

RELATIONSHIP OF EMOTIONAL INTELLIGENCE OF UNIVERSITY TEACHERS AND JOB STRESS

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ABSTRACT

The emphasis of the research was on exploring the relationship among the EI of university teachers with work-related stress. The nature of the study was correlational and a survey method was used to collect the responses. Furthermore, teachers from the Department of Social Sciences (Islamic Studies, Pakistan Studies, Psychology, Education, Sociology, and Anthropology) were the population of the study. The probability technique of sampling (random sampling) was used to select 116 university instructors. Amongst them 46 were male and 54 were female university teachers from public sector universities of Rawalpindi and Islamabad. Data was compiled and summarized using a purely descriptive approach as well as an inferential style to support the claims. Furthermore, data was analyzed on SPSS 23, mean, SD, and Pearson Correlation were calculated for obtaining the relationship between two variables (job stress, emotional intelligence). It was shown that university teachers who have high levels of emotional intelligence and expertise reported lower levels of stress. It is recommended that to enhance or build up the capacity of university teachers, the institute may give them training in different dimensions which decreases the level of job stress and enhance their capability. It is also been suggested that mentoring programs should be designed in which they learn strategies to overcome occupational job stress. The low status of employees is also a source of job stress among teachers. It is suggested that teachers should be rewarded. It will boost their motivation. As the current research also indicates that it also evolves stress among teachers, which affects their performance as well.

Keywords: university teachers, emotional intelligence, job stress, relationship, significance, public sector universities.

Chapter 1

INTRODUCTION

According to the study of Goleman (1995), it has been discovered that ability to perform jobs successfully in the 21st century does not require only intelligence and professional competencies but also the ability and skills to manage one's self and others emotionally. Therefore, there is required on the part of hiring authorities to look beyond excellent academic records that may contribute to adjust and contribute to the

productivity of the organization. Research studies revealed that along with Intelligence Quotient (IQ), spiritual, social, and emotional competence are also significant factors for success on the job (Goleman, 1995, 1998; Bar-On, 2007). Both EI and IQ complement each other for success at job place (Goleman, 2000).

Steiner (1984) introduced Emotional knowledge that is true to be recognized. As per Mayer, Salovey, (1997) emotional intelligence (EI) is perception, feeling knowledge, intelligence,

comprehension, and control of emotions. It is possible that increasing others' social capacities can have a beneficial effect on one's well-being. Later on Bar-On, R. (2006) viewed that EI encompasses one or more of the following capacities: emotion recognition, emotional control, and social adaptation; as well as a pro-social skill generation.

Emotional competence of teacher influence teaching in both positive and negative ways. High emotional intelligence (EI) positively affects teaching and low EI causes stress and consequently affects performance. As Sutton (2007) mentions, "The four feelings that make teachers more effective: Affection, enthusiasm, hope, happiness, pride, and enthusiasm will all help teachers' job better and also promote healthy student-teacher relationship, and enhance academic achievement. Sutton and Wheatley (2003) quoted, In the classroom, negative feelings including rage, embarrassment, grief, and resentment cause some of the problems that teachers experience when their students do not meet their objectives or become uncooperative. Classroom heated intellectual discussion may bring forth differences in viewpoints and require EI to understand, interact, persuade one another. Teachers' EI may help them to keep harmony between responsibility and authority, and also help them to accept their limits and work to the top of their potentials (Fer, 2004).

When instructors want to help you excel, the motivational and relational benefits appear to outweigh the actual effect on academic motivation. And through confidence and gratitude, an emotionally well-balanced instructor will contribute to the mental well-health and productivity of her or accomplishment of her students thus helping to foster social involvement and academic success (Nelson et al., 2005; Brackett & Katulak, 2007; Mayer et al., 2004; Fer, 2004).

Contrarily if a teacher has a low level of EI or unstable emotions, At that stage, he/she could be under a lot of tension and lose his/her patience to reprimand or threaten his/her pupils, and may lose marks for it. People with low emotional quotient foursquare sufferings and unfair treatment, the dispute between students, work

strain, and injustice (Fer, 2004), burnout (Bono & Vey, 2005), and may tends to result in behavioral difficulties for students (Tye & O'Brien, 2002).

University teachers may have trouble receiving the help they deserve from the school, which can be troublesome when it comes to their capacity to be successful teachers and learning methods. According to Sayed et.al (2014), Other administrative issues involve inadequate management, disproportionate workload, regulatory hurdles, unmanageable employees, unrealistic expectations, and underperforming students, or students who are just unwilling to be rewarded, strict work environments, as well as students who fail to put forward an effort in their position. Consequently, they have to undergo stress when they do not feel capable of responding to the demands of their institution (Cooper et. al. 2001; Hamid et al., 2015; Shahzad, 2012). In 2019 a research conducted by Judy found that the degree of occupational tension in China (a staggering 86%) had increased during the last two years. (Judy, 2019). There were enormous amounts of tension in the global economy as a consequence, which was losing billions of dollars in reduced production and illnesses. Ahmady et.al (2007) pointed out some other factors that cause job stress are exam phobia, a severe shortage of study resources, a limited number of annual leave, and dealing with manuscripts on vacation, and frequent interruptions among academic staff.

Job-related stress has gradually been accepted as an extensive problem in a different educational environment that is badly affecting the faculty's personal and professional lives. As Fako (2010) and Salami, (2010) report that stress at the workplace will eventually break their will to work, decreasing individual capabilities, determination, and enthusiasm for the task, as well as their commitment to it. Sill these negative effects of stress can be decreased by various aspects linked with the individual, one of them is emotional intelligence. According to Singh, (2013), EI plays an important role to reduce the stress level among teachers.

Pakistani Perspective and Rationale Of The Study

From the perspective of Pakistan, teachers' EI is also studied with the variables such as relationship with one's coworkers and empathy (Bhatti, 2009; Naqvi, 2011); A healthy level of personal and professional self-confidence goes hand in hand with successful results in one's profession (Hanif, 2006); conflict management (Basit, at el,2010; Siraj ud Din, at el, 2011), You know just how rare it is to have all three aspects of loyalty (trust, creative, and collegial) in the workplace, otherwise, you will not be hired in the first place (Shah, 2012), self-esteem (Mustaq, Shakoor, Azeem & Zia, 2012). This means that the vast majority of the studies in this field concentrate on individuals who work in contact centers, virtual project managers, health workers, and software management teams, as well as on managers in virtual bank functions. However, among university teachers in Pakistan, the construct of EI is still unexplored, and its association with job stress is still unknown. As a result, this study aims to discover if emotional intelligence has a connection to job-related stress among university faculty members.

During the course study, the researcher learned about Brain-Based Learning (BBL), Gardner's Multiple Intelligence (MI), and EI. Goleman's idea of (EI) emotional intelligence, which we explored in the previous semester, has inspired me to learn more about it. As a result, the researcher began investigating the importance of EI and updating the literature on prior work performed from a Pakistani viewpoint. Moreover looked into numerous studies, but the correlation between EI and job stress among university faculty has yet to be discovered. Whenever the researcher joined the faculty for a conversation on tasks and ventures, it has been observed that the burden of a heavy workload and a sense of tension on the faces of my professors. They can be seen composing official correspondence, rushing to meetings, planning vivas, lectures, and workshops, and organizing for classroom instruction. It has to lead the researcher to discover if emotional intelligence has a connection to job-related stress among university faculty members.

Problem Statement

Having a full comprehension of emotional intelligence is crucial to reduce stress. There is a great dearth of innovation in education in Pakistan, especially in the field of the teaching profession. At present, it is also the teaching face that is being undervalued.

To fill the gap of current research, the present research is motivated on exploring the "Relationship of Emotional Intelligence of University Teachers and Job Stress". The ultimate goal is to discover if emotional intelligence has a connection to job-related stress among university faculty members (working in public sector universities of Rawalpindi and Islamabad).

Objectives of the study

The objectives of the present study are:

- To measure the level of job stress and emotional intelligence amongst the university teachers working in the faculty of social sciences
- To Explore the relationship between emotional intelligence and job stress among university teachers working in the faculty of social sciences

Research Question

1. What is the level of emotional intelligence of university teachers working in the faculty of social sciences?
2. What is the level of job stress of university teachers working in the faculty of social sciences?
3. What is the relationship between emotional intelligence and the level of job stress of university teachers working in the faculty of social sciences?

Hypothesis

The hypothesis of the study will be:

1. There is a significant relationship between Emotional Intelligence and the job stress of university teachers.
2. There is no significant relationship between emotional intelligence and the job stress of university teachers.
3. University teachers who have

high levels of emotional intelligence and expertise have lower levels of work-related stress.

Operational Definitions of the Variables Emotional Intelligence:

EI is to perceiving the social characteristics and interpersonal skills in the process of learning. "A diverse set of non-cognitive characteristics, strengths, expertise, and aptitudes that affect a person's ability to adjust to a challenging setting". Furthermore, EI is made up of sub-factors, on which the current research focuses. Interpersonal, intrapersonal, tension control, adaptability, optimistic impression, and overall attitude were among the sub-factors.

Furthermore, emotional intelligence is made up of sub-factors, which are the subject of the present study. Among the sub-factors were inter-personal, intra-personal, stress management, positive impression, adaptability, and overall attitude.

Job Stress:

The workplace needs extra initiative, expertise, understanding, and stamina for greater personal adaptation from workers than they can offer. In other words "While the occupational stress seems significant, people tend to fail because of their personality traits, not because they cannot meet them".

University Teachers

University teachers who are serving as regular faculty of social sciences department. Which included the department of Islamic Studies, Education, Pakistan studies, Psychology, Sociology, and Anthropology.

Significance of the Study

EI is a relatively recent term that acquired prominence in the late twentieth century. The beneficial function is understood in the workplace where feelings and individuals are interconnected. Since teaching is often associated with feelings, which may cause tension on the job, improving and developing EI is a prerequisite for successful teaching.

It is a reality, however, that IQ has significant importance in all three major areas of teacher decision-making: teacher recruiting, employee

preparation, and staff assessment. The effects of this research can help shift perceptions of those who rule academic institutions about the critical realities of job stress. By focusing on EQ, the test would be less relevant for those who only use their cognitive abilities to learn rather than those who depend on feelings to learn. Moreover, both sections are significant.

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The study may also provide a piece of suggestion for integration of emotional intelligence (EI) skills before and in teacher training series moreover, help the higher authorities to initiate some changes in the work environment which increase the level of EI and lessen the job-related stress among university teachers. If this research moves ahead, it could have major consequences for the method of recruiting and placement. The use of the EI method to identify early in the candidate's application process has the best potential to result in a higher EI level hired.

Delimitations

The thesis was restricted to a short period and with a limited amount of resources:

- Only HEC recognized public sector universities in Rawalpindi and Islamabad were selected.
- Only social sciences Faculty of Islamic Studies, Education, Pakistan studies, Psychology, Sociology, and Anthropology were selected.

Chapter 2 Literature Review

Literature has been reviewed to explore the historical and theoretical background of the main variables of this study. Furthermore, it also explores previous researches on similar ideas and

concepts. For more clarity, the chapter is separated into 3 sections. Part 1 caters to the literature review about Emotional Intelligence and its theoretical background. It also gives a comprehensive review of the development in the concept of EI. In the second part, relevant literature regarding the idea of job stress is followed by a detailed discussion about the stress level of university teachers and stressors. Moreover, how stress affects the teaching-learning process. In the last part, literature has been reviewed that assists the association amid EI and job stress. Furthermore, it discusses the need to enhance EI among university teachers to cope up with job stress. In the end, a conclusion of this section is given which joins all the strands of the discussed literature into a paragraph to have a clear understanding, hence providing importance of its contribution to the following chapter.

Emotional intelligence:

Currently, education, knowledge, and intellectual ability do not predict the individual's success. Interestingly, on the back end, a huge predictor is working, which our society does not account for. For instance, we notice that there are so many highly educated and brilliant people, who are struggling with success but on the other hand, there are people with fewer skills, flourish more. That predictor is called "Emotional Intelligence", this is difficult to measure through a simple resume of a person but still its importance cannot be turned down. Because the skill of EI is becoming a top skill for all the professions, the consequence of EI is proven and could be used, to enhance the performance of teachers.

The concept of EI is not a secret anymore, in fact from the last few years it becomes a trending topic for researchers. To fully understand the concept of this demanding skill, we have to look upon the history of "emotional intelligence" and its construct.

As per the literature review, EI is the blend of two constructs, which are emotions & intelligence. Researchers mostly agree upon the meaning of these concepts. Here are few definitions which were mentioned in the literature. As per Mayer et al (2008), "There are a lot of factors involved with being intelligent, like

being able to interpret details and being able to respond in a positive way to environmental cues. Empathy is the ability to think for feelings as well as the willingness to use feelings and feelings to aid in the creation of models of emotions".

Furthermore, another pioneering researcher Salovey and Mayer, (1990) noted EI as, "social insight is a reduced part of mental intelligence that allows us to be aware of and to some extent of one's own and others' feelings, but it may also be used to assess them to decide on one's actions and motives". Likewise, Denial, (1998) claimed that Emotional intelligence is our ability to understand emotions and to guide and respond, as well as to communicate with others." (Denial Goleman, 1998).

Likewise, Bar-On presented major studies on emotional intelligence, describes EI. He believed that "Some aspects of emotional and social competencies are essential to how well we communicate ourselves and how well we comprehend others, as well as how well we can handle everyday social demands" (Bar-On,2006).

As per historical background, this term EI is not new at all, this term was coined by a research student "Payne". As quoted by Shumaila (2006), this term was used by a student of a Ph.D. for the first time. He was doing his Ph.D. at the liberal arts college in the United States of America in 1985. He describes EI as, the empirical analysis of emotions:

cultivating self-empathy, sympathy, and regard for pain; distancing oneself from anxiety and coming to grips with desire. (Payne, 1985).

Furthermore, EI's formal history was started with the work of Darwin in 1872. Afterward, in 1940 David and 1975 Gardner's work on this concept introduced the term multiple intelligence, Interpersonally intelligent individuals have a heightened awareness of other people skills including being perceptive of another person's needs and feelings and being supportive, which is considered to be a social skill as well, likewise, the knowledge of oneself is the capability of differentiating one's emotions and conquering fears. Both of these are considered to be emotional capabilities as well.

According to the literature review, there have been series of articles after which this concept has

emerged. These emerging studies show the importance of emotional intelligence and its association with other skills. In the field of EI, the first study was conducted by Salovey and Mayer (1990) in which they investigated the ability of people that how they can identify the emotions of three stimuli. Which were colors, design, faces. They concluded that this skill is only be assessed through EI. Moreover in another empirical research by Mayer, Caruso, and Salovey (1999) in which they examine the emotions in stories and they figure out that the factor of EI has been involved in it.

