-to-brain social glue that builds the foundation for any interaction. The full spectrum of social intelligence abilities embraces both high- and low-road aptitudes that have been basic to human survival (Rostamian & Mirmohammadi, 2016).

Positive Spillover

The term work-home Positive spillover refers to noticeable and maintaining a balance between responsibilities in the professional work arena and in the home environment (Sok, Blomme, & Tromp, 2014). In this respect, it should be carry in mind that in the literature the terms work-family, work-home and work-life tend to be used mutually. In fact, Kossek, Baltes, and Matthews (2011) highlights that the term work-family should be 'explain broadly, and not used simply to mention to nuclear

families, but to the non work and personal roles of all employees. Work-family, work-home as well as work-life literature tends to include all activities outside work, we shall use these interchangeable terms to refer to work-home issues (Sok et al., 2014).

Before the past 60 years, both the work and the home domains have face extreme changes. Balancing work and home life has become growingly difficult for employees and private individuals (Russo, Park, Gibbs, & Danforth, 2015). Especially for those having management positions (Tasdelen & Bakalim, 2017). With consider to the work-home interface, many interconnected developments have taken place. The growing number of dual-earner couples, single parents, co-parenting individuals and individuals who care for elderly relatives has brought about a considerable shift in the allowance of time and energy loyal to the work and the home domains. Moreover, authors seem to agree that work demands have developed uncontrolled (Diener & Seligman, 2004).

Globalization, in combination with increasing competitive pressures on businesses, has resulted in increased work intensity leading to more exhaustion, stress-related problems and work-home conflict. Follow Hanson, Hammer, and Colton (2014). Define positive spillover as the transfer of positively affects, skills, behaviors and values from the one domain to the other. While, the importance of organizational culture as a precursor for work-home interference has been highlight in the literature (Svedberg et al., 2017). Only small number of studies has actually been conducted on this relationship (Xiao & O'Neill, 2010).

Some studies have examined a work-home or family-friendly culture, in relation to work-home interference. For example, an organization with work-family policies has been found to relate to higher job satisfaction and commitment levels and to lower levels of physical complaints lower levels of psychosomatic strain and reduced levels of negative work-home interference for women (Beauregard, 2011).

Positive spillover (i.e., one pro-environmental behavior increases the likelihood of performing additional pro-environmental behaviors) and others finding negative spillover (i.e., one pro-environmental behavior decreases the likelihood of performing additional pro-environmental behaviors)

Positive spillover (Kim, Kim, & Lyong, 2017), work-family facilitation (Jung, 2012), and work-family enrichment (Reza & Behzadi, 2017). These are the terms that use for positive effect that family have on work and work also have these effects on family. Positive spillover can happen through affective, instrumental, and value-based paths positive spillover occurs when positive affective states in one domain influence to the other domain. Instrumental spillover occurs when skills and behaviors from one domain effect to the other domain. Value-based spillover occurs when values acquired and applied in one domain help one perform in other domains (Frone, 2003).

Recent researches distributed between the types of positive spillover advocate the instrumental paths are most useful whereas the other paths have shown unstable relationships with well-being (Straub, Beham, & Islam, 2017). Another study showed that work-to-family and family-to-work positive spillover were improve the job satisfaction between the healthcare professionals. Work-to-family positive spillover showed stronger impact on job satisfaction as contrast to family-to-work positive spillover. However, the possible important outcomes due to positive spillover between work and family domain are often been skipped in many studies. Work-family life is basic part of working adults (Peng, Sin, & Cheng, 2016). Several authors (Frone, 2003; Kinnunen, Rantanen, Mauno, & Tillemann, 2011) have showed that the two ways nature of positive and negative side of work-family interface (work-to-family and family-to-work) is important parts of work-family balance.

Therefore maintain that surface acting as a skill or perspective gained at work is positively related to surface acting at home. Similarly, deep acting at work is positively related to deep acting at home (Diener & Seligman, 2004). Thus, the first purpose of this study is to investigate the effect of emotional labor at work on emotional labor at home. Individuals know little about how and why employees' emotional labor at work influences their spouses' perceptions of family quality. It is important to understand whether work experiences affect spousal perceptions of family quality because the spouse is usually the employee's most important partner in the family. Family is an essential domain for individuals outside the workplace (Eby, Casper, Lockwood, Bordeaux, & Brinley, 2005) and a favorable family environment is predictive of individual well-being (Diener & Seligman, 2004). Family quality is

reflected in the exchange between family members of mutual support, open communication, problem-solving and caring, which is an important indicator of family life (Summers et al., 2005).

Work-family spillover is defined as the effects of work and family on one another that generate similarities between the two domains. Work-family spillover can be behavioral or affective in nature (Edwards & Rothbard, 2000); the latter type of effect is this study's focus. Positive work-family spillover typically means that work-related moods or attitudes are carried home, or that family-related moods or attitudes are carried to work. Although moods and attitudes are both affective in nature, they differ in stability and target-specificity. That is, unlike a mood, which tends to be highly transient and diffuse (i.e., without a specific referent an attitude is more stable and has a specific object (e.g., job satisfaction is an attitude about one's job finding that mood at work is positively related to mood at home a phenomenon referred to as mood spillover Examples of attitudinal work-family spillover include Heller, Watson, and Ilies's (2004) theorizing about the likelihood of employees' off work life (e.g., family relationships) being influenced by their job satisfaction and finding that employees with higher job satisfaction tend to report significantly more positive affect at home (Ilies et al., 2009).

Theories of Positive Spillover

Many researchers (Edwards & Rothbard, 2000; Lourel et al., 2014; Straub et al., 2017; Williams & Alliger, 1994) have formulated a number of conceptual frameworks that explains different theories regarding positive spillover. The following theories provide a gradually evolving perspective on the positive spillover.

Spillover theory. Spill-over is a process whereby experiences in one role affect experiences in the other, rendering the roles more alike. Research has examined the spill-over of mood, values, skills and behaviors from one role to another (Edwards & Rothbard, 2000), although the most of this research has focused on mood spill-over. The experiences resulting from spill-over can manifest themselves as either positive or negative (Kim et al., 2017). In the literature, spill-over has also been termed as generalization, isomorphism, continuation, extension, familiarity, and

similarity. There are two interpretations of spill-over (Edwards & Rothbard, 2000): Firstly the positive association between life and work satisfaction and life and work values (Lourel et al., 2014) and secondly transference in entirety of skills and behaviors between domains (Straub et al., 2017) such as when fatigue from work is experienced at home or when family demands interfere with work demands. In a study of spill-over, Williams and Alliger (1994) used experience sampling methodology to examine mood-related spillover on a daily basis, finding suggested that working parents in their sample were more likely to bring work-related emotions home than they were to transfer family related emotions to the workplace (Straub et al., 2017).