Additionally, Goleman (1998) was the legend, who published books on emotional intelligence. These books were considered to be the bestselling books in the world and after these writings, the concept of EI was at its peak of fame. His books included *Emotional Intelligence: Why it can matter more than IQ* (1995 a) and *working with Emotional Intelligence* (1998).

Models of Emotional Intelligence:

Subsequently, the models and theories of emotional intelligence (EI) were emerged to clear the confusion between these constructs. For instance, Bar-On (2006) initially shortened this to emotional and social intelligence, Mayer and Salovey (1997) established a model, and Goleman (2000) revised his model. However other researchers also come up with their models about EI (Nelson, Low, & Nelson, 2005). There are some major theoretical models of EI, which were developed by the researchers:

1. Mayer, Caruso, and Salovey's.
2. Goleman's.
3. Bar-On's.

1. The Model of Salovey-Mayer (Ability Model)

In 1999, Salovey and Mayer summarized EI in a model which is also called the "Ability Model" it consisted of three things for measuring the EI ability. Which includes conceptual, developmental, and correlational skills. The researchers contended Emotional intelligence is the domain of social intelligence that includes one's own and others' feelings, it often includes the capacity to determine what thoughts and actions are likely to be rewarded or blunted by these feelings (Salovey & Mayer, 1990).

Furthermore, originally stated that it is a process that includes expression and appraisal, it regulates the emotions in oneself and others. They also claimed that everyone is different in the processing of the abilities (Mayer & Salovey, 1997).

According to Mayer et al. (1999) purported the reason emotional intelligence (EI) is essential is that it assists people in processing both creative and cognitive abilities. There are, though, drawbacks. As Bradberry and Su (2006) criticized the model that invalidating factors are lacking in importance and miss the mark.

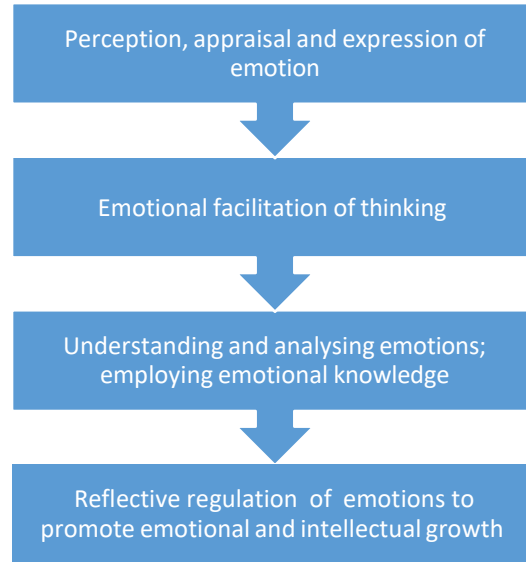


Figure 1.1: Revised Salovey- Mayer EI model (developed by the researcher)

Furthermore, to measure this ability-based model Salovey&Mayer (1990) constructed TMMS (Trait Meta Mood Scale) which consisted of thirty items. This scale deals with the scale of devotion that an individual gives to their emotions and whether these are positive or negative. As this scale was based on self-reported items so to overcome its limitation another scale was developed which included 402 items. This scale is called the Multifactor Emotional intelligence scale. Soon after this, a new and revised test has been introduced by Mayer and Salovey (1997) which is called MSCEIT, it contains two hundred and ninety-four items.

If we talk about the validity of the scale, it has higher scale validity. According to Ciarrochi, Chan, and Caputi (2000); Brackett and Mayer (2003) “both of the scales have higher validity”. As quoted by Conte (2005), in the study conducted by Caruso, Mayer, and Salovey (2002) it is shown that “EI and personality traits are overlapping” furthermore, they claimed that this scale is highly reliable and valid as well. After so many researches on these scales, another mixed model was introduced by Goleman.

2. Model of Danial Goleman’s

Mayer et al (2000) cited it as a mixed model. Furthermore, Goleman (2000b) projected the theory of performance as well, which predicts the individual’s success in leadership and work. In his famous book on Emotional intelligence, he writes down his theory about EI. He also gives a more refined explanation of EI. Which was, we possess the capacity to recognize our feelings and the feelings of others, as well as the capacity to motivate ourselves to keep emotional balance, and we do both (Goleman, 1998). In his first model of EI, he has divided these skills into 5 parts which include other 25 competencies. According to research on the significant role of EI in the success of an individual, Danial mentioned that “intelligence quotient is twenty percent and remaining eighty percent are some other competencies which define the success in the life of an individual”.

Afterward, when other philosophers criticized the model and its predictions about the success of an individual, he declares the truth of IQ that it is more helpful in the selection of profession, which they are interested in joining. Likewise, emotional intelligence is more effective in raising the spirit to be more successful in that profession (Goleman, 2000b).

Table 2.1
 The Old Version of Goleman Model

The Old Version of Goleman Model

Dimensions	Emotional Competencies
Personal Competence	
1. Self-awareness	1. Emotional Awareness: recognizing one's emotions and their effect
	2. Accurate Self-assessment: knowing one's strengths and limits
	3. Self-confidence: A strong sense of one's self-worth and capabilities
2. Self-regulation	4. Self-control: Keeping disruptive emotions and impulses in check
	5. Trustworthiness: Maintaining standards of honesty and integrity
	6. Conscientiousness: Taking responsibility for personal performance
	7. Adaptability: Flexibility in handling change
	8. Innovation: Being comfortable with novel ideas, approaches and new information
3. Motivation	9. Achievement drive: Striving to improve or meet a standard of excellence
	10. Commitment: Aligning with the goals of the group or organization
	11. Initiative: Readiness to act on opportunities
	12. Optimism: Persistence in pursuing goals despite obstacles and setbacks
Social Competence	
4. Empathy	13. Understanding others: sensing others' feelings and perspectives, taking an active interest in their concerns
	14. Developing others: Sensing others development needs and bolstering their abilities
	15. Service orientation: Anticipating, recognizing, and meeting customers' needs
	16. Leveraging diversity: Cultivating opportunities through different kinds of people
5. Social skills	17. Political Awareness: Reading a group's emotional currents and power relationships
	18. Influence: Wielding effective tactics for persuasion
	19. Communication: Listening openly and sending convincing messages
	20. Conflict management: Negotiating and resolving disagreements
	21. Leadership: Inspiring and guiding individuals and groups
	22. Change Catalyst: Initiating or managing change
	23. Building bonds: Nurturing instrumental relationships
	24. Collaboration and cooperation: Working with others toward shared goals
	25. Team capabilities: creating group synergy in pursuing collective goals

Source: Goleman, D. (1998). *Working with emotional intelligence*. New York: Bantam Books.

Furthermore, the research proved that this ability can be learned at any stage of the profession. As Denial describes in his work that emotional intelligence is an ability that could be learned for the magnificent performance in the profession. Afterward, when a group of researchers Boyatzis, Goleman, and Rhee (2000) analyze this model,

they suggest that “it would be broken down into 4 domains instead of 5. Likewise the competencies also shrink down to 20 instead of 25”. The revised edition of this model seems a combination of two theories of intelligence by Thorndike and Gardner.

Table 2.2
 Revised Model by Goleman

Revised Model by Goleman

	Self Personal Competence	Other Social competence
Recognition	Self-Awareness - Emotional self-awareness - Accurate self-assessment - Self-confidence	Social Awareness - Empathy - Service orientation - Organizational awareness
Regulation	Self-Management - Self-control - Trustworthiness - Conscientiousness - Adaptability - Achievement drive - Initiative	Relationship Management - Developing others - Influence - Communication - Conflict management - Leadership - Change catalyst - Building bonds - Teamwork & collaboration

Source: (Goleman, 2000b)

Mayer et al. (2000) analyzed the model, he criticized that the concepts of personality and Intelligence are overlapping in the mixed model of Goleman. They suggested that this model should be divided into two parts which include personal competences and social competencies of an individual. As a result of this study, the model of Bar-On (1997) was developed to the extent of the EQ. This model is named as “Emotional Quotient Inventory (EQ-i)”, which measures out the ability of an individual to handle day-to-day problems. Bar-On (1997) claimed that EI tends to forecast the overall performance of people in all their endeavors, whether it's a job or their personal and business relationships.

3. Bar-On model of emotional intelligence

It helps to measure all the mental abilities which are necessary for an individual. The Bar-On model indicated EI as competencies in both the emotional and social realms that influence our ability to comprehend and communicate, interrelated with a comprehensive package of skills to help us manage everyday challenges (Bar-On, 2006). In 2010, Bar-On explored that “emotional and social intelligence is an array of interrelated abilities that decide how easily and safely individuals can communicate, perceive, understand, and connect with other people, as well as helping them handle everyday stress and demands and cope with emotional stress” (Bar-On, 2010).

Table 2.3
 Bar-On Model of Emotional-Social Intelligence
Bar On Model of Emotional- Social Intelligence

EQ-i Scales	The EI Competencies and Skills Assessed by Each Scale
Intrapersonal Self-awareness and self-expression	Self-Regard: To accurately perceive, understand and accept oneself. Emotional Self-Awareness: To be aware of and understand one's emotions. Assertiveness: To effectively and constructively express one's emotions and oneself. Independence: To strive to achieve personal goals and actualize one's potential. Self-Actualization: To be self-reliant and free of emotional dependency on others.
Interpersonal Social awareness and interpersonal relationship	Empathy: To be aware of and understand how others feel. Social Responsibility: To identify with one's social group and cooperate with others. Interpersonal Relationship: To establish mutually satisfying relationships and relate well with others.
Stress Management Emotional management and regulation	Stress Tolerance: To effectively and constructively manage emotions. Impulse Control: To effectively and constructively control emotions.
Adaptability Change management	Reality-Testing: To objectively validate one's feelings and thinking with external reality. Flexibility: To effectively solve problems of a personal and interpersonal nature. Problem-Solving: To adapt and adjust one's feelings and thinking to new situations.
General Mood Self-motivation	Optimism: To be positive and look at the brighter side of life. Happiness: To feel content with oneself, others and life in general.

Source: (Bar On, 2006)

The hierarchy was divided into 5 major components and 15 subsections, which could be great facilitators to cope up with lifelong challenges. It is a reliable fact that over time, these competencies could be developed, and we can learn all of these through different training programs. In addition to this Bar-On claims that "the person with a higher level of EI is the most successful people rather than people having a low level of emotional intelligence". Moreover, cognitive intelligence is also equally important because it guides a person towards a successful life. (Nelis et al, 2009 & Bar-On, 2006)

Theoretical Framework for the Present Study

In the current study Bar-On model of intelligence has been utilized as a theoretical framework. Moreover, EQ-i has been used for measuring, the level of Emotional intelligence in university teachers. It is necessary to talk about the tool and to explain it in detail. This is a self-report five-point Likert scale questionnaire, which contains one hundred and thirty-three questions. These questions assess fifteen sub-factors related to social and EI (emotional intelligence). The reliability of this tool Bar-On EQ-I has been checked through different researches since 1997. Furthermore, its reliability, consistency, and stability were described as following:

Table 2.4
Reliability of Bar-On EQ-I

Construct Validity	Predictive Validity	Reliability
Domain overlap	Authentic	.97

As per Yen et.al (2011) it is shown that the correlation between MMI (multiple mini interviews) and EQ-i is not significant. After reviewing all the models of EI, it has been concluded that they have two common parts. The first part is about the person's feelings and emotions that how he facilitates others, the second part has been concluded as to how an individual uses his potential to cater to other's emotions to maintain healthy relations socially. For instance, teaching is a profession where teachers need all of these capabilities. In research, Viin, Juust, and Tooman (2010) highlighted that "teacher faces both of the situations daily because they have to manage emotions and relations on the same time". Moreover, to give their best in this profession they are required to enhance their capabilities.

So far, emotional intelligence has proved its significance in everyday life. However, to know ourselves is the first step towards knowing about our potentials. We cannot achieve our goals if we cannot acknowledge our abilities. Our abilities include how we manage our emotions in our day-to-day life. Moreover, to control our emotions called "emotional intelligence".

Significance of EI

Currently, it is being considered as a core skill, in any individual. According to the literature following is the significance for society and specifically for the teachers. As I am working on the emotional intelligence of university teachers, so my priority is to highlight its significance for the teaching profession.

Interestingly, EI is a trending skill nowadays. In addition to its immense significance in everyday life, many pieces of research reflect that EI is an important skill to be successful in life. It helps in every step of life to achieve goals. However, it is still a question that whether emotional intelligence works the same as the general IQ or it predicts other than IQ. Goleman (1995) and some other researchers highlighted through their studies that While significant in life, IQ is not nearly as crucial as important as in determining the success of one's achievements. And the sake of a better world, emotional intelligence leads us towards a happy life, it gives us a hierarchy to manage emotions in difficult situations. It is only possible when we have control over our emotions. Following were some of the studies, which explored its significance with other domains of day-to-day life.

Table 2.5:
Significance of EI with Other Domains

Researcher	Year	Findings
Lyubomirsky, King & Diener	2005	Friendship, Marriage, Work Performance, Health, Income
Lopes, Grewal, Kadis, Gall & Salovey	2006	Interpersonal Relationships

Lopes, Salovey & Straus	2003	Interpersonal Relationships
Lyubomirsky et al	2005	Interpersonal Relationships
Summerfeldt, Kloosterman, Antony & Parker	2006	Interpersonal Relationships
Zeidner, Matthews & Roberts	2009	Commitment To Organization, Greater Satisfaction In Job, Improved Performance In Team Work
Deshpande & Joseph,	2009	Ethical Behavior
Mayer, Perkins, Caruso & Salovey	2000	Healthy Peer Relationships
Hafen, Singh & Laursen,	2010	Happy Personality
Chan	2003, 2005, 2006b	Social Coping
Chang & Chang	2010	Work Stress
Fabio & Palazzeschi	2009	Difficulties In Career Decision
Hakanen, Bakker & Schaufeli,	2006	Burn Out

Emotional intelligence is a skill which is helping out everyone. As per studies, the competency of EI is very effective for teachers, parents, and society. It has many benefits, one of them is that it helps to think wisely about day-to-day problems. Accordingly, they deal with the concern of managing emotions on daily basis. Furthermore, Katyal and Awasthi (2005) discuss their point of view on the role of emotional intelligence in defining the success of life, specifically when people build their careers. Accordingly, when you become more effective, it becomes much more necessary to show respect to your superiors. Cognition is how we feel; therefore, cognitively is how well we live our life (Katyal & Awasthi, 2005).

Accordingly, like all other professions, it has its significance for teachers as well. Because they belong to an environment, which has a lot of interaction between teachers, parents, and students. Hargreaves (1998) purported in his study that educational organizations' are full of

emotions because they deal with parents' students' and teachers, throughout the day. It has been said that "educational institutes not only come up with "head" but the heart also, which means they have both the elements of emotion and cognition" (Day & Qing, 2009). Moreover, there is a strong budding of emotions in the life of a teacher.

Sutton (2007) highlighted in his study that care, joy, pride, hope, passion, and satisfaction are the emotions that affect positively the teachers' hard work and this ended up in a healthy relationship with their students. Likewise who have a low level of emotional intelligence can suffer from these negative feelings as well, for example, sadness, anger, anxiety. Moreover, due to not supportive staff, student's poor performance, and careless parents, their performance gets affected.

In the study conducted by Hargreaves (2000) it has been explored that, "teachers should maintain a healthy relationship with their students". Because, sometimes their unhealthy

relationship creates misunderstanding and is being blamed by the coworkers, which creates depression for teachers. Moreover, it has been quoted that unhealthy relationships with the school administrators also become a reason for offensive emotions among teachers.

In the present era of globalization, our society is highly recommended to learn soft skills, for a balanced character. In Pakistan national education policy also mentioned the advancement of society's values of social harmony and tolerance, as per policy HEC is not only responsible to create a skilled workforce with new knowledge but also gives knowledge about the unity in society (National Education Policy, 2009).

Consequently, it is the responsibility of a teacher to attain all the goals. But unfortunately, they are more focused on increasing the literacy rate through educating children, to meet up the expectations of HEC (National Education Policy, 2009).

Furthermore, if teachers' have to bring the core competencies in students, then first they have to inculcate these skills in them. According to Chechi (2012), "our students follow them because they are their mentors". As a result, it is only possible when our teachers are fully equipped. These competencies included professional, socio-emotional, and intellectual skills.

Moreover, in another study Liljestrom et al (2007) purported that teaching is a profession that includes intense emotions that involve the experience of extreme anger to happiness. So, control of emotions helps them. On the other hand, a teacher has multiple roles and he/she has to justify each role which makes his/her life very difficult. If they do not have the skill of EI, they cannot perform effectively. As mentioned by Davis (2001) that teachers perform several roles, such as buddy, tutor, and taskmaster in learning; one of these is to prevent students from falling behind (Davis, 2001).

Interestingly, teaching is a job where teachers have to face things that cause stress and burn out but if they learn how to handle these stressors, they can overcome job stress, if they know how to manage their emotions (Popworth, 2003).

In conclusion, a positive learning environment

improves teachers' performance. Here comes emotional intelligence, when a teacher intelligently deals with every type of emotion to achieve his professional goals. Emotional intelligence has a proven significance for teachers, and its importance is increasing.

The second variable of the present study was stress, which is connected with emotional intelligence. The teachers who have a low level of EI, mostly face stress. Because they are not well trained, in managing their emotion in the workplace.

Part 2: What is stress?

Although this term is so universal and this issue can't be ignored. According to the literature review, the word stress comes from a Latin word and the following term was coined in the 18th and 19th centuries. Indeed, in the last few years, it has been observed that stress is an increasing problem of organizations. Cooper and Palmer (2000) define stress as when strain is viewed as having exceeded one's capacity to cope, one must cope in a lot more. Moreover, it has been rapidly increasing over the decades.

Stress is a natural phenomenon, it's been a part of life. For instance, we face stress whenever any kind of negative change or positive change occurs. According to Martin (2014), "stress is sometimes taken as positive intention, as it challenges our self to achieve the goals. Moreover, sometimes it has been taken negatively, we cannot cope with it and get affected. As a result, serious health issues occur".

Conceptually, stress is a mental state in which an individual feels challenged with the demand or a certain opportunity. Whilst, its definition is still debatable but according to Alavi (1993) It is a natural burden that causes individuals and organizations to feel, and the strain has an effect on both their success and productivity." In other words, stress is a feeling which is considered to be the main problem in health because it results in harmful negative effects. However, we have to control it because it resulted in a serious disease (Satovic, 2005).

Job Stress

Eventually, stress at the workplace occurs, when a

person cannot handle the demand and resources of any job. According to the latest report of the National Association of Mental Health analyze the difference between pressure and the feeling of stress, where increased stress can be described as a feeling of unease brought about by a stressful circumstance that may be the result of mounting tension. Where excessive pressure may be applied, the person fails to handle it, this results in stress.

In another study by Health and Safety Executive HSE (2005), it has been quoted that “there are six causes of job stress:

- **Demand:** includes all the factors which are particularly related to the job. For example the working environment.

- **Control:** how to control he/she has over his job, typically low control over the job has higher level stress.

- **Relationship:** contains the relationship with other coworkers, as it also plays its part in the retaining of stress level. For example, low trust in his/her colleagues increases the level of stress.

- **Change:** is the way how you introduced the change or communicate with staff. For instance, the unnecessary change increases pressure among colleagues.

- **Support:** it is related to how much support is available during the job from the management.

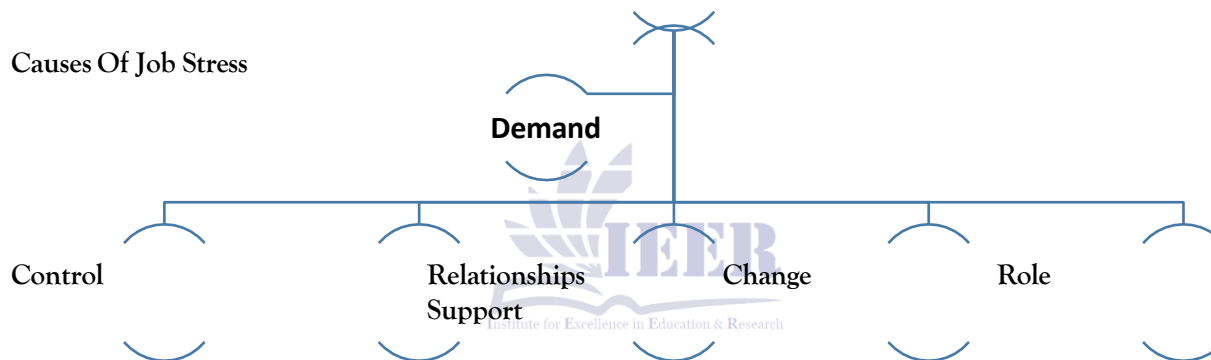
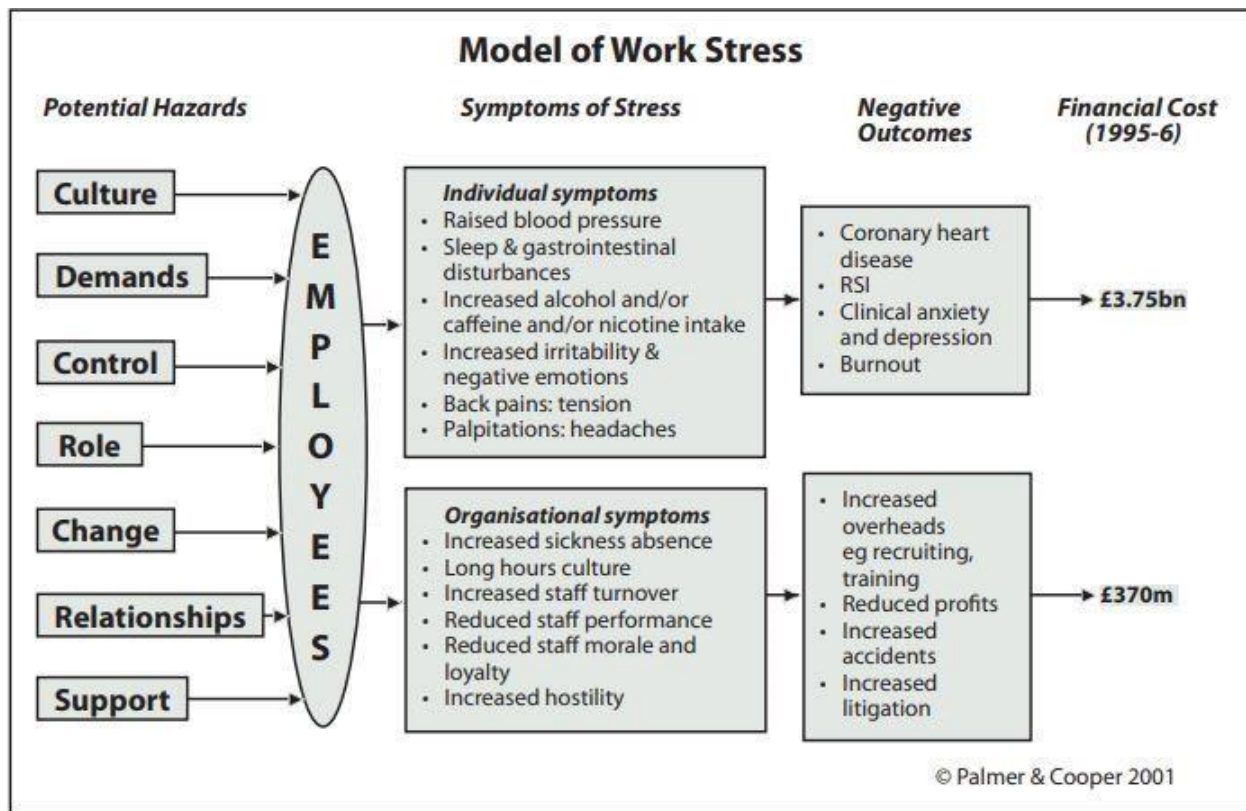


Figure 2.2: Causes of job stress (developed by the researcher)

Although many other factors are increasing its risk of balance in work life. Moreover, Palmer et al (2003), summarized it in their model which was related to the factors of job stress. Furthermore, they added another factor to it, which was culture. Accordingly, the culture of an organization is very important that how they manage it when their employee faces job stress.

According to David (2006), job stress is the workers' contact at work conditions to bring leads to demands which overburden him, like those in his workplace. The factor highlighted by HSE a new model of work stress has been developed by Palmer et al (2005), which is defined through the diagram.

Figure 2.3
 Work Stress Model Adopted by Palmer & Cooper 2001



Stress, therefore, in the workplace has many stressors. Martin (2014) explored in his study the following are the circumstances that caused job stress life issues, burdens, target finding, job loss, position contradictions, and lack of commitment, unreliability, and relationship problems. There have been multiple studies that purported the effects of job stress.

Furthermore, Hamid (2010) quoted in his research that the more emotionally intelligent they are, the greater their capacity to process information would be coping skills training for workplace pressures or using job skills to cope with tension. He analyzed the domains of the Bar-On model (EI) and make a comparison that how each of the domains is linked with stress.

Table 2.6
 Entail different types of competence.

Emotional quotient	Effects of Stress
It contains five sections of self-awareness, self-esteem, assertiveness, self-concept, and self-actualization.	lack of concern for his personality and how he looks or their opinion of his decline in loss of inspiration, lack of self-esteem
It has three components: Empathy, collaborative interactions, and responsibility.	the aggression of treating colleagues or customers

the ability to identify problems, adjust behavior, and remain flexible	lack of interest, failure to focus on jobs, and lack of skill
Pressure and reflex regulation include two aspects of stress management	lack of interest, failure to focus on jobs, and lack of skill
To relieve discomfort, you have to restrain the pressure and impulse. A rise in	an inability to coexist and a proclivity to loneliness
The general mood: includes two components of Optimism and Sadness	Unhappiness and regret

According to the literature review, there are different stressor which becomes the cause of stress for teachers. Hamid (2010) explored the following sources for stress.

- Firstly, the major source highlighted by this research was the teaching to the students who have a lack of motivation towards learning.
 - Secondly, the maintenance of discipline in the classroom was another source, which causes less peace of mind in teachers.
 - Thirdly, the workload and time constraints were quoted in the findings of the study, which cause job stress among them.
 - Fourthly, difficulty in obtaining changes in the strategies of teaching. When they are forced to follow new things, it leads them to stress.
 - Fifthly, the difference of opinion with their colleagues increases stress levels among them because it disturbs their relationship with fellow teachers.
 - Last but not least, they concluded that the bad working environment and lack of resources also cause job stress because it badly affects their self-esteem.
- In a conclusion, Ravichandran and Rajendran (2007) highlighted that “stress has been a significant problem because in the highly rapid growth of the education sector during the 1980s and 1990s”. Instead, individuals that are susceptible to stress perceive stress as an inevitable enemy, which depletes their vitality and robs them of their capacity to work (Crummett,

2013).

Consequences of Job Stress

Accordingly, consequences of job stress are multiple, which include bad health, quality of life low performance of the employees, burnout, effectiveness, lack of motivation.

1. Bad Health:

Invariably, studies have been proven, that there has been a convincing link between both of them. Furthermore, stress is the major cause of many diseases. It affects health in many ways, which includes emotional and physiological issues. Currently, everyone is familiar with this word but everyone has its meaning. Supporting this a study by Jones and Bright (2001) posited that job insecurity and overloaded work is alarmingly higher in both men and women. In another study, Leiter (2005) discovered that job stress resulted in obesity, smoking. Moreover, it has been explored that work stress has a significant effect on institute and employee performance but it is also harmful to health (Mimura & Griffiths, 2003).

Likewise, in the research of Health and Safety Executive, (2005) they explored that in the UK there are five lakh people who are getting affected by job stress which makes them ill. Moreover, they also quoted in their report that in the UK they get all most 12.8 million self-reported cases who were facing job stress. Furthermore, their statistics show that most of the cases were belong to the age slot of 35-54 (HSE, 2005).

Furthermore, American Psychological

Association (2016) highlighted in their current study that “the general population can be divided into two categories: people who suffer from the mild to the extreme burden of their employment, and those who struggle to concentrate under the constant strain”. However, some of the studies acknowledged that these elements behind stress can be good and bad.

2. Quality of life:

Stress badly affects the quality of life. Anonymous author figured out that quality of life is considered as inner peace of life. However, Barati, and Yazdanpanah (2011), quoted that 2 main things are required to create a good quality of life. Firstly, goals in life and second are a good relationship with the colleagues”. For instance, Ziller (1974) highlighted in his work that “In summary, the standard of life is contingent on the interactions with others”. To sum up, stress management ensures a good quality of life.

3. JS and Teaching Profession:

Prior researches have been proved that highly stressful jobs include teaching as well. Groundbreaking research by Dobson and Smith (2000), purported that “Stress is a dynamic and numerous condition, and may apply to several factors, such as a sense of anxiety or becoming stressed from pressure”. Teaching is a profession, from which everyone has higher expectations. That expectation becomes a cause of stress among teachers. Moreover, Health and Safety Executive, (2005) also conducted a study and explored that “Some jobs are more difficult than others, which includes teaching and nursing” (HSE, 2005).

Furthermore, the literature indicates the strong relationship between JS in any profession. It has been highlighted that job stress has a strong impact on performance. Likewise, it has been explored that the effects of stress could be either harmful or useful. A study by Baqutayan (2011), stated that “good stress prepares for upcoming challenges”. However, Jeanne, Melinda, and Lawrence (2010) highlighted in their study that “negative stress leads toward distress”.