Compensation theory.   Compensation theory Vijaya and Janakiram (2017) refers to the efforts intended at countering negative experiences in one domain through increased efforts for positive experiences in another domain. An example would be a dissatisfied worker focusing more on family than work, thus reallocating human resources to compensation can be viewed in two broad categories: supplemental and reactive. Supplemental compensation happens when positive experiences are insufficient at work and are therefore pursued at home. Reactive compensation occurs when negative work experiences are made up for in positive home experiences. In other words, according to compensation theory, there is an opposite relationship between work and life, so workers attempt to satisfy voids from one domain with satisfactions from the other compensatory relationship between work and life roles for employed. Whereas research shows that women who experienced negative affect from family were more engaged with their work, consistent with a compensation story (Vijaya & Janakiram, 2017).

Enrichment theory.   Enrichment theory refers to the degree to which experiences from instrumental sources (skills, abilities, values) or affective sources (mood, satisfaction) improves the quality of the other domain (Morris & Madsen, 2007). Enrichment as the extent to which experiences in one role improve the quality of life in the other role and reported that employees perceive that their work and life roles enrich each other. Researcher used the term instrumental to characterize this

notion, which states that good work outcomes lead to good life outcomes (Beham et al., 2017).

Segmentation theory. Segmentation theory Jesse and Michael, (2008) refers to viewing work and life as separate domains that do not influence each other. Segmentation has been used to describe the separation of work and life, such that the two roles do not influence each other. Since the industrial revolution, work and life have been inherently separate by time, space, and function. (Padhi & pattnaik, 2017) expressed this process as what occurs when people actively suppress work-related thoughts, feelings, and behaviors in the life domain. As this has been proven no longer to be true and conceivably never was, particularly for female workers, segmentation is now referred to as the active process that people use to form and maintain boundaries between work and family. The literature also suggests the usage of the terms compartmentalization, independence, separateness, disengagement and neutrality to describe this theory averts that some people may actively suppress work-related thoughts, feelings and behaviors while at home (Jesse & Michael, 2008).

Facilitation theory. Facilitation theory Lisa et al (2016) refers to what occurs when the participation in one domain cultivate and enhances the engagement in another domain. This portability of augmentation can comprise skills, experiences, resources, and knowledge, facilitation occurs because social systems naturally utilize available means to improve situations without regard for domain limitations (Lisa et al., 2016).

Ecology system theory. Ecological systems theory Andrea and Kanwaljeet (2017) refers to the suggestion that work and life are a joint function of process, person, context, and time characteristics, and symptomatic of the fact that each and multiple characteristics yield an additive effect on the work life experience. Ecology theory was later developed into the person-in-environment theory with the common thread among diverse person environment variants as the recognition that individuals and groups have vibrant relationships with their social, physical, and natural environments (Andrea & Kanwaljeet, 2017).

Work Family Conflict

It is an advancing concept within modern society, predominantly due to present-day development, technological enhancement, and greater communal demands. It has been evident in the majority of men and women that work impedes familial responsibilities (Glavin & Schieman, 2012). Linking to discordance or incongruence between one's work and household demands, the relationship of work and family has been recognized as a bi-directional construct, where work duties impact on family responsibilities and work can reinforce family welfare and positive aspects of family life can become compatible with an individual's workplace (Armstrong, Atkin, & Wells, 2015) Subsequently, a notion of work-life combination should depict more flexible boundaries where individuals have a greater influence on the definition of their work and non-work lives. The choice of plan is to deem the work-family conflict as dependent on the identified differences between both domains, on the strength of the borders, which are resolved by their permeability and flexibility (Saucan et al., 2015).

The concept collects, globally, widespread attention and is widely discussed worldwide. In modern society, beyond human resources management, substantial research projects in this area have been executed, with several studies reporting divergent and, at times, contradictory findings on the consequences and potency of work-family conflict (Ragles & Sakthivel, 2016) The overlap in time and place between traditional family and work roles may, additionally, introduce further opportunities for work-family conflict to manifest in people's daily lives (Liu & Zhou, 2017). Work-family conflict is defined as the pressure produced by somewhat opposing demands from family and work domains, where the strain from both domains are ill-assorted in some regard (Restubog, Scott, & Zagenczyk, 2011).

The conflict between the two domains is provoked due to the difference in work and family demographic trends around the globe, including an increase of mothers and their underage children engaging with the labor force, introducing further complications such as child labor and a rapid rise in elder care demands due to an aging population; and an increase in men's involvement with familial care and

obligatory demands, particularly within developed Western countries, such as the United States of America (Kossek & Malaterre, 2013). This affects a large portion of society, as, even unmarried individuals and those without children would, most likely, have a complaint of some form of work and family conflict disturbing their lives (Casper, Weltman, & Kwesiga, 2007). The construct is a part of the work-family conflict image - the reality that the roles in work may impede family management and alternative personal life events and interests (Kossek, 2016). For numerous employees, work-family conflict is a key factor however, is rephrased to the term work-life conflict to illustrate the various additional non-work demands in one's life that are not confined to those involving family and kin (Wilson & Baumann, 2015). There have been many work-family types of research based upon a conflict situation, observing the opposing demands of work and family and inapt predicaments caused by time, behaviour, or strain (Ruppanner, 2013).

In recent years, researchers alternatively measured work-family conflict, in a much simpler way. The conflict that occurs when work is disrupted by family tasks would be recorded and, then, researchers would identify the double nature of work-family conflict by evaluating both possible directions of the intervention of work with family and, also, that of family with work (Zakaria & Ismail, 2017).

Conversely, various researchers, in alternative countries, indicated that positive effects upon turnover intention may be the outcome of work–family conflict. Several of these researchers additionally declared that there were seemingly neither deviating nor undeviating relationships between work-family conflict and turnover intention (Armstrong & Atkin, 2015). Nevertheless, regardless of employment, both work and family responsibilities are a complication for many workers in modern days, both fields demanding contrary roles from individuals. Hence, when these roles are mutually discrepant, inevitably, inter-role conflict arises, either in the form of work-to-family conflict or family-to-work conflict (Annink, Den, & Steijn, 2016).

As self-employment, generally, enables workers to combine income, financial pliability and control over their work and childcare, workers, particularly women and/or parents, often believe that self-employment would, potentially, ease the

pressure of combining work and family (Sullivan & Meek, 2012). The importance of preventing WFC is acknowledged by the European Union; therefore, the nation has set fundamental guidelines for support. However, although governments are increasingly giving attention to reconciling paid employment and parenting, research shows those arrangements for the self-employed lag behind those for employees; the two differ across European countries (Annink et al., 2015). It has been identified that if job demands are excessive, conflicts which are negatively associated with the balance between work and life occur amid work and family life. On the contrary, it was also found that the level of job control hardly varies among the self-employed this is not unpredicted, however, as job control is related to an individual's management and performance, which can be seen as inherent to self-employment (Nordenmark et al., 2012).

The life-course viewpoints provide a distinctive framework and exceptional structure, for example, recorded time, advances, or connected lives to inspect work-family struggle. Contemporary specialists are less likely to spend their entire profession and frequently progress in one association, and feel secure in their occupations than laborers from earlier decades. However, they will most probably customize their timing of retirement, seek after adaptable work plans, for example, decreased workload and timework, and pursue balance amidst work and family (Greenhaus & Kossek, 2014). One principle methodological issue is the constant overlap of concepts, such as the work-family struggle and work-life struggle issues mentioned earlier on in this dissertation. Work-family strife and work-family adjust are additionally intently similar ideas. While the elements of agreeableness and conscientiousness were associated with work-family conflict in a negative manner, extraversion and openness to experience were, in fact, not (Kossek, Ruderman, Braddy, & Hannum, 2012).