According to LePine, and Jackson (2004), it is already known that job stress highly affects the performance of teachers. There are different reasons, which include job insecurity, workload,

time shortage, role ambiguity, etc.

Interestingly, most of the studies predict that work stress among the university staff is alarmingly increasing, which resulted in as low performance. For example, Winfield (2000), claimed in his study that “Widespread workplace tension has become an alarmingly common phenomenon for both student and staff members of colleges, as well as members of the general population”. In another study by the UK Association of University Teachers (1990), explored that “forty-nine present teachers said that their job is stressful and other seventy-seven present reported the increasing job stress over the time” (AUT, 1990).

Furthermore, job stress badly affects teachers’ effectiveness in a study by Syed et al., (2010), points out that job stress affects their teaching. In a conclusion, many types of research prove the significance between works related to stress and their teaching. It also affects their learning.

Work-Related Stress and Burnout

Burnout is when the employee feels exhausted due to overstress of work. As quoted by Ganster and Schaubroeck (1991), that “burnout is a type exhaustion which the employee experience in the organization, if he is exposed to continuous stress”. On the other hand, if organizations do not facilitate staff to cope up with the job stress, it resulted in burnout in the teachers. However, research by Hamman (1990), figured out that “If in the preliminary stages, the stress of teachers has remained unimpeded and un-known it may lead to burnout”.

4. Job Stress and Turnover :

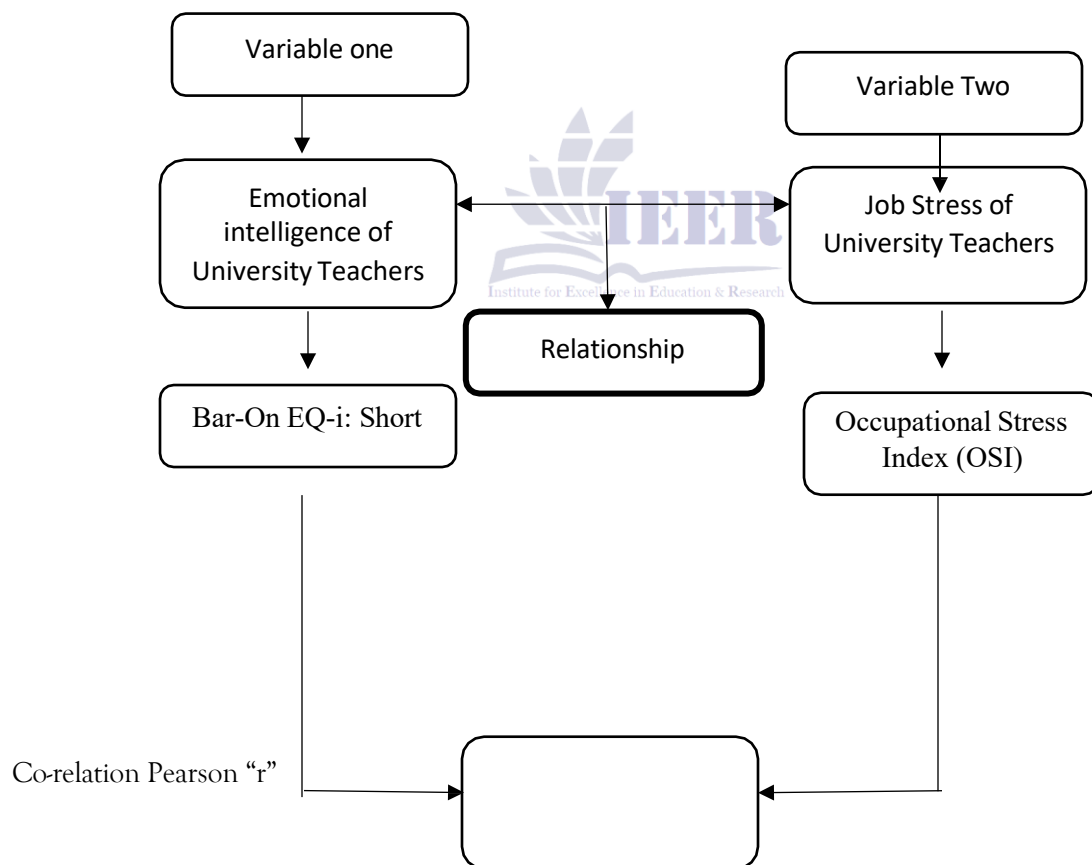
Job stress is the main reason behind turnover, here are a few studies that prove the relationship between stress and turnover of the employee. For example, research by Hale-Jinks et. al., (2006), claimed that job stress is the reason behind teacher’s turnover and the stressors are, bad work environment, less appreciation, unplanned working hours (O’Connor & Clarke, 1990).

Similarly, another study done in America by a researcher pointed out that job stress caused, to bear the loss in billions every year. Brillhat (2004), quoted after his research that “job stress

“has caused American businesses to lose more than \$300 billion annually due to accidents, productivity, medical and turnover”. Thus, it’s been concluded that stress management techniques with a higher level of emotional intelligence can eliminate its consequences. It is also been suggested that mentoring programs should be designed in which they learn strategies to overcome occupational job stress. Moreover, Richards and Pryce (2006) explored that Emotional Intelligence has a strong bond with overcoming stress, which results in better performance and less turnover or burnout. The conclusions that can be drawn from the literature review about the relationship between

emotional intelligence and stress are as follows: For instance, Panda (2008) quoted after he researched the correlation between emotional intelligence level and strain. The consequences underlined the negative correlation with stress. On the other hand, the same study has been conducted on college freshmen by Gohm and Corser (2005), which indicates a higher level of association. They also suggest that it leads towards better coping skills and wellbeing. In another study by Richards and Pryce (2006), purported that better emotional intelligence can increase performance. Furthermore, the literature supports the significance of emotional intelligence and job stress.

Theoretical Framework Figure 2.1
Theoretical Framework Developed by the Researcher



Chapter 3 Methodology

The analysis aimed to establish whether the degree of emotional intelligence was correlated

with workplace stress. This chapter addresses the different facets of the methodology utilized in this research, as well as information on the

population, sample, measuring instruments used, and the validity and reliability of the report.

Research Design

By analyzing a particular population, a survey design may include a quantitative or numeric overview of patterns, attitudes, and opinions. The researcher generalizes or creates assumptions regarding the community based on the survey data (Creswell, 2009).

This study aimed to determine the relationship between emotional intelligence and job stress among university teachers. Correlational research, therefore, offers the greatest way to consider these two factors. The analysis was performed quantitatively. As a consequence, a descriptive correlational analysis approach was used to analyze the data.

Research Paradigm and Approach

This research will support Positivism as a theory of thinking, as a concept. Positivism helps researchers to look at the issues in the present state of affairs from various points of view. Moreover, with the quantitative method, the analysis concerns and goals have been answered. In conclusion, the researcher used both inference and induction to conclude (Feilzer 2010). Hence the most suitable paradigm for the study is positivism.

Theoretical Framework:

As a researcher, theoretical context allows me to

thoroughly investigate and explore the topic. Theories of Emotional intelligence were used for this research. These theories define EI as the aggregate of an individual's social and emotional competencies in coping with oneself and others to cope with environmental pressures and demands. Whether I need to look into the connection between stress and emotional intelligence, I used the most recent and revised edition of the emotional intelligence model for this analysis. This is Bar-On, the most dependable EI model for assessing people's emotional intelligence.

Conceptual Framework of the study

It is intended to provide an account of how the study was conducted, including the methods, procedures, materials, and instruments that were used. This chapter is well- detailed, covering the methodology of the analysis. Before exploring the research paradigm, the research architecture, research strategy, and research design being described, the researcher conducted an assessment of them. This explanation is followed by a discussion of the quantitative approach. Additional information included how the population was selected, how the data collection was conducted, and how quantitative analysis was executed. Furthermore, the first chapter explains the ideas and processes, and procedures in use, while the second goes into how the context information was researched and tabulated.

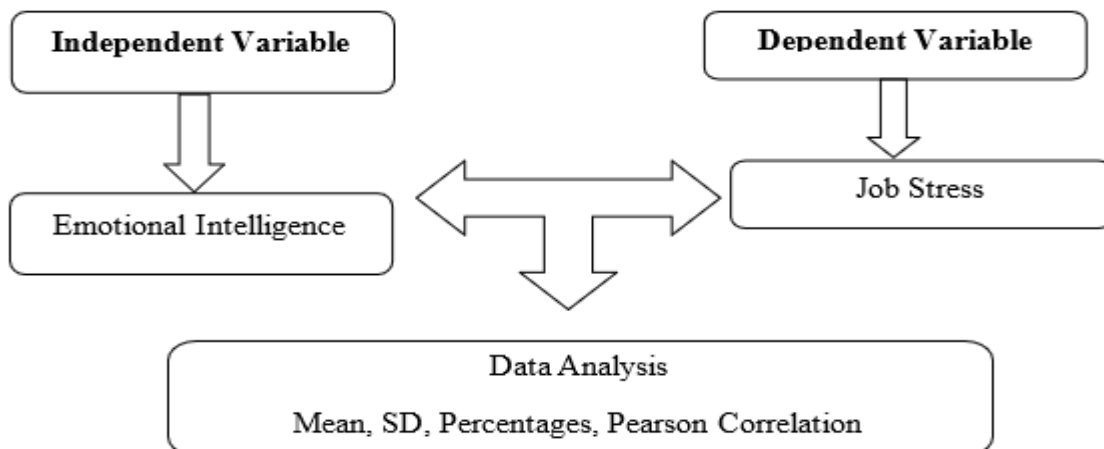


Fig 3.1: Conceptual Frame Work of the Study

Population

It comprised people working in Rawalpindi and Islamabad universities in the public sector. There is a total of 22 public sector universities but only 7 have a social sciences department. Furthermore, teachers from the faculty of social sciences (Department of Islamic Studies, Pakistan Studies, Psychology, Education, Sociology, Anthropology) were the population of the study. The faculty members of the universities that participated in the study are:

1. Fatima Jinnah Women University
2. Pir Mehr Ali Shah Arid Agriculture University
3. Allama Iqbal Open University
4. Rawalpindi Women University, Rawalpindi
5. International Islamic University, Islamabad
6. Quaid-i-Azam University
7. National University of Modern Languages

Sampling Technique & Size

The most critical facets of survey research involve budget, time, and convenience. The data must be obtained from various groups to accurately represent the community's views. (Cohen,

Manion & Morrison, 2007). The sample of university teachers was drawn from public sector universities of Islamabad and Rawalpindi. Thus, to succeed in accomplishing the goals of this research, a probability and nonprobability sampling technique has been used. The nonprobability sampling technique (purposes) was used for the selection of universities and departments. The researcher selected only those universities that have Faculty of Social Sciences with the Islamic Studies, Psychology, Sociology, Anthropology, Education, and Pakistan studies departments. This technique was useful for the selection of only those faculty members that are working in the faculty of social science.

The 116 university teachers were selected by random sampling techniques to test the hypothesis. Amongst them 46 were male and 54 were female university teachers from public sector universities of twin cities. All the faculty members were selected from the departments to ensure representation of faculty. According to Gay (1997), in case the population is smaller, then the sample will be bigger. The prerequisite for the sample was the faculty of social sciences. Each respondent was directly contacted in their respective offices. The details of the present research were explained to them. Assure them that the details they send will be kept private and will only be used for study purposes.

Sampling detail is as under:

Departments	Sampling technique	Sample size
Education	Simple Random	32
Sociology	Simple Random	23
Psychology	Simple Random	8
Anthropology	Simple Random	12
Islamic studies	Simple Random	14
Pak studies	Simple Random	11

Instruments of the Study

Researchers updated a self-administered questionnaire for use in collecting demographic details, such as gender, marital status, designation, and department. The Likert scale is one of the most widely used survey scales. These participants rank their responses on a limit.

Using this scale, the researcher may gain insight into their concerns. Robson (2005) believes that using questionnaires reduces the time and expense of knowledge gathering compared to other methods.

Given the objective of the research, these two instruments were engaged.

BarOn EQ-i: Short

To measure the emotional intelligence of university teachers BarOn EQ-i: Short was used. As opposed to determining your present state of mind, this provides a set of statements where you may indicate the level of your awareness while speaking, thinking, ideas, or your state of being under almost all situations. There are 5 potential answers to each statement.

1. Very seldom or not true of me
2. Seldom true of me
3. Sometimes true of me
4. Often true of me

5. Very often true of me or true of me

It has 51 statements that assess total EQ adding to five starting factors: flexibility, adaptability, behavioral, self-efficacy, and mental health. Multi-Health Services, Inc. was the first to issue an EQ-i scale. It is widely examined in detail by other experts in the Buros Mental Measurement Yearbook. Surprisingly, frequently used EQ tool to date. The efficacy and accuracy of this method have been proven on multiple occasions. 18 years of consistent usage and empirically proven psychometric analysis (Bar On2006). It is indeed a self-administered question that makes it simple to answer the original article contains 51 things, but we've made a tweaked edition that was of the right size duration and is simpler, less difficult, and less time-consuming. Thus, teachers will counter it. It's purely self-report, it also achieves results faster and can be done by someone with less preparation time. Bar On (2006) and Hindes et al. (2008) mentioned in their research that if individuals choose to master the essential

principles of BarOn EI skills, they can do. Since the Bar On design operates in a range of learning contexts, it can be built upon and tailored to meet changing demands.

Occupational Stress Index (OSI)

To explore job stress, the occupational stress index (Srivastava and Singh, 1984) was considered for the present study. It measures the degree of tension caused by different factors at the university. The scale is made up of 31 statements, each of which is to be scored on a five-point Likert scale

Validity and Reliability of the Instrument

Validity and accuracy (reliability) are key parameters for study evaluation; both refer to whether the measurements provided are appropriate (Bryman, 2001). Cronbach alpha was used to calculate the durability of these products. It tests between 0 and 1. Of course, more than .40 values of Cronbach's alpha are required for social science to be found.

Pilot Testing

To assess the questionnaire's validity, the researcher ran a pilot test. A pilot analysis is used to assess the dependability of the scales on which interior factors are focused, and which has a strong statistical connection with the factors on the questionnaire, and to see whether the information is accurate, which is often used to check how dependable the survey findings are (Sekaran, 2000). Also, it's important to ensure that the participants can interpret the queries, as intended and don't misconstrue them. The Cronbach's Alpha of job stress index and the results of their responses are as under:

Table 3.1 Reliability of Survey Questionnaire of Job Stress Index

Cronbach's Alpha	Cronbach's Alpha Based on Number of Items	Standardized Items
.849	.819	31

The reliability test of the work stress index is seen in table 3.1 above. Cronbach's Alpha is 0.849, indicating a strong degree of internal consistency and accuracy.

Table 3.2 Reliability of Survey Questionnaire (Emotional intelligence)

Cronbach's Alpha	Cronbach's Alpha Based on Number of Items	Standardized Items
.916	.924	51

The reliability test of the Bar-On emotional intelligence scale is seen in table 3.2 above.

Cronbach's Alpha is .916, indicating a strong degree of internal accuracy and efficiency.

Data Collection

This process needs a lot of attention from the researcher, like looking at how to classify a variety of possible responses. For this purpose, data has been collected during the months of October, November, and December 2020.

Data analysis

Data was compiled and summarized using a purely descriptive approach as well as an inferential style to support the claims. Furthermore, data was analyzed on SPSS 23, mean, SD, and correlation were calculated to measure the strength of the association among two variables (job stress, emotional intelligence). The advantage of working with correlation variables is to assess how variables influence each other variables. It is beneficial to provide an understanding of the degree of correlation between two variables (Senthilnathan, 2019).

Chapter 4

Results and Interpretation

Quantitative methods are included in this chapter to further illustrate how a variety of factors will impact the outcome of something. All conceivable measures were employed to include

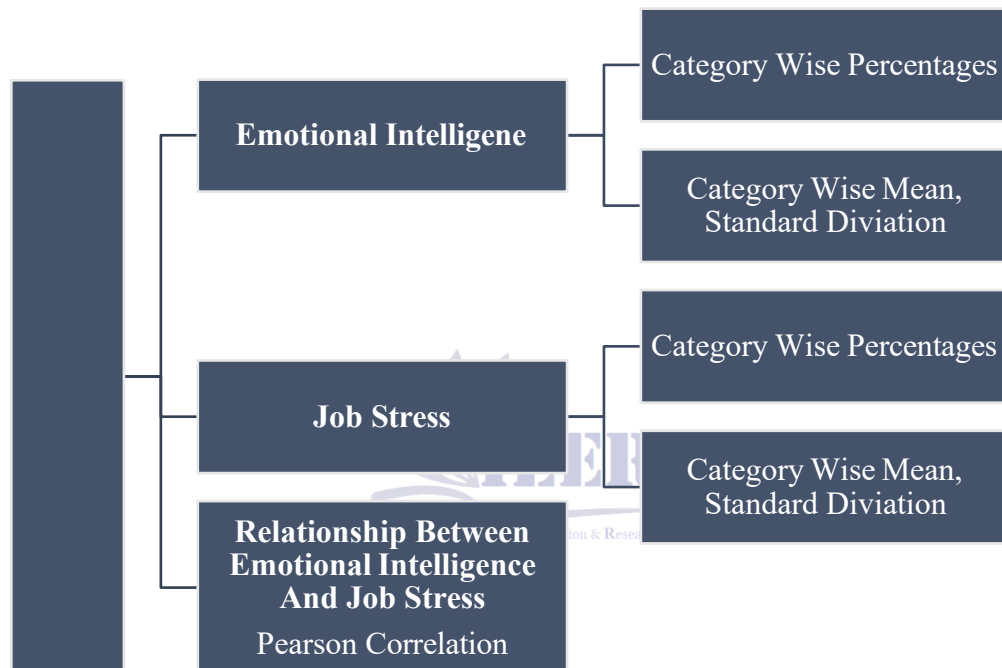
the information systematically. To determine how best to obtain the study goals by carrying out the process of review in a step-by-step manner. The questionnaire was used to get the perception of the participants. An investigation was carried out to learn more about the association between faculty occupational stress and their ability to deal with emotions. The ultimate goal was to discern the correlation between emotional intelligence and work stress of university teachers working in public sector universities of twin cities.

The nature of the study was correlational and a survey method was used to collect the responses. Hence, this design sought to establish the relationship between two variables in the present study, which were the emotional intelligence (1) and the level of job stress of university teachers working in the faculty of social sciences (2). While to respond to the objectives of the study Bar-On EQ-i: Short and Occupational Stress Index (OSI) was used. This chapter has been divided into three phases.

Phase one of the following article demonstrates quantitative results secondly, these two components are further subdivided into two sections. In section one, the results are provided for emotional intelligence. To obtain the figures, percentages were determined to include detail about gender, marital status, qualification, designation, and department of the participants. Part two describes (116) individuals' reactions to the most prominent categories. The variables of

these groups were essential to comprehending the quantitative data. Statistics are described in tabular and graphical form, describing the frequencies of each category of emotional intelligence. While standard deviation and mean were calculated to determine the level of emotional intelligence of university teachers. Here in the second part, the quantitative data of the phase is separated into two sections, being further analyzed. This part represents the responses of the participants about the

subcategories related to job stress. When all this material was combed over, these definitions offered the objective evidence to validate the study's core arguments. The results are shown in tabular and pictorial form, showing the probabilities of various scenarios and degrees of expansion of each category of job stress. While standard deviation and mean were calculated to determine the level of job stress among university teachers.



Furthermore, in the last phase, The Pearson correlation function was employed to indicate the correlation between the sub-components of the variables to make the analysis more clear.

Fig: Developed By the Researcher

The analysis of three sections are as under:
Phase One: Quantitative Data Analysis
Demographics

This section of analysis presents the demographic data of the respondents. The following table shows the data related to gender, marital status, qualification, designation, and department of the participants.

Table 4.1
Demographics of Participants

Categories	Frequencies	Percentages
Gender		
Male	46	46%
Female	54	54%
Marital Status		
Single	52	52%
Married	48	48%
Qualification		
MA/MSc	10	10%
MPhil	39	39%
PhD	51	51%
Designation		
Lecturer	66	66%
Assistant Professor	34	34%
Department		
Education	32	32%
Sociology	23	23%
Psychology	8	8%
Anthropology	12	12%
Islamic studies	14	14%
Pak studies	11	11%

Table 4.1 shows the demographic characteristics of the teacher's sample (N=116). Which revealed that 46% of respondents were males and 54% were females; amongst them 52% were single, 48% were married. Qualification of the respondents indicates that 51% were Ph.D., 39% were MPhil and 10% were MA. 66% of the respondents were lecturers and 34% were Assistant Professors. The data was collected from five public sector universities of Rawalpindi and Islamabad. 32%

belongs to the Education department, 23% from Sociology, 8% were from Psychology, 12% were from Anthropology, 14% were from Islamic studies and 11% were from the Pak studies department.

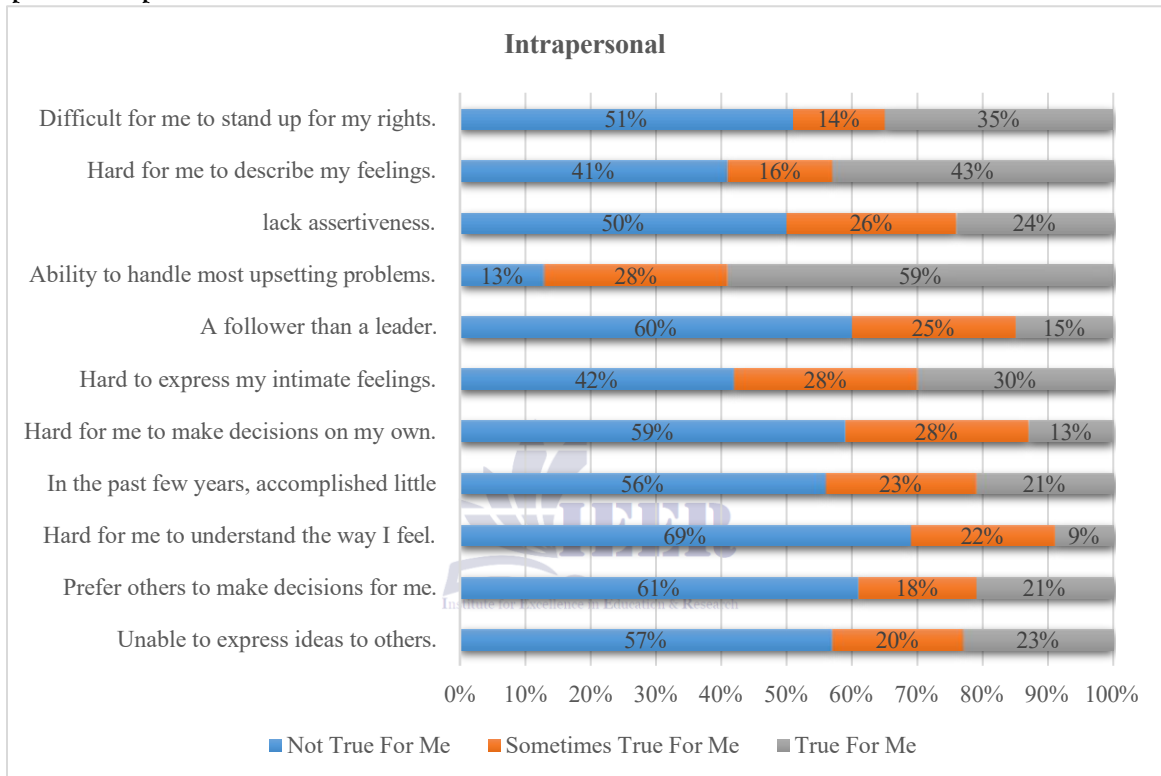
Unpacking Emotional Intelligence Indicators: The percentages on the indicators of emotional intelligence were calculated to further specify and unpack them statistically. They are presented as under in the form of graphs.

Intrapersonal Skill

The first component of emotional intelligence was intrapersonal, which includes statements related to essential to maintain your self-awareness as well as assert yourself, to your maturity level, and improve your self-regard This section comprises 11 non-verbal tests such as a

list of statements that require participants to define and describe their feelings and abilities. Additionally, participants are queried about what kinds of emotions they are willing to convey and how any may be retained and if they are certain feelings conceptualized.

Figure 4.1
Graph of Intrapersonal Skill



The above graph 4.1 shows that the (51%) respondents answered that they can stand up for their rights. However, more than (35%) said that they cannot stand up for their rights, and (14 %). sometimes stand for their rights. In the second statement, most of the respondents (43%) answered that it is difficult for them to put into words their emotions, and (16 %) sometimes find it difficult to describe their feelings. While (41%) said that it is not hard to describe their feelings. On item number three, 50% of the respondents answered that they do not lack assertiveness, while only (24%) responded viewed that they lack assertiveness and (26 %) sometimes lack assertiveness. The majority of the respondents

(59%) answered that they have confidence in their abilities to deal with challenges that would break one's heart, only (28%) responded that they cannot deal with the most challenging issue. In the next statement, 60% of the university teachers answered that they feel more comfortable being a follower than a leader, meanwhile, (15%) responded that they feel pleasure to lead. On the next item, most of the respondents (42%) answered that it is really simple for them to tell everyone how they felt, while only (30%) agree with the statement, and (28 %) sometimes agree with the statement. Mostly (59%) disagree with the statement that the subjects find it impossible to make choices on their own, while (28%)

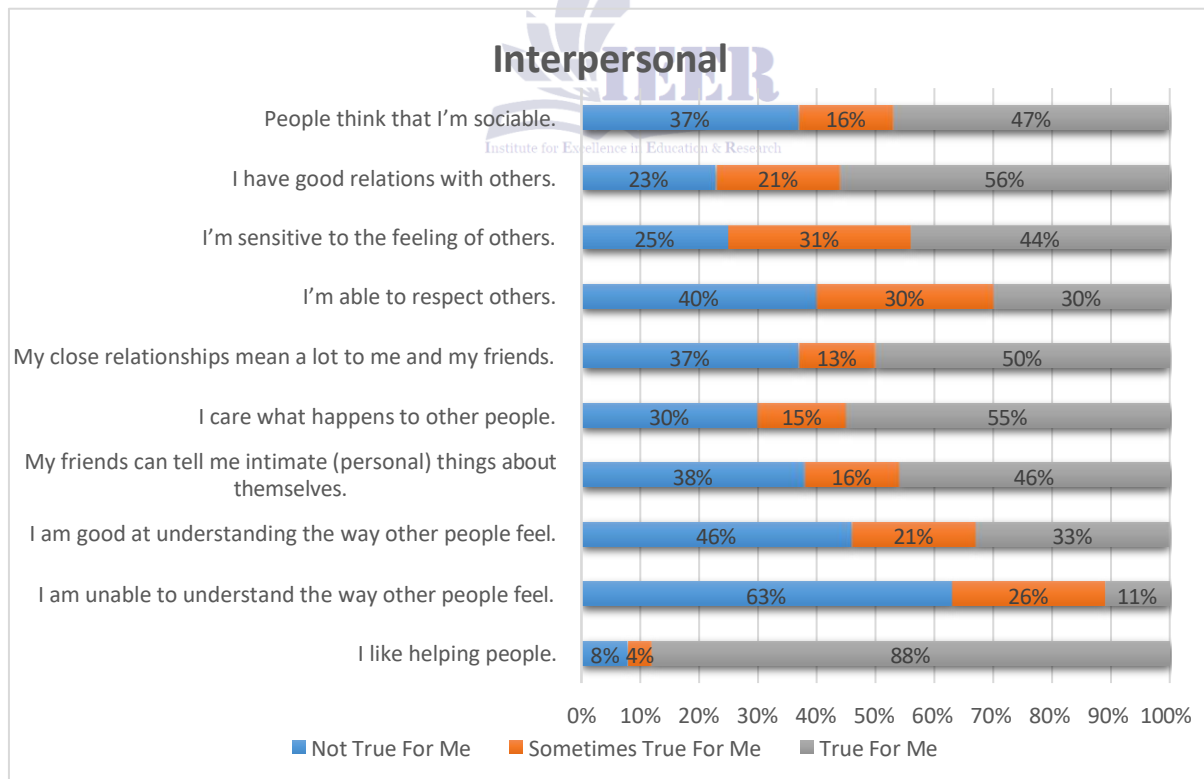
sometimes feel hard to decide on their own, and (13 %) always feel hard to make a decision. More than 56% of the university teachers respond that they have accomplished goals in the past few years, meanwhile 23% agree to sometimes and 21 % agree to the statement always. Most of the respondents (69%) answered that They comprehend well the way they feel, while only (22%) responded agree with the statement. In the second last statement majority of the respondents (61%) said that they did not prefer others to make decisions for them, while (21%) said that they prefer others to make decisions for them. Most (57%) of the university teachers disagreed with the statement that they feel unable to express their ideas to others, while only 23% said that they can express their ideas. The above data confirms that most of the teachers need assistance to build up intrapersonal

skills. Furthermore, in a few dimensions of intrapersonal skills, they have sufficient capabilities. For instance, they can express their ideas to others and they can achieve their goals.