Work-family conflict is a critical line of request in authoritative conduct and human asset administration research. The subject is applicable to the registering and correspondence domain because modern communication technology enables researchers to thoroughly analyze disputes between family and work, and, as well as this, late advances in processing innovation offer better approaches to react to and

comprehend work-family struggle (Maertz & Boyar, 2016). For everyone, work and family are two vital domains; work family strife is experienced when there is struggle between conflicts in other areas. Work family strife can be characterized into time and strain based categories, alongside others. In particular, the time committed to and the strain created by work makes it difficult to satisfy necessities of family and vice versa (Tausczik & Pennebaker, 2010).

Work family strife has been observationally connected with representatives' activity and life disappointment, poor physical and psychological wellbeing, and rising intentional turnover rates and work pressure (Cheng et al., 2015). While it is clearly of interest to know whether between part clashes are associated with health, it is of equivalent significance to explore potential precursors of work and family conflicts in employees with spinal cord damage and their accomplices with care giving obligation. There are two specific aspects that may have a part within the sight of contentions, to be specific, the measure of engagement in gainful activities (e.g., paid work, giving care) and financial conditions (e.g., level of income, education). Conflicts amongst work and family life are, most likely, a result of an interchange between one's own partners' cooperation in beneficial activities. For instance, the cooperation of the two individuals from a couple in paid works may exacerbate inter-role conflicts as both have less time assets for family life (Fekete, Siegrist, Tough, & Brinkhof, 2017). Substantial exertion has gone toward endeavoring to comprehend the antecedents and elements of work family struggle.

Research indicates singular traits and experience impact view of work and family strife, with two vast ramifications for the dynamics of work family struggle. Diverse individuals may react to a similar work family strife in an unexpected way, and people may respond to a similar work family conflict differently over time through their endeavors to adapt to work family struggle and their shifting circumstances (Billing, Bhagat, Babakus, & Nasurdin, 2014). The level of working women is expanding in everyday life, which, in turn, improves the requirement of women in both the confidential and the outside world. Therefore, naturally, the contention appears, when they attempt to adjust differences between work and family. In the event that these parts are not managed, work and family conflict arises,

which creates trauma between employees. Representatives attempt to fulfill the expanding work requirements and, in addition, familial obligations as well. Work and family struggle is identified with pressure and mental strain (Poelmans as cited to in Ragles, 2016). Most investigates in the region of work family struggle and hierarchical role stretch is conveying in dissimilar gatherings of occupations through students, educators and police. Role stress impacts job fulfilment among the workers (Armstrong et al., 2015).

Types of work-family conflict. Work family strife can exist in two ways forms; work can meddle with family and family can meddle with work. Anafarta (2011) recommended six measurements of work-family struggle. Work-to-family and family-to-work both have three sub dimensions; time, strain, and conduct based types of contention. Time-based conflict occurs when the time demands of one role are poorly coordinated with those of another. The second form is strain-based clash, which commences when strain in one area impacts with the other domain. The third form, conduct based clash, often happens when behavioural patterns designated to one area are arrogate in another (Aisyah, Khadijah, Rajab, Abdul, & Mad, 2011).

Time based conflict. Time is a critical viewpoint that has been associated with struggle (Greenhaus as cited in Fang, 2017). Time-based clash has been reported as various parts which may challenge for an individual's chance. Time utilized on actions within a part, commonly, cannot be dependable to actions within another part. Accordingly, in the same time period an employee would be unable to execute both roles, since they equally impact each other, time-based conflict is steady with exorbitant work time and timetable clash, and, as well as responsibility burden, there are two types of time-based clash.

Initially, needs of time connected with one role's participation may make it physically unfeasible to obey with desires emerging from another. For instance, a representative may have a high amount of work at a work-base or remain late at work in order to finish a task, which may make it physically difficult to spend time with family (Hao, Wu, Liu, LI, & Wu, 2015).

Secondly, time demands may, likewise, make a fixation on one domain regardless of whether an individual is physically endeavoring to meet another domain's requests (Huang et al., 2012). For example, a worker has a major project to complete and, upon returning home from work to his family, he invests energy and time simply pondering and perturbing over the task (Matthews et al., 2011).

Strain based conflict. A second kind of work-family strife occurs when the strain from one area ends up plainly contradictory to conserve the requisites of another area. Strain may diminish individual assets that are required for role duties. As an example, when there is fatigue of work experience by an individual, on account of excessive working hours, they may have to shift the time into that which was originally meant to be spent with family, therefore decreasing their vitality for family obligations (Ragles & Sakthivel, 2016). Strain that we practice in one domain may traverse and begin to impact with other domains, for instance, on the off chance that one ends up noticeably concerned and strained of, potentially, having an sick child; it influences the mindfulness and attentiveness level at work. If an individual experiences role ambiguity at work and over-burden of occupation then they may confront work stress at the workplace, as well as in the household and, hence, would be experiencing strain-based conflict (Cowlishaw, Birch, Mclennan, & Hayes, 2012).

Conduct based conflict. Conduct based conflict is a third sort of work-family struggle. It begins when an individual is unable to adjust conduct in order to attain both requirements of two distinctive role demeanors. It is valid that conduct in one space impacts the execution in other area. A prompt type of this contention is the point at which a person experiences difficulties in joining a legitimate or logical, and administrative disposition at work whereas, is required to uphold a sensitive and imparted state of mind within the family (Frone, 2005). According to Frone, (2005), men are more probable to confront work-family conflict than their female counterparts, as women are more likely to confront family-to-work strife. There is a contrast between vitality-base and strain-based clash, and the demands the two genders receive, of course, due to societal standards.

Various hypotheses have been utilized to clarify the procedure of the function of work-family struggle connected to different factors. Grant-Vallone and Donaldson (2001) expressed that studies examining WFC have progressed over the course of the last decade, aided by the development of theoretical models, experimental investigations, and authoritative supported work-family initiatives.

Role conflict theory. The role conflict theory expresses that encountering deviousness or struggle within a domain will bring about an unwanted state. Since conflict requirements between parts (e.g., time, incongruent behaviours) direct to individual clash, it ends up noticeably harder to perform all roles effectively (Grandey, & Cropanzano as cited in Ashley, 2017). Part strain or inconvenience in meeting requests of other roles is guaranteed and an individual should oftentimes settle on role choices and compromises in to order to meet prerequisites. Albeit, a few authors have utilized the role conflict hypothesis and role hypothesis as evidently replaceable structures, there are definite contrasts between them. The role strife hypothesis diagrams a more profound and particular structure that gives a wealthier comprehension of different work-family struggle frameworks, headings, and dimensions; these points of interest are not exhibited in other hypothetical systems. Furthermore, specialists (Elizabeth, Alan, & Mills, 1992) guaranteed that in order to comprehend work-family strife the two bearings (work obstruction with family and family impedance with work) must be scrutinized.