Interpersonal Skill

The second component of emotional intelligence was interpersonal, which consists of items related to empathy, social responsibility, and interpersonal relationships. This section comprises 10 sub-questions that to help participants measure others' abilities to perceive and interpret feelings, request they rate their capacity to recognize and recognize others' emotions. Such as, for instance, the purpose of the experiment is to help the participants to learn to recognize others' feelings I derived information from the answers to these things, making the results more prominent.

Figure 4.2
Graph of Interpersonal Skill



According to the graph above, the majority of respondents (47 percent) believe that they are

sociable, while 37 percent disagree with the statement. In this category's next statement, the

majority of respondents (56%) agreed that they have good relationships with others, while 23% disagreed. In the following statement to assess interpersonal skills in university teachers, 44 percent of respondents disagree that they are sensitive to the feelings of others, while (31%) of teachers responded neutrally. Furthermore, 30% of respondents stated that they can respect others, whereas 40% of teachers denied the above statement. The majority of respondents (50%) agreed that their close relationships are important to them and their friends, while 37% of teachers disagreed. The majority of respondents (55%) care about what happens to other people, while 30% of teachers said they don't care about what happens to other people. The majority of respondents (46%) said their friends can tell them intimate (personal) things, while 38% of teachers disagreed with the statement. In a reverse statement to validate their response, the same question was asked, and the majority (46 percent) denied that they can understand how other people feel. Furthermore, the majority of respondents (63%) said it is

difficult for them to comprehend how another person would feel, while 26% of teachers responded neutrally. In the final statement, the majority of respondents (88%) stated that they enjoy assisting others.

According to the data, they have adequate interpersonal skills. For example, the results show that they can easily understand other people, that the majority of them are sociable, and that their friends can share personal information with them.

Stress management

The stress management aspect follows, and It is highly reliant on elements such as tension resistance and impulse regulation. Participants are asked to describe their ability to regulate their emotions in this segment, which consists of eight sub-questions. Participants are asked, for example, if they can handle tension without being nervous and if they can handle the most difficult problems. The teachers' responses to each item assisted me in highlighting the results.

Figure 4.3
Graph of Stress management

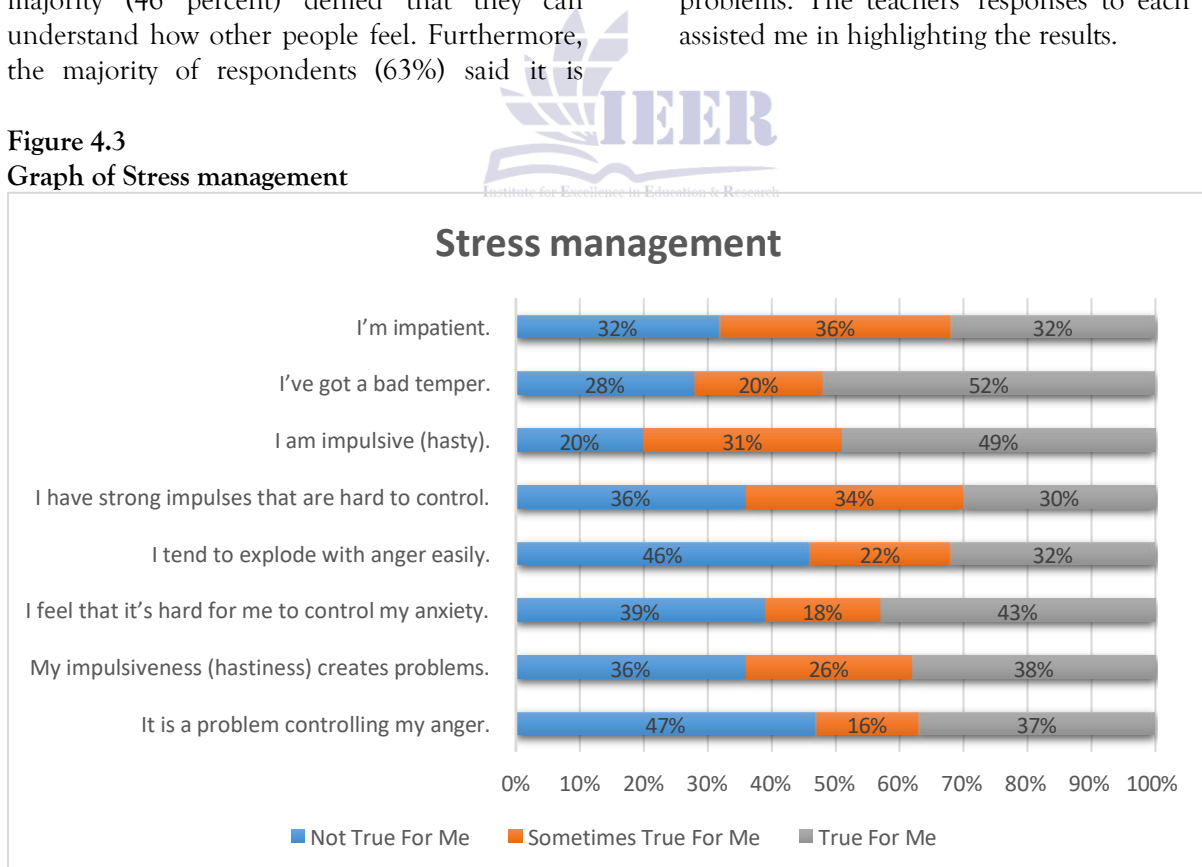


Figure 4.4 depicts the ability to manage stress. In response to the first statement, the majority of university teachers (36%) responded neutrally that they are impatient, while 32 percent disagreed. The majority of university teachers (52 percent) said they have a bad temper, while 28 percent said it is not true for them. The majority of university teachers (49%) said they are impulsive (hurried), while 31 percent said they are neutral. The majority of university teachers (36%) responded that it is not true for them, while 34% responded neutrally. According to the next statement, 32% of university teachers said they are prone to exploding with rage, while 46% said this is not true for them. In the sixth statement, the majority of university teachers (43 percent) said it is difficult for them to control their anxiety, while 39 percent said it is not difficult for them. The majority of university teachers (38 percent) agreed that their impulsiveness (hurry) causes problems, while 36 percent disagreed. In the final statement, 37 percent of university teachers said it is difficult for them to control

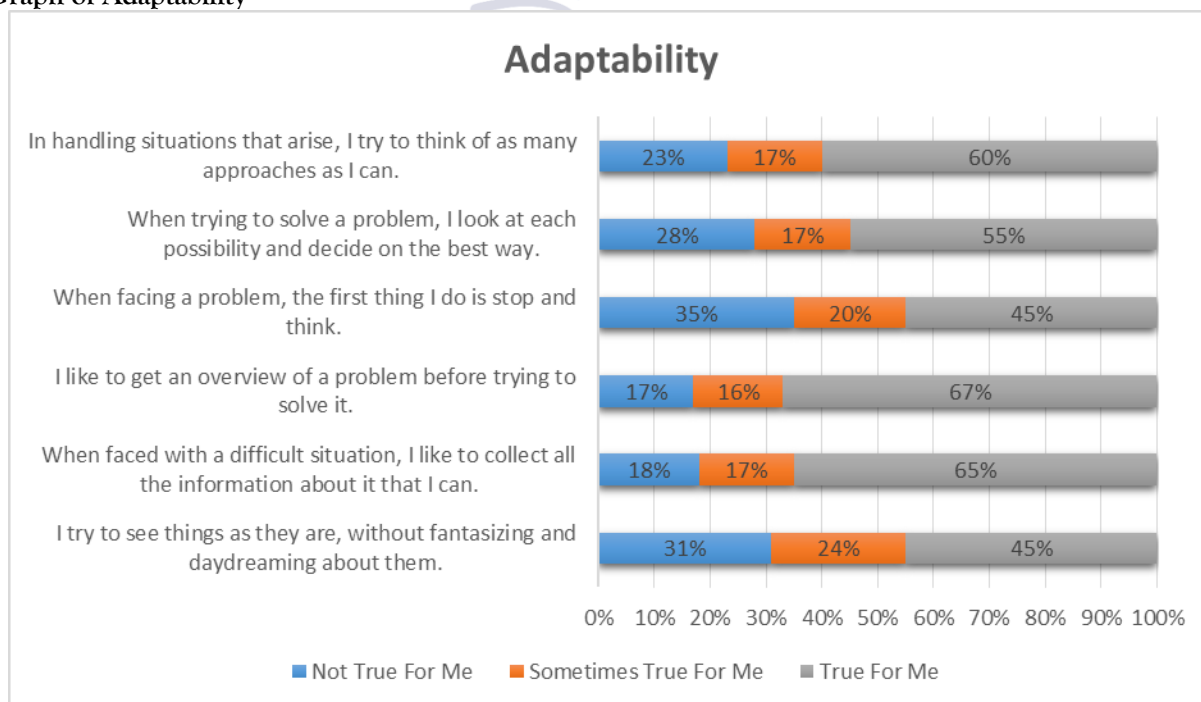
their anger, while 47 percent disagreed.

The data presented above confirm that they require assistance in dealing with stress. Furthermore, the results show that the majority of them are anxious and have bad tempers. Furthermore, they must improve their ability to control their impulsive nature in a few dimensions of stress management skills. They must also improve their ability to deal with anxiety.

Adaptability

Six items are used to determine adaptability, including sub-questions on reality checking, versatility, and problem-solving. Teachers were rated on their problem-solving abilities and how they managed improvements in their personal and professional lives. They are asked, for example, if they address problems one move at a time and if they hesitate to consider a problem before responding. The teachers' responses to each item assisted me in highlighting the results.

Figure 4.4
Graph of Adaptability



The graph above is based on the results of a test to assess adaptability. The majority of

respondents (60 percent) stated that what they try to do with problems that may happen, they come up with as many potential solutions as they can, while (23 percent) of the teachers disagree. The majority of respondents (55 percent) stated that when attempting to solve a problem, they consider all possible solutions before deciding on the best one, whereas (28 percent) of teachers disagree. When confronted with a problem, the majority of university teachers (45 percent) agree that The first thing they would have to do as it faces a crisis is assessed the problem, find a solution, and ask why it occurred to try to solve it, while 32 percent disagree. In response to the next question, the majority of respondents (67 percent) said that they want to get a broader perspective of the situation first, then they start small and work outwards to find the solution, while 17 percent disagreed. The majority of respondents (65%) agreed that when confronted with a challenging state, they like to gather as

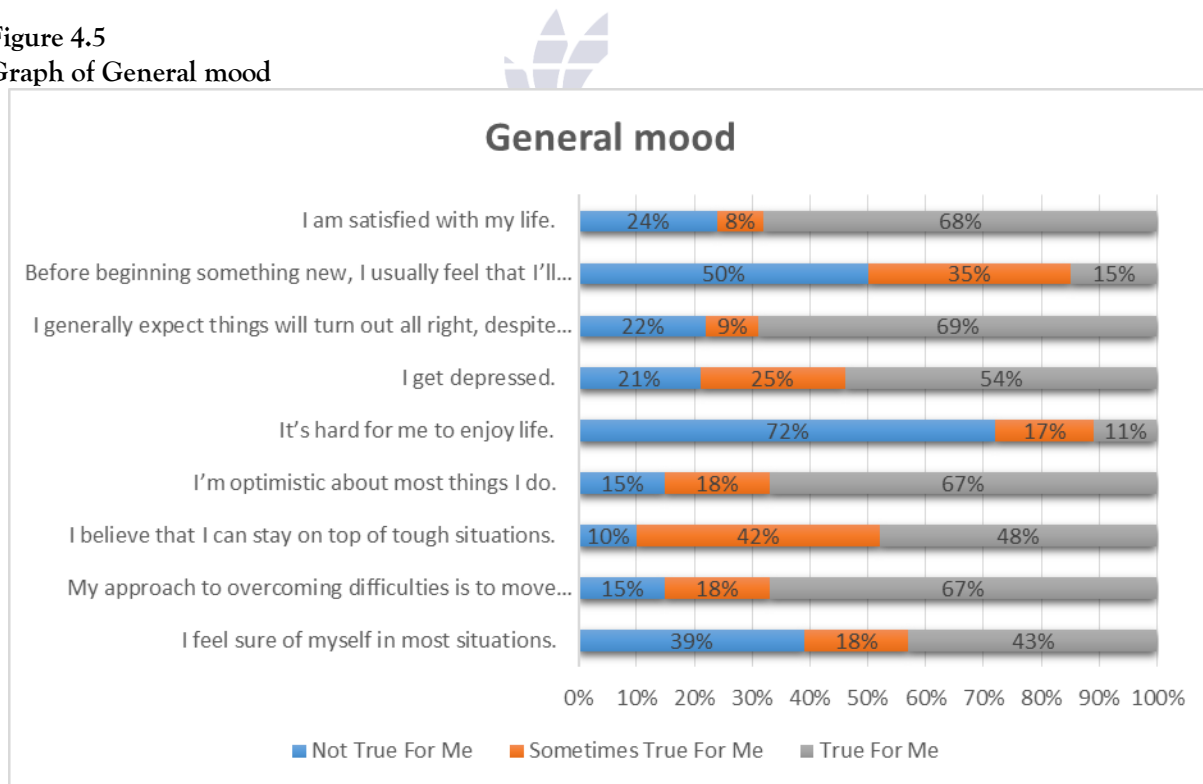
much info as possible about it, while the remaining respondents (18%) disagreed. The majority of respondents (45%) stated that they can see what's really before them, without pining or having fantasies for it, while 31% of teachers disagreed with this statement.

The data confirms that university teachers have exceptional adaptability abilities, as the majority of respondents agreed with the statements. Furthermore, these results indicate that they can solve any type of problem.

General mood

The general mood, which includes items related to optimism and happiness, was the final component of emotional intelligence. This section consists of nine items that ask participants to rate their ability to identify their overall outlook on life. For example, respondents are asked if they are happy with their lives and if they usually hope for the best.

Figure 4.5
 Graph of General mood



The graph above depicts information about a sub-component of the overall mood. The majority of teachers (68%) agreed that they are satisfied with

their lives, while 24 percent disagreed. The majority of respondents (35%) responded neutrally, while (50%) of teachers disagree that

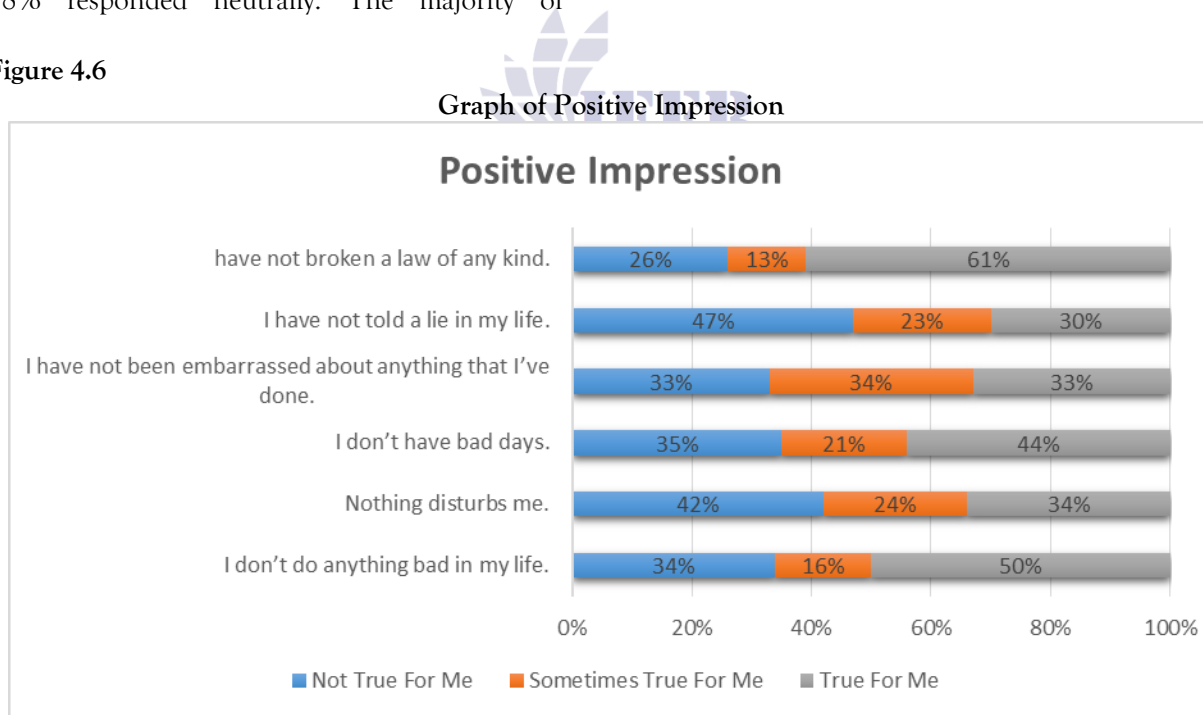
they usually feel they will fail before starting something new. 69 percent agreed that Generally, things work out well, but sometimes setbacks occur, while 22 percent disagreed with the statement. The majority of teachers (54%) agreed that they do get depressed, while 25% of teachers responded neutrally. The statement that it is difficult for them to enjoy life was denied by 72 percent of respondents, while 17 percent of teachers responded neutrally. Sixty-seven percent of teachers agreed that they are optimistic about the majority of their work, while 18 percent of teachers responded neutrally to the statement. The majority of respondents (42 percent) responded neutrally, while (48 percent) of teachers said they believe they can handle difficult situations. Around two-thirds of the teachers believe (believe) that instead of trying to get through problems all at once (at the first) once by themselves, they can start simple and keep moving on before they succeed, while 18% responded neutrally. The majority of

respondents (43%) said they feel confident in most situations, while 39% of teachers disagreed. Additional results from the survey participants confirmed that university teachers generally have good moods, and/can tolerate increased levels of frustration. Just as has been discovered in the studies above, they both seek help when they are sad and do not want it when they are satisfied. Thus, these results suggest that they can remain a step ahead of the competition even in extremely challenging situations.

Positive Impression

A positive impression is the final component of emotional intelligence, and it consists of six sub-questions. For example, they might be asked whether they have violated any laws or whether they are having a bad day. The teachers' responses to each item assisted me in highlighting the results.

Figure 4.6



Graph 4.6 depicts the respondents' positive impression. The majority of respondents (61%) agreed that they had not broken any laws, while 26% of teachers responded that this was not true for them. The majority of respondents (47%)

denied the statement, but 30 percent agreed that lies occur in everyday life. The majority of respondents (34%) responded neutrally, while 33% of teachers agreed with the statement. The majority of respondents (44 percent) stated that

they do not have bad days, while (44 percent) stated that they do. The majority of teachers (42%) said they are disturbed by random things, while 34% agreed with the statement. The

majority of respondents (50%) agreed that they don't do anything bad in their lives, while 34% of teachers disagreed.

Table 4.2
The analysis of sub-components about EI

Sub Components	N	Mean	Std. Deviation
Intrapersonal	116	2.6450	.56206
Interpersonal	116	3.1845	.89010
Stress management	116	2.9801	.76355
Adaptability	116	3.3638	.87739
General mood	116	3.2698	.53017
Positive Impression	116	2.9971	.74080

The table displays the mean and standard deviation of each component of emotional intelligence (EI) as scored by respondents (teachers) on the emotional intelligence scale. The intrapersonal component had a mean score of 2.64 and a standard deviation of .562. The second component was interpersonal, with a mean of 3.18 and a standard deviation of .890. In contrast, the third component, stress management, has the lowest mean and standard deviation (M=2.98, SD=.763). The fourth factor was adaptability, which had a mean of 3.36 and a standard deviation of .877. The general mood had a mean of 3.26 and a standard deviation of .530. The last one left a good impression, with a mean of 2.99 and a standard deviation of .740. It can be seen that adaptability has a higher mean and SD, whereas the intrapersonal component has the lowest mean and SD. This demonstrates that university teachers are more skilled in adaptability than in other aspects of emotional intelligence. While the low mean score confirms

that they require assistance to improve these skills and increase their emotional intelligence. For example, stress management, intrapersonal communication, and making a good first impression.

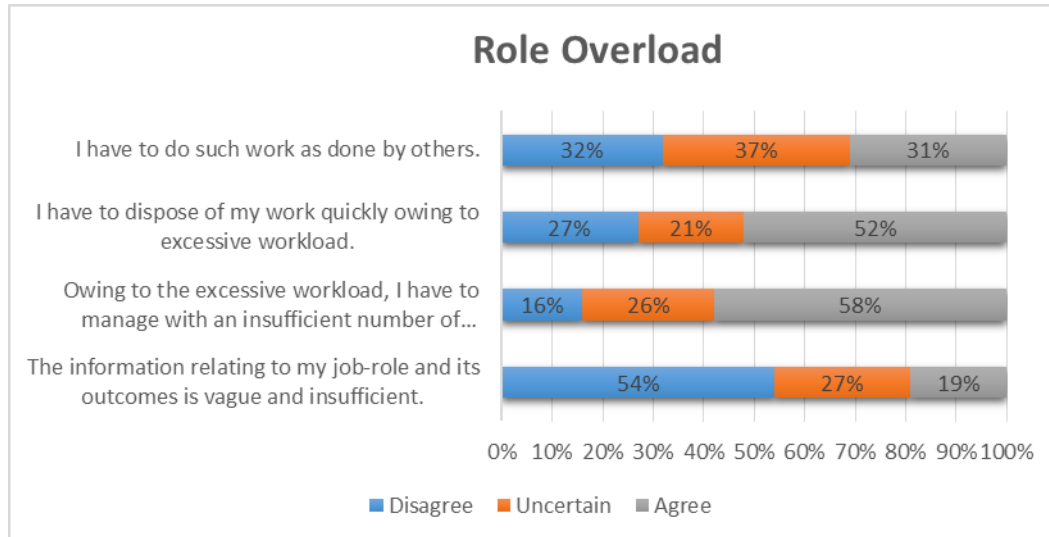
Phase 2: Unpacking Job Stress Indicators:

The percentages on the Job Stress Indicators were calculated to further specify and unpack them statistically. They are presented in the form of graphs below.

Role Overload

Role overload, which involves things related to work tasks and duties, was the first aspect of occupational job stress. There are four questions in this segment that ask participants about task overload. Participants are asked, for example, if they have enough knowledge about their assignments and enough resources to handle their workload.

Figure 4.7
Graph of Role Overload



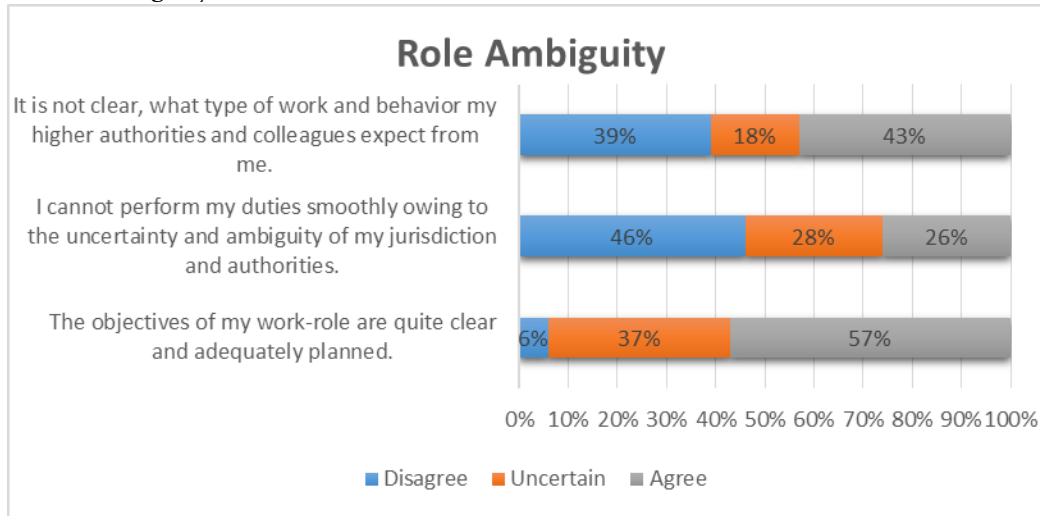
Graph 5.1 depicts information about role overload, an OSI sub-component. In response to the question, "Do I have to do such work as others?" 37 percent responded as neutral, while 32 percent disagreed with the statement in the first statement of this subcategory. The majority (52 percent) of respondents agreed that I needed to complete my work quickly due to an excessive workload, while (22 percent) of teachers disagreed. Because of the excessive workload, 58 percent of respondents agree that this is true because they have such a limited amount of staff and assets, while 26 percent are unsure about the statement. 54 percent of university teachers disagree with the statement that information about my job and its outcomes is ambiguous and insufficient; 27 percent responded neutrally.

It can be deduced from the above data that universities have demonstrated that they have enough qualified and capable faculty to handle stress-related over-impression. Additionally, they are capable of tasks like those accomplished by others. Underpowered teachers encounter increased demands for resources as a dilemma in that they have to handle greater expectations.

Role Ambiguity

Role ambiguity, which includes items related to job roles and responsibilities, was the second component of occupational job stress. This section includes three items in which participants are asked about role ambiguity. The responses of teachers to each item assisted me in emphasizing the findings.

Figure 4.8
Graph of Role Ambiguity



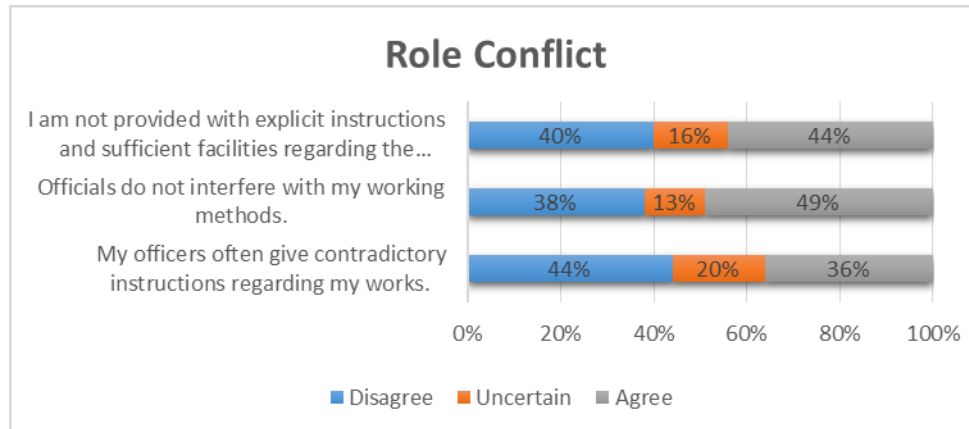
Graph 5.2 addresses the respondents' role ambiguity. 43 percent agree that As for job tasks, they have not yet defined precisely what kind of work and actions they expect from me, while 39 percent agreed with the statement. The majority of respondents (46 percent) agreed that Owing to their lack of jurisdiction and authority, the team members did not function effectively, and so there was great difficulty and confusion over what they ought to do next, while (28 percent) were unsure. Although 57 percent of teachers agree that Clear and well- defined goals are a big asset to every creative endeavor, 37 percent of teachers are unsure.

The findings suggest that university professors are anxious because they are unaware of their positions and obligations. Furthermore, although the work's goals are simple, they are unable to comprehend the demands of higher authorities, causing job stress among university professors.

Role Conflict

Role conflict, which includes items related to job roles and responsibilities, was the third component of occupational job stress. Three things in this segment question participants about position conflict. The teachers' responses to each item assisted me in highlighting the results.

Figure 4.9
Graph of Role Conflict



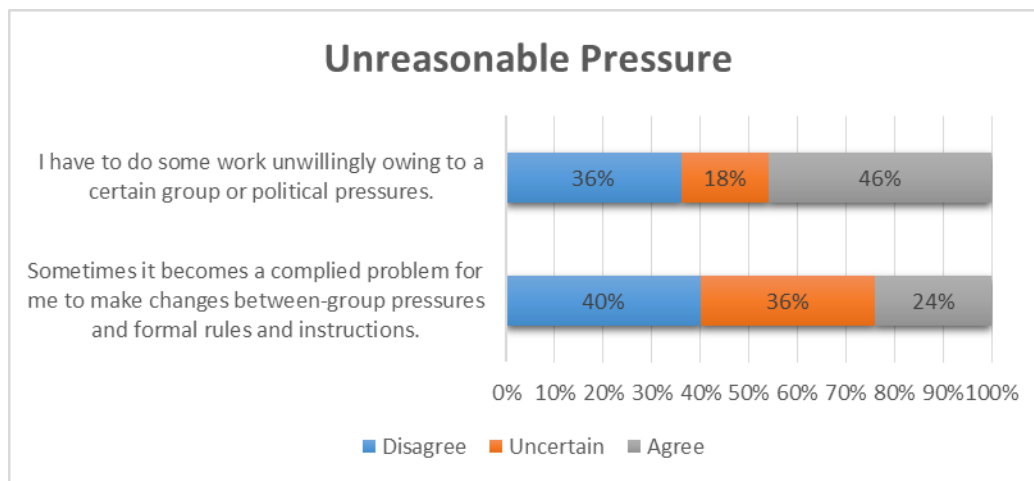
The graph above depicts information about the sub-component role conflict. In the first statement, 44 percent of respondents agreed with the statement that they are not given explicit instructions or adequate facilities for recent assignments entrusted to them, while 40 percent disagreed. Officials do not interfere with teachers' working methods, according to 49 percent of teachers, while 38 percent disagree. Slightly more than half of higher education faculty believe they often send conflicting directions, while 36 percent agree. These results highlight that university teachers (49%) do not receive contradictory instructions related to their work. Moreover, the majority (44%) of the teachers agree that they have

sufficient instruction regarding tasks and officials do not interfere in their working method.