Spill over theory. The spillover hypothesis portrays work impact in family life. Positive overflow is pronounced when the satisfaction, enthusiasm, pleasure, and refreshment an individual has at work traverses into positive sentiments and vitality at home or when positive fulfilment, vivacity, and enjoyment from home crosses over to a positive involvement with work (Kossek, 2016). Negative overflow from work to family is provoked when issues, conflicts, or energy at work have tensed and affianced an individual, making it complicated to associate with family life successfully and emphatically (Young & Rim, 2017). Evidently, negative spill over from family to work (e.g., relationship dilemmas, issues with children, or the passing of a dear companion or relative) can, likewise, be detrimental.

Gender role theories. This hypothesis clarifies gender contrasts and differences in work or family life. The recognizable gender speculations that represent three distinctive arrangements of suppositions are the biological impacts, youth socialization procedures, and social structural factors in society. As indicated by Way (1991), biological impacts hypothesis propel that sex contrasts in mentalities, capacities, and dispositions are innate and that these intrinsic contrasts make men and women differentially suited for certain work and family roles. According to the youth socialization speculations, shaped and exact identity contrasts lead males and females to pick and significantly lean toward various social parts and personalities.

Role theory. Another structure for investigating work-family strife is the general role hypothesis. It acquaints with an arrangement of practices that have socially settled upon functions and an acknowledged code of standards. Ordinary roles incorporate spouse, parent, supervisor, representative, church member, student, companion, etc. Roles may represent connections or capacities, and they are essential for the accomplishment of objectives and the support of gathering solidarity. A role set is the complete combination of roles an individual possesses or plays at one time. Strain may occur when there are clashing or contending needs of two, or more, roles held by one individual. The role hypothesis suggests that numerous parts can prompt stressors (work over-burden and inter role struggle) and, thusly, to indications of strain (Britton, 2017). Work burden becomes greater than expectations which can prompt an expansion in workload and conceivable sentiments of overload within the work or non work spaces. Inter role strife alludes, essentially, to the contention between the roles. As said beforehand, part hypothesis has a significantly higher and general scope referring to work-family strife when contrasted with the role conflict hypothesis. Albeit, one segment of the role hypothesis concentrates on role strife, it fails to provide a thorough depiction of the related components as found in the role struggle theory. Intriguingly, a few authors, at times, gather that the role conflict hypothesis is one concept within the more extensive part hypothesis system.

Identity theory. Character hypothesis supports that people try to fabricate wanted images of them, and anything that prevents the creations of these guided

pictures is portrayed as a threat to self recognition. Since strife amongst work and family parts constitutes a difficulty to objectives of self-satisfaction, threats coming about because of work-family struggle likely prompt occupational strain (Gruber & MacMillan, 2017). It is presented that work-family strife represents a "risk or obstacle to self-identification because it represents the degree to which work activities are blocked or reserved by pressures and responsibilities at home and vice versa." Individuals are threatened when impediments to activities that have potential ramifications for character harm their mental self portrait. Identity hypothesis contrasts from the role conflict hypothesis and part hypothesis since its essential property is significantly more extensive than its utilization in this particular setting. There are different mental capacities that are served by building up a sense of character (i.e., essential requirement for confidence or self-upgrade; fundamental requirement for self-viability which is identified with the feeling of individual capability and control; and it takes into account the advancement of self-consistency or cognizance). There are numerous different builds that can debilitate or block a person's optimal or legitimate personality, role conflict or work-family struggle being only a minority of them.

Rationale of the Present Study

It would be beneficial to quantify the positive work related behavior (social intelligence) role of contextual factors (positive spillover) and incompatible demands between work and family (work-family conflict) among health care professional.

Work-family conflict mostly explored as an antecedent but in latest evidence work-family conflict is more like an outcome which is determined by many factors such as social intelligence, spillover and emotional intelligence (Alkozei et al., 2016). Therefore the present study attempted to determine predicted role of social intelligence in work-family conflict. Mostly researches focused on the negative spillover effect which contributed in generating work-family conflict while there is lack of empirical evidence on the role of the positive spillover. Therefore the present study focused on the role of the positive spillover in influences work-family conflict.

The health care professionals are characterized by an intense and high work commitment. Physicians working in clinics have often reported facing a high workload, low autonomy and job control. In addition, physicians often report that the time of residency coincides with the family-founding life stage leading to high levels of work-family conflict Moreover, they demonstrated that a high workload, the number of working hours per day, the amount and frequency of overtime work, an inflexible work schedule and rare support from colleagues and supervisors can increase the likelihood of employees experiencing a conflict between their work and family roles (Svedberg et al, 2017).

One of the major reason behind choosing the sample of health care professional because they face tough time during their job which cause work-family the job expected from health care professional to work over 80 hours per week so they have very tough timing and more work load it is difficult for health care professional to pay proper attention in their family life which cause conflict between both domains work-to-family   and   family-to-work.

METHOD

Chapter II

METHOD

The method comprises of objective, hypotheses and operational definitions of the variables. This also includes brief description of sample, instruments and procedure of the present study.

Objectives

There are following objectives of present study:

1. To determine the role of social intelligence and positive spillover in the perception of work-family conflict among health care professional.
2. To find out the mediating role of positive spillover in the relationship between social intelligence and work-family conflict.
3. To investigates the role of various demographic variables (age, gender, marital status, family system, job designation, and Job status) to explore the perceptions of health care professional regarding their workplace behavior.

Hypotheses

The following hypotheses have been formulated to achieve the objectives of the study.

1. Social intelligence is positively linked with positive spillover.
2. Social intelligence is negatively related to work-family conflict.
3. Positive spillover is negatively associated with work-family conflict.
4. Positive spillover mediates the relationship between social intelligence and perception of work-family conflict.
5. Male health care professional exhibit more social intelligence, positive spillover and lesser work-family conflict as compare to female health care professional.
6. Health care professional in nuclear family system exhibits more social intelligence, high positive spillover and lesser work family conflict.

7. Health care professional worked in public hospitals exhibited higher social intelligence, displayed better determinants of positive spillover and more work-family conflict.

8. Health care professional with permanent job displayed more social intelligence, positive spillover and lesser work-family conflict in comparison to those who are working on contract.

Operational Definitions of Variables

In the present research the variables taken are operationally defined as follow:

Social intelligence. Individual's interpersonal awareness and social facility, their ability or skill to deal with social relationships effectively, co-operate and collaborate with others, and create and participate in healthy, positive and caring social interactions (Dhana & Pankajam, 2017). Its includes an awareness of situations and the social dynamics that govern them and knowledge of interaction styles and strategies that can help a person achieve his or her objectives in dealing with others. It also involves a certain amount of self-insight and a consciousness of one's own perceptions and reaction patterns (Popp, 2017). In the present study, Social Intelligence Scale (Frankovsky & Birknerova, 2014) has been used to measure social intelligence, whereas high scores indicates high social intelligence, and low scores indicates negative and unhealthy social intelligence.

Positive spillover. Refers to the extent to which experiences in one domain improve the quality of life in the other and that is one pro-environmental behavior increases the likelihood of performing additional pro-environmental behaviors (Sok, Blomme, & Tromp, 2014). Positive spillover defined as the transfer of positively valence affect, skills, behaviors and values from the originating domain to the receiving domain. Hence, positive spillover refers to the extent to which experiences in one domain improve the quality of life in the other (Sok et al., 2014). In the present study, Positive spillover in health care professional has been measured by using Work-family Positive Spillover Scale (Hanson, Hammer, & Colton, 2006). This scale assessed level of positive spillover from work to family and from family to work.

High scores indicate high positive spillover, whereas low scores on the positive spillover indicate lesser positive spillover.

Work-family conflict. Form of inter-role conflict that will appear when it is difficult to balance the pressure of work and family (Lu et al., 2017). Work-family conflict refers to an ill-assorted or incompatibility between the work and family role demands. Therefore, the work-family relationship has been creating as a bi-directional construct where work roles impacts on family roles, work can reinforce family well-being and positive aspects of family life can fix into work place (Saucan et al., 2015). In the present study, work-family conflict has been measured by using Work-family Conflict Scale (Netemeyer et al., 1996). Whereas high scores indicates high work family conflict, and low score on this scale reflect lower work-family conflict.

Sample

The sample ($N = 340$) of health care professional was collected with different hospitals of Rawalpindi and Islamabad with convenient sampling. Sample included both men ($n = 152$) and women ($n = 188$). Marital status include Single ($n = 151$), Married ($n = 181$), Separated ($n = 06$) and Divorced ($n = 02$). Family system joint ($n = 158$) and nuclear ($n = 182$). Job designation include occupational therapist ($n = 124$), physical therapist ($n = 103$) and physician assistant ($n = 113$). Respondent health care professional working in private hospitals ($n = 236$) and public hospitals ($n = 104$).

Table 1

Descriptive Statistics of the Sample (N = 340)

Variables	f	%	Variables	f	%
Gender			**Family system**		
Men	152	44.7	Joint	158	46.5
Women	188	55.3	Nuclear	182	52.9
Marital Status			**Job designation**		
Single	154	44.4	Occupational therapist	124	36.5
Married	184	53.2	Physical therapist	103	30.3
Separated	8	1.8	Physician assistant	113	33.2
			Institutional Affiliation		
			Private Hospitals	236	69.4
			Public Hospitals	104	30.6

Table 1 displayed the demographic with their frequencies and percentages. These variables include gender, marital status, family system, job designation and institutional affiliation.

Instruments.

A brief description of the three scales used to measure the variables in the present study in given below.

Social Intelligence Scale. To measure an assessment of social intelligence, a 21 item scale of Social Intelligence (Frankovsky & Birknerova, 2014). The scale is a 5-point Likert, where 1 = *never*, 2 = *rarely*, 3 = *sometimes*, 4 = *often, and* 5 = *always*. High score indicated high social intelligence while low score indicated low social intelligence. The established reliability of the scale was reported as .90 (Frankovsky & Birknerova, 2014).

Work-Family Positive Spillover Scale. Positive Spillover Scale (Hanson, Hammer & Colton, 2014) was used for the assessment of positive spillover. The scale consists of 7 items. Scale can be responded on 5-point Likert, where 1 = *strongly disagree* and 5 = *strongly agree*. High score indicated high positive spillover whereas low score shows low positive spillover. The established reliability of the scale was reported as .90 (Hanson, Hammer & Colton, 2006).

Work-Family Conflict Scale. Work-Family Conflict Scale (Netemeyer et al., 1996) was used in present study to measure work-family conflict. The scale consists of 10 items. Work-family conflict is a 5-point Likert scale, where 1 = *strongly agree*, 2 = *agree*, 3 = *undecided*, 4 = *disagree* and 5 = *strongly disagree*. The scale consisted of two subscales (work-to-family conflict and family-to-work conflict). Each subscale comprised of five items, items (1 to 5) measured family-to-work conflict and (6-10) measured work-to-family conflict. Higher scores on each subscale indicated the existence of conflict. The established reliability of the scale was reported as .77 (Netemeyer et al., 1996).

Demographic sheet. For the measure of various demographic variables such as gender, marital status, family system, job designation, job status and institutional affiliation experienced among health care professional, a comprehensive demographic sheet was devised. Demographic sheet provides the comprehensive information about them.

Procedure

In order to carry out this study, official visits to different hospitals of Rawalpindi and Islamabad. Before visiting to any hospital, appointments were settled over the call. Some hospitals asked about my university and the purpose of the collection of data from health care professional. Few hospitals refused to comply with the data collection from health care professional, and given reason of confidentiality. Informed consent acquired from every participant and were assumed that all the information would be kept confidential and utilized for research purpose only.

Respondents were requested to fill the questionnaires and also attached demographic sheet for demographic variables e.g, gender, and overall job experience and hospital types. Verbal written instructions were given to participants to complete the questionnaires accurately. It was also briefed that at any time if they feel uncomfortable to giving their information so they right to quit. Data from health care professionals mostly collected in tea breaks because of their busy schedule and time

was chosen by the participants so they become relaxed and responses will be authentic.

RESULTS

RESULTS

Results are conducts by testing the different hypotheses. Firstly, descriptive statistics and psychometric estimates are tabulates. Secondly, relationship pattern of social intelligence, positive spillover and work-family conflict was determines. Thirdly, linear regression was performing to determine the predictive role of variables in relation to work-family conflict. Multiple regression is also done to estimate the mediating role of positive spillover in the relationship between social intelligence and work-family conflict. Finally, group differences are calculated along with gender, private/public hospitals, family system finally, job designation in determining their significant differences in social intelligence, positive spillover and work-family conflict.

Table 1

Descriptive Statistics and Alpha Reliability Coefficients of Scales and Subscales (N = 340).

Scales and subscales	No of items	A	*M*	*SD*	Skew	Kurt	Range Potential	Actual
Social Intelligence Scale	21	.77	52.12	11.47	.04	.38	21-105	21-100
Positive Spillover Scale	07	.91	21.75	8.79	-.37	-.95	7-35	7-30
Work-Family Conflict Scale	10	.91	27.04	10.85	.70	.56	10-50	10-25
Family to Work	05	.85	14.28	5.78	.48	-.96	5-25	5-20
Work to Family	05	.86	12.75	5.70	.80	-.52	5-25	5-20

Note. Skew; = Skewness, Kurt; = Kurtosis

Table 1 shows descriptive statistics and reliability indices of scale and subscales, it has been found that Social Intelligence Scale, Positive Spillover and Work-Family Conflict Scale (and subscales work-to-family and family-to-work) have shown adequate reliability (.70 and above). Thereby indicating the measures as dependable tools of assessing the set constructs.

In addition values of skewness and kurtosis indicate normality of the data as its values range from +1 to -1. Similarity values of mean and standard deviation also provide an evidence of normal distribution of the data set.

Table 2

Correlation Matrix for All the Study Variables for the Total Sample of Health Care Professionals (N = 340).

Variables	1	2	3	4	5
1. SI	—	.21**	-.19**	-.16**	-.20**
2. PS		—	-.14**	-.17**	-.10**
3. **WFC (T)**			—	.94**	.94**
4. FTW				—	.78**
5. WTF					—

Note. SI= Social Intelligence; PS=Positive Spillover; WFC (T) =Work-Family Conflict (Total) ;FTW= Family to Work ;WTF= Work to Family.

Table 2 reveals inter correlation of all the variables and their dimensions correlation matrix is generating to determine the direction and strength of relationship across the entire study variable. It has been found that social intelligence is positively associates with positive spillover and negatively link with work-family conflict and its dimensions. In addition positive spillover is also negatively associates with work-family conflict, moreover dimensions of work-family conflict that is (Family-to-work and Work-to-Family). Table 2 further shows that dimensions of work-family conflict are positively associates with each other as well as with the total construct of social intelligence and thereby providing an evidence of construct validity of work-family conflict.

Table 3

Multiple Linear Regression Analysis of Social-Intelligence, Positive Spillover as Predictor of Work-Family Conflict (N = 340).

							95% CI	
Variables	B	β	R^2	ΔR^2	F	$S.E$	LL	UL
Work-Family Conflict								
Constant	29.81		.20	.19	44.49	2.57	24.74	34.87
SI	-.27	-.28				.04	-.36	-.17
PS	.52	.42				.06	.40	.64
Family-to-Work Conflict								
Constant	14.57		.23	.22	52.14	1.34	11.92	17.22
SI	-.13	-.26				.02	-.18	-.08
PS	.30	.46				.03	.24	.37
Work-to-Family Conflict								
Constant	15.23		.14	.13	28.84	1.4	12.47	18.00
SI	-.13	-.27				.02	-.18	-.08
PS	.21	.33				.03	.14	.28

Note. SI= Social Intelligence, PS= Positive Spillover.

Table 3 shows the multiple linear regressions for social intelligence and positive spillover predicts the work-family conflict. Analysis shows that social intelligence explains 20% variance in predicting work-family conflict. Further, results shows 23% variance explains by the social intelligence with the dimension of work-family conflict (family-to-work conflict). Social intelligence shows 14% variance in the prediction of work-to-family conflict.

Table 4

Mediating Role of Positive spillover and Social Intelligences in Predicting Work Family Conflict among Health Care Professional (N = 340).

Criterion Variables	Predictor Variables	*B*	*p*	95% CI	
				LL	*UL*
WFC	SI	-.18	.00	-.28	-.07
PS	SI	.16	.00	.08	.25
WFC	PS	.54	.00	.41	.66
WFC	SI through PS	-.09	.05	.04	.15

Note. WFC= Work-Family conflict; PS= Positive Spillover; SI= Social Intelligence.

Table 4 indicates the mediating role of Positive spillover between Social intelligence and work-family conflict. Findings depict that social intelligence significantly negatively predicts the work-family conflict and positively predicts positive spillover. Moreover, work-family conflict significantly positively predicts positive spillover. Positive spillover mediates between social intelligence and work-family conflict.

Table 5

Gender Differences on Study Variables (N = 340).

	Men (n = 152)		Women (n = 188)				95% CI		Cohen's
Variables	*M*	*SD*	*M*	*SD*	*t*	*p*	LL	UL	*d*
SI	55.37	10.57	49.50	11.51	4.84	.00	3.48	8.25	.53
PS	20.63	8.13	22.65	9.22	-2.11	.03	-3.89	-.137	.32
WFC (T)	24.37	9.60	29.47	11.33	-4.17	.00	-7.10	-2.55	.48
FTW	12.97	5.23	15.37	5.99	-3.88	.00	-3.59	-1.16	.42
WTF	11.40	5.12	13.85	5.92	-4.03	.00	-3.65	-1.25	.44

Note. SI = Social Intelligence; PS = Positive Spillover; WFC (T) = Work Family Conflict Total; FTW Family to Work; WTF = Work to Family.

Table 3 depicts gender differences on study variables. Finding indicates significant differences on social intelligence, positive spillover and work-family conflict. It indicates that there are significant differences between male and female health care professional on social intelligence male reflects better social intelligence as compare to female. Moreover in positive spillover and work-family conflict females are better than males. Moreover females also reflect better in dimensions of work-family conflict.

Table 6

Differences on Family System in Relation to Variables of the Study (N = 340).

Variable	Joint (n =160)		Nuclear (n = 180)				95% CI		Cohen's
	M	*SD*	*M*	*SD*	*t*	*p*	LL	UL	*d*
SI	50.96	11.51	53.13	11.43	-1.74	.08	-4.63	.28	.18
PS	24.66	8.83	19.22	7.99	5.93	.00	3.63	7.23	.64
WFC	30.18	11.73	24.40	9.25	5.05	.00	3.53	8.03	.54
FTW	15.89	6.10	12.93	5.10	4.86	.00	1.76	4.16	.52
WTF	14.28	6.20	11.46	4.88	4.66	.00	1.62	4.00	.50

Note. SI = Social Intelligence; PS = Positive Spillover; WFC (T) = Work Family Conflict Total; FTW = Family to Work; WTF = Work to Family.

Table 5 shows family system differences of all the variables and their dimensions. Findings indicate significant differences on social intelligence, positive spillover and work-family conflict and its dimensions. Nuclear family system exhibits more social intelligence as compare to joint family system. Further joint family system's value indicates that there is high positive spillover in joint family system than nuclear. In addition there is high work-family conflict moreover dimensions of work-family conflict that is (Family-to-work and Work-to-Family) in joint family system.

Table 7

Differences on job Status in Relation to Variables of the Study (N = 340).

Variables	Permanent (n = 157)		Contractual (n = 183)		t	p	95% CI		Cohen's d
	M	SD	M	SD			LL	UL	
SI	53.13	10.68	51.26	12.07	1.49	.13	-.58	4.31	.16
PS	25.14	7.96	18.84	8.44	7.02	00	4.53	8.05	.76
WFC	25.64	9.77	28.67	11.82	2.54	.01	.67	5.28	.45
FTW	15.07	6.21	13.61	5.30	2.34	.02	.23	2.69	.41
WTF	13.57	6.27	12.06	5.07	2.45	.01	.30	.301	.42

Note. SI = Social Intelligence; PS = Positive Spillover; WFC (T) = Work Family Conflict Total; FTW = Family to Work; WTF = Work to Family

Table 5 shows nature of job differences of all the variables and their dimensions. Findings indicate significant differences on social intelligence, positive spillover and work-family conflict and its dimensions. Where permanent job groups exhibits more social intelligence and positive spillover as compare to contractual job group. Furthermore Table 5 also indicates significant differences on work-family conflict moreover dimensions of work-family conflict that is (Family-to-work and Work-to-Family). Permanent job group indicates more work-family conflict as compare to contractual job group.

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Table 8

Differences on Institutional Affiliation in Relation to Variables of the Study (N =340).

Variables	Nuclear (n = 202) M	SD	Joint (n = 138) M	SD	t	p	95% CI LL	UL	Cohen's d
SI	51.32	12.02	53.95	9.93	-1.95	.05	-5.27	.01	.23
PS	20.50	9.19	24.59	7.08	-4.04	.00	-6.08	-2.10	.49
WFC	26.13	11.46	29.59	9.04	-2.33	.02	-5.46	-.46	.33
FTW	13.53	6.00	15.99	4.85	-3.67	.00	-3.76	-1.13	.46
WTF	12.60	5.82	13.11	5.41	-.765	.44	-1.83	.80	.09

Note. SI = Social Intelligence; PS = Positive Spillover; WFC (T) = Work Family Conflict Total; FTW = Family to Work; WTF = Work to Family.

Table 6 shows institutional affiliation differences on study variables. Findings indicate significant differences on social intelligence and positive spillover where public job groups exhibits more social intelligence and positive spillover as compare to private job group. Whereas, there were also significant differences on work-family conflict moreover dimensions of work-family conflict that is (Family-to-work and Work-to-Family). Public Job groups also have more work-family conflict as compare to private job group.

Table 9

One-Way ANOVA on Job Designation along Study Variables (N = 340).

Variables	Occupational Therapist (n = 115)		Physical Therapist (n = 110)		Physician Assistant (n =115)		F	P
	M	SD	M	SD	M	SD		
SI	55.20	9.90	54.15	10.67	46.91	12.04	19.69	.00
PS	25.26	7.49	23.00	7.55	16.75	9.95	35.04	.00
WFC (T)	27.14	12.36	28.19	10.47	26.32	10.54	.74	.21
FTW	14.03	6.05	15.25	5.63	13.73	5.55	2.07	.04
WTF	13.11	7.16	12.90	5.73	12.59	5.53	.20	.34

Note. SI=Social intelligence; PS = Positive Spillover; WFC (T) = Work Family Conflict Total; FTW = Family to Work; WTF = Work to Family.

Table 10

Post Hoc Differences of Job Designation

Variables	i-j	D=(i-j)	P	95% CI	
				LL	UL
Social intelligence	1<3	8.29*	.00	4.88	11.69
	2>3	7.24*		3.67	10.81
Positive spillover	1>3	8.51*	.00	6.00	11.02
	2>3	6.25*		3.62	8.88

Table 9 indicates that there are significant differences among the level the job designation. The occupational therapist scored high on social intelligence as well as on positive spillover. Whereas the physical therapist score high on work family conflict and as well as one dimension of work family conflict that is (Family-to work).Moreover occupational therapist scored high on the other dimension of WFC.

DISCUSSION

DISCUSSION

The current study aimed to explore role of social intelligence and positive spillover as determinants of work-family conflict among health care professional and the mediating role of positive spillover in the relationship between social-intelligence and work-family conflict.

There is relationship among social-intelligence, positive spillover and work-family conflict and determine the role of various demographics such as gender, public/private hospitals, job status and job designation in previously listed variables. The sample comprised of health care professional (men & women) taken from public and private hospitals of Islamabad and Rawalpindi with convenient sampling technique. Instruments used to assess social intelligence; Social Intelligence Scale (Frankovsky & Birknerova, 2014) was used. For the assessment of positive spillover, Work-family Positive Spillover Scale (Hanson, Hammer & Colton, 2006) was used. And to assess work-family conflict, we used Work-family Conflict Scale (Netemeyer et al., 1996). The data gathered from respondents also indicated normal distribution of sample. Psychometric estimates of scales showed that these scales were reliable and dependable measures of the constructs of this study.

First hypothesis showed that social intelligence is positively linked with positive spillover; thereby supporting the first hypothesis these findings also receives substantial support from earlier studies for instance, in some researches find that analytical and social intelligence skills have a significant positive effect on positive spillover (Florida et al., 2010).

Second hypothesis of the study was that negative relationship between social intelligence and work-family conflict. These findings also receive substantial support from earliest studies. For instance, findings of the studies suggest that Social Intelligence and its all dimensions have negatively and significantly related with Family-Work Conflict and Social Intelligence takes a role in reducing Family-Work Conflict (Kanbur, 2016). Many researches that deal with the stress management have identified social intelligence as an essential resource or a coping mechanism that is

able to reduce the negative effects work-family conflict (Sambasivan & Ismail, 2010). Findings of the research exhibit that, not work-family conflict, but family-work conflict will reduce when social intelligence level becomes higher. Findings exhibited that both social intelligence as a whole variable and its dimensions separately have a significant and negative effect on family-work conflict (Kanbur, 2016).

Third hypothesis of the study was the positive spillover is negatively related with work-family conflict, thereby supporting the second hypothesis and in accordance with earlier researches; higher positive spillover between work and family has been associated with better self-appraised health (Grzywacz, 2000). Some of the important findings showed that higher number of positive spillover (work-to-family and family-to-work) reduce the chances of work-family-conflict (Ying, 2008).

Forth hypothesis was that positive spillover mediated the relationship between social intelligence and positive spillover, thereby providing support third hypothesis and in accordance with earlier literature. For instance, researches showed that positive spillover partially mediates the relationship between work-family conflict and job satisfaction (Lourel, 2009). Another study showed that positive spillover mediates the relationship between work family spillover and psychological well-being (Polatci & Akdogan, 2014).

Fifth hypothesis was to determine the gender differences in social intelligence, positive spillover and work-family conflict; t-test was applied to compare the means. Findings of the study indicated that men showed high social intelligence then women, and women exhibits better preparation of positive spillover and higher work-family conflict. These findings are quite in line with the previous literature. Early researches showed that men exhibits high level of social intelligence research has shown the high social intelligence in men as compare to women (Fellmann & Redolfi, 2017). In addition, men are better at determining the social intelligence with a particular sitting or standing posture as compare to women (Wawra, 2009). Findings are supported by the research that the women reported higher work-family conflict than men (Gali & Rich, 2002).

Gali and Rich (2002) concluded that females reported more work-family conflict one of the main reasons behind female exhibits higher work-family conflict is because of the demands of family relations which is correlated with stress and fatigue.

Sixth hypothesis of the study was that health care professionals in nuclear family system exhibits more social intelligence, high positive spillover and lesser work family conflict. Joint family system has lesser social intelligence and positive spillover and they scored high on work-family conflict. It was also suggested by the findings of the present study.

Seventh hypothesis of the study was that public job groups exhibited more Social Intelligence and Positive Spillover as compare to private job group. Whereas, there were also significant differences on Work-Family Conflict moreover dimensions of work-family conflict that is (Family-to-work and Work-to-Family). Private Job groups also have more Work-Family Conflict as compare to private job group. Our findings supported the hypothesis; prior research by Gutierrez and Ibanez (2016) also showed that health care professional in public hospitals displayed lesser work-family conflict and in private hospitals health care professional score high on work-family conflict. So, this hypothesis was also supported in the light of pervious research.

Last hypothesis of the study was that health care professionals with permanent job displayed more social intelligence, positive spillover and lesser work-family conflict in comparison to those who are working on contract.

Limitations

The present study had few limitations which may restrict the generalizability of the findings. Firstly, the participants were only reached on a convenient basis and were also selected from hospitals of Islamabad and Rawalpindi. In addition, because of sampling technique, only a certain level of socioeconomic status was gathered. This limits the generalizability factor of the study across Pakistan. These methods were also affected by the subjectivity of the participants such as their method at the time of filling out the questionnaire and their interpretation of the questionnaire items. Data collection from only to cities will not be fully representative of the whole population.

Suggestions

To enhance and improve the work for future studies researchers should go for a bigger sample size in terms of the numbers of participants as well as gathering the sample from multiple hospitals across the city for better generalizability. Secondly, translation and adaptation of the scales used in the current study in recommended, making the instruments more indigenous. Future research should be made to understand cultural differences in social intelligence, positive spillover and work-family conflict, and lastly based on the age results, it would be expected that a broader sample would show that older individuals do not experience work-family conflict to the degree that younger individuals do.

Implications

The current study provides some more directional data to better understand and add to the above mentioned gap in the literature related to social intelligence, positive spillover and work-family conflict. The current study has practical implications for the organizational and hospital purposes that social intelligence has an important role in work-family conflict. The study also supports previous literature on social intelligence, positive spillover and work-family conflict, it means that this study also have theoretical implications.

Conclusion

Current study explored the relationship between social intelligence, positive spillover and work-family conflict. Survey conducted with the sample of 340 health care professional from different hospitals of Islamabad and Rawalpindi. The study focused several hypotheses; which focused on relationship between these three variables as mentioned in methodology and analysis of the data. Study gave results as; positive and significant relationship of social intelligence with positive spillover whereas also showed negative relationship between social intelligence and work-family conflict. It has been concluded that social intelligence shows basic components for any health care professional to give successful performance.

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APPENDICES

Appendix A

Informed Consent

I, Sidra Seemab, student of M.Sc at National Institute of Psychology, Quaid-I-Azam University, Islamabad. I'm conducting a research to explore the perceptions of doctors regarding their workplace behavior.

As per research, I need to collect data from people in the relevant field, so I would request you to participate in it. It will take 10-15 minutes of your precious time.

You are requested to read each statement carefully and answer it as genuinely as possible. Your responses or views will help us in understanding the phenomenon and lead to betterment of the field.

I assure you that all the information provided will kept confidential and will be used for research purpose only and there is no right and wrong answers, so kindly respond as genuinely as possible. You have all the right to discontinue participation at any point without penalty or prejudice.

Please sign blow if you have read and agreed to the aforementioned terms.

_____

Signature of participant

Regard,

Sidra Simaab

M.sc (IV)

National Institute of Psychology

Quaid-i-Azam University, Islamabad

Appendix B

Demographic Information Form

Instructions: please provide the following information

Age (Approximate Years): _____

Gender: Male [   ]   Female [   ]

Marital status: Single [ ]   Married [ ]   Separated [ ]   Widowed [ ]

Family system   Joint [   ]   Nuclear [   ]

Job designation in the Hospital:

Occupational therapist [   ]   Physical therapist [   ]   Physician assistant [   ]

Job status   Permanent [   ]   Contractual [   ]

Institutional Affiliation: Private Hospitals [   ]   Public Hospitals [   ]

Name of Hospital: _____

Job period in the present Hospital: _____

Overall Job Experience: _____

Social Intelligence Scale

Instructions: For each of the following statements, circle the number (1 = never, 2 = rarely, 3 = sometimes, 4 = often, and 5 = always). Try to read and think about each statement and indicate your agreement with each item by placing the appropriate number on the line preceding that item.

1 = Never

2 = Rarely

3 = Neutral

4 = Agree

5 = strongly agree

SCALE 1

Listed below are a number of statements to which I would like your response. Please respond to each statement individually and be assured that there are no absolutely right and wrong answers. For each statement please indicate your opinion by choosing one of the following.

	Statements	Never	Rarely	Sometimes	Often	Always
1	Contacts with others make me nervous.					
2	I can guess how to adapt new people.					
3	I am able to guess the wishes of others.					
4	Feelings of others baffle (confuse) me.					
5	I am able to persuade (influence) others to do almost anything.					
6	Using others for my own benefit pleases me.					
7	I feel uncomfortable when I have to adapt (adjust) to new people.					
8	I am able to recognize the wishes of others.					

	Statements	Never	Rarely	Sometimes	Often	Always
9	I know how to act in accordance with the feeling of others.					
0	Weakness of others baffles me.					
1	I can use my behavior to persuade people to do for me what I want.					
2	If I want, I know how to use others for my own benefit.					
3	I know how to use the lives of others for my own benefit.					
4	I feel uneasy when I have to adapt (adjust) to new people.					
5	Whishes of others make me nervous.					
6	I am able to guess the feelings of others even when they do not want to show them.					
7	I can guess the weakness of others.					
8	People who are willing to do anything for me make me nervous.					
9	I use others for my own benefit.					
0	I know how to persuade others to take my side					
1	In contact with other people I can recognize their intention.					

Positive-spillover Scale

Instructions: please read each of the item below. circle the number (1 = strongly disagree and 5 = strongly agree) and indicate that best describe you. Please indicate what you generally do, how often you experience these feelings. Be sure not to miss any item.

1 = strongly disagree

2 = disagree

3 = neutral

4 = agree

5 = strongly agree

SCALE 2

Note: Read each statement carefully, and indicate the degree to which you agree or disagree with it.

Please note that there is no right and wrong answers, so kindly respond as genuinely as possible.

	Statements	Strongly disagree	disagree	Neutral	Agree	Strongly Agree
1	Skills developed in work help me in family life.					
2	Successfully performing tasks at work helps me to more effectively accomplish family task.					
3	Behaviors required by me job lead to behaviors that assist me in my family life.					
4	Carrying out my family responsibilities is made easier by using behaviors performed at work.					
5	Values developed at work make me a better family member.					
5	I apply the principles of my workplace values in family situations.					
7	Values that I learn through my work experiences assist me in fulfilling my family responsibilities.					

Family Conflict Scale

Instructions: please read the statements which are given below carefully, circle the
(1 = strongly agree, 2 = agree, 3 = undecided, 4 = disagree and 5 = strongly disagree).
the degree of your agreement or disagreement with each of the statements. There are no
wrong answers, so don't spend a lot of time on any one item. Be sure not to miss any

ngly agree

ee

ecided

agree

ongly disagree

SCALE 3

ments	Strongly agree	Agree	Undecided	Decided	Strongly disagree
demands of my family or se/partner interfere with work-ed activities.					
e to put off doing things at work use of demands on my time at .					
gs I want to do at work don't get because of the demands of my y or spouse/partner.					
home life interferes with my nsibilities at work such as getting ork on time, accomplishing daily , and working overtime.					
ly-related strain (struggle) feres with my ability to perform elated duties.					
lemands of my work interfere with ome and family life.					
amount of time my job takes up s it difficult to fulfill family nsibilities.					
s I want to do at home do not get ecause of the demands my job me.					
produces strain (struggle) that it difficult to fulfill family					
ork-related duties I have to nanges to my plans for ities.					