Unreasonable Pressure

Unreasonable pressure, which involves things related to work pressure, was another cause of job stress. There are two sub-questions in this segment. Participants are, for example, asked if they are forced to act against their will. The teachers' responses to each item assisted me in highlighting the results.

Figure 4.10
Graph of Unreasonable Pressure



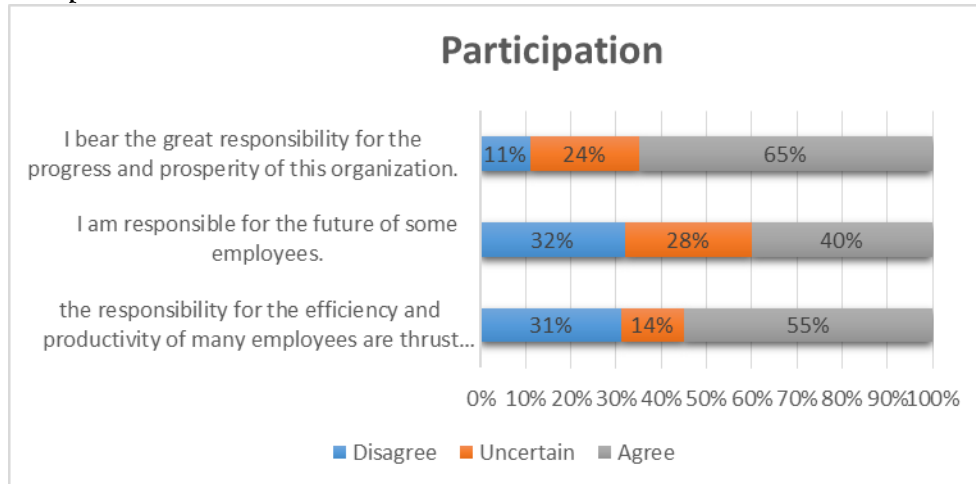
The graph above depicts the unpredictability of occupational stress. According to the findings, 46 percent of teachers agree that they are forced to do some work they do not want to do due to societal or political pressures, while 36 percent disagree. Generally, 40 percent of respondents agreed that it is very challenging for them to follow orders or guidelines, whether they are

asked to modify their behavior due to group demands or under the auspices of a creative alternative, while 36 percent were unsure. According to the data, job stress among university teachers is caused by uncertain pressure because they must work under pressure. Furthermore, they are subjected to job stress when they are forced to work against their will.

Participation

Figure 4.11

Graph of Participation



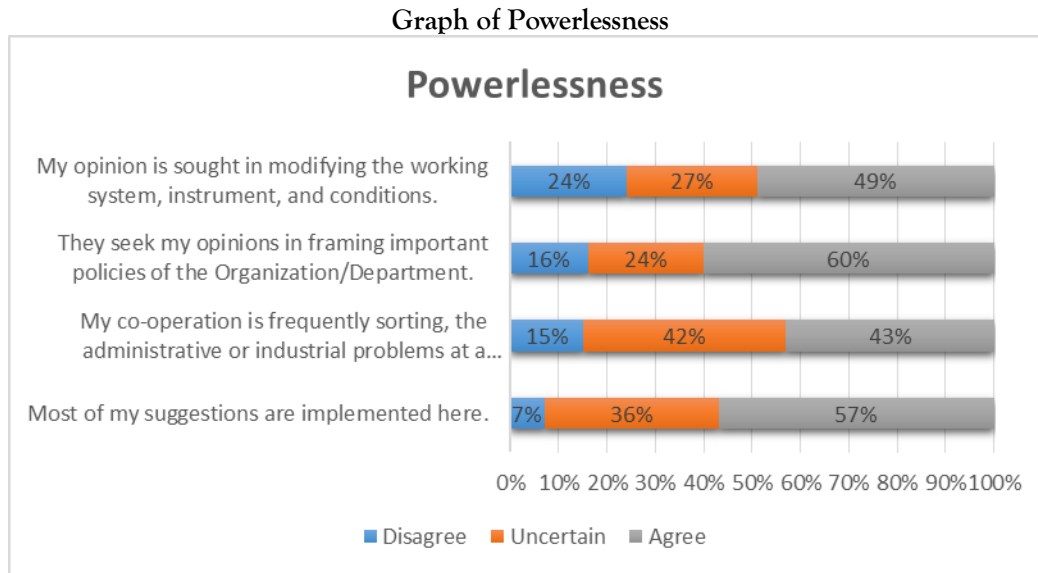
In the above graph, you can see the results of how many different OSI subsets there are. The majority (40%) of respondents agree that they bear significant responsibility for the organization's progress and prosperity, while (32%) disagree. 38 percent of teachers agree that they are responsible for some employees' futures, while 28 percent disagree. Many teachers believe that their job has been made easier because 55% believe that they are tasked with the duty of improving the quality and competitiveness of many workers, although just 31% disagree.

The data presented above indicate that university teachers are of sufficient caliber to deal with the following factors of job stress. Furthermore, they recognize that they are responsible for some employees' futures, and they work for the advancement and prosperity of the organization in which they work.

Powerlessness

This factor is made up of six sub-questions about their authority in the organization.

Figure 4.12



According to Graph 5.6, 49 percent agreed that their advice is required when making improvements to the working method, and when they try to do the best they can for what the constraints they're offered, while 27 percent were unsure. The majority (60%) of respondents agree that they seek their input when developing important policies for the Organization/Department, while (24%) are unsure. 43 percent agreed that their collaboration is frequently used to sort administrative or industrial problems at a higher level, while 42 percent were unsure. The majority of

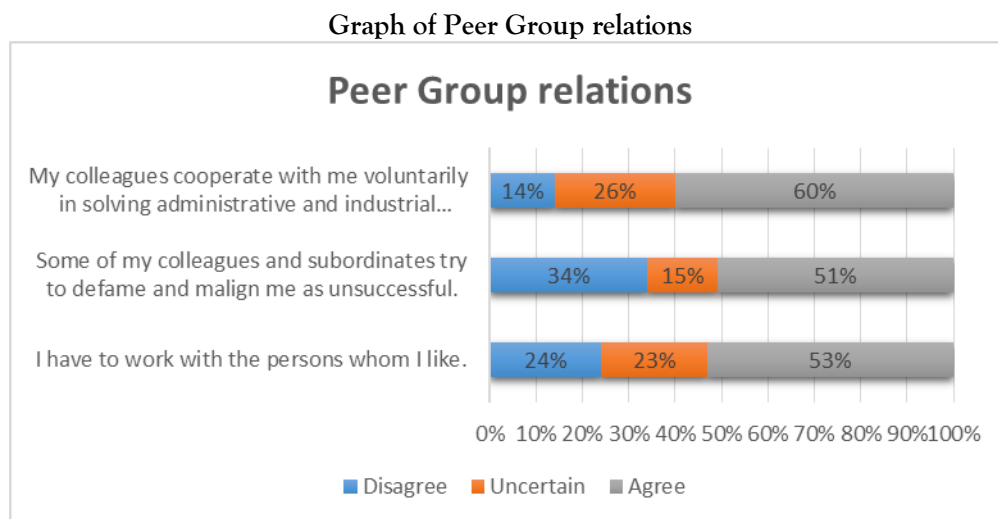
respondents (57%) agree that the majority of their suggestions were implemented there, while (36%) are unsure.

According to the above findings, university teachers face issues of powerlessness. Because they are unsure of their authority when it comes to suggestions and opinions.

Peer Group relations

This component of job stress consists of three sub-questions designed to elicit information about the employee's relationship with their peers.

Figure 4.13



Generally, 60% of teachers agree that the coworkers want to solve logistical and operational challenges by themselves rather than have them passed down to the team leaders, while 26% are unsure. Any of their coworkers and employees want to smear their names and reputations with the label of "ineffective" to lower their trust, according to 51% of teachers, while 34% disagree. Generally, 53 percent of teachers agree that they must work with people they like, while 24 percent disagree.

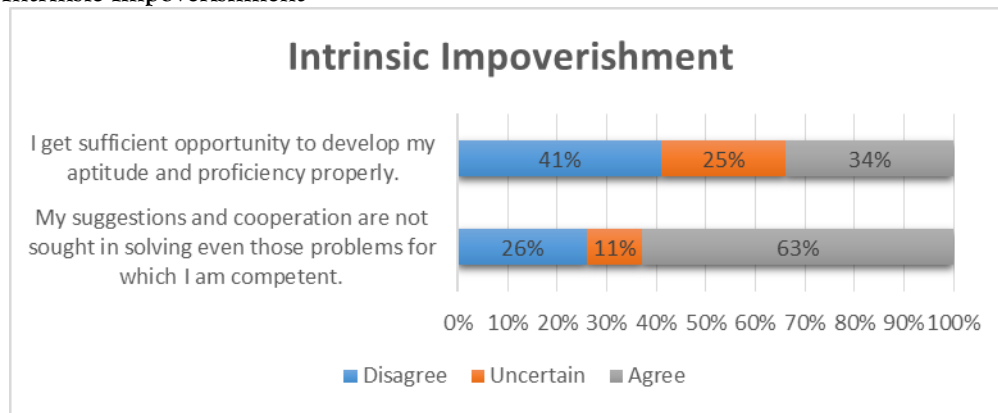
According to the data, they sometimes have issues

with peer group relationships. Aside from that, they tend to work with people they want. Furthermore, they acknowledge that their coworkers willingly assist them in resolving problems.

Intrinsic Impoverishment

This is the eighth source of job stress. When the participants were asked about areas for improvement, the results are shown in the graph below.

Figure 4.14
Graph of Intrinsic Impoverishment



The graph above provides information on intrinsic impoverishment as it relates to occupational stress. The majority of respondents (41%) disagree that they have a great deal of time to devote to learning and training, to enable their talents to flourish, while (34%) agreed. Almost two-thirds of respondents (63%) believe that their advice and assistance are not pursued when the issues are that they have the skills to solve are

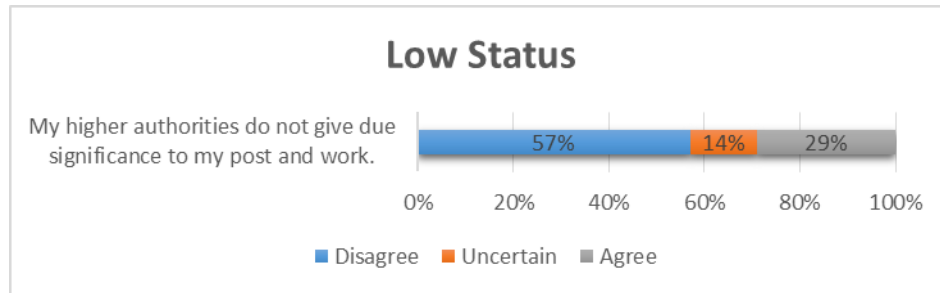
important, whereas the other one-sixth (26%) disagree.

In conclusion, the data above confirms that the majority of teachers can overcome this stressor because they are given adequate opportunities to develop their aptitude and proficiency.

Low Status

This section inquiries about their work's value.

Figure 4.15
Graph of Low Status



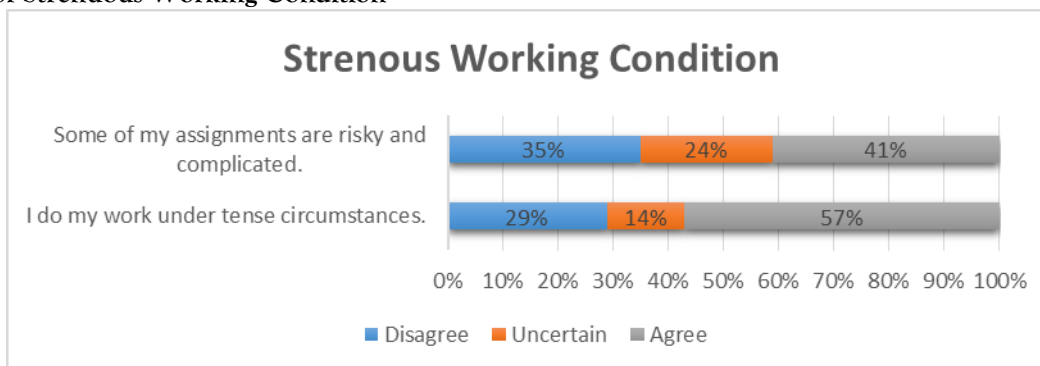
According to the data presented above, 57 percent of university teachers disagree with the statement that their higher authorities do not place enough emphasis on my position and work, while 29 percent agreed. These findings show that teachers can overcome

this stressor because higher authorities place a high value on their work.

Strenuous Working Condition

The second last factor consists of items about working conditions.

Figure 4.16
Graph of Strenuous Working Condition



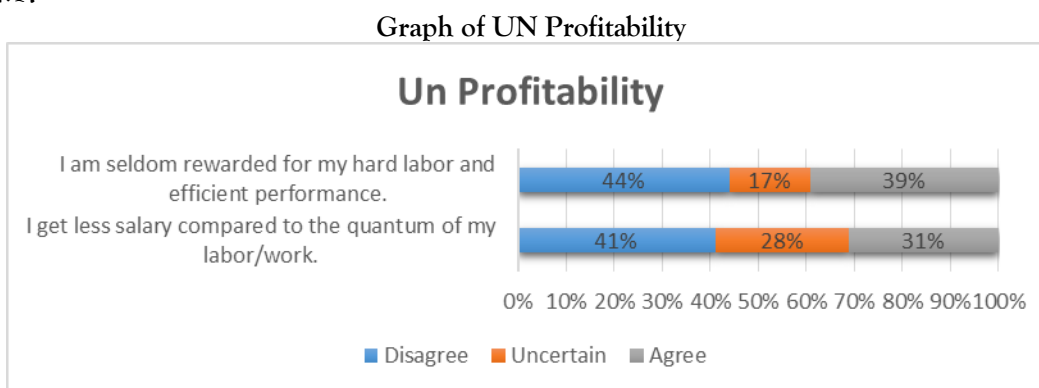
Graph 4.16 predicts that the majority of university teachers, 41 percent, agree with the statement that some of their assignments were risky and complicated; 35 percent disagree. More than 57 percent of respondents agree with the statement, while 29 percent disagree that they do their work under stressful conditions. As a result, there is job stress. The above result confirms that university teachers require assistance in dealing with the following stressor. Because they work in high-stress

situations. Furthermore, they emphasize that this job has made their lives difficult and that their assignments are complicated, which has resulted in job stress.

Un Profitability

The last two were unprofitability and personal responsibility. Which include items relating to rewards and responsibility for some employees' future.

Figure 4.17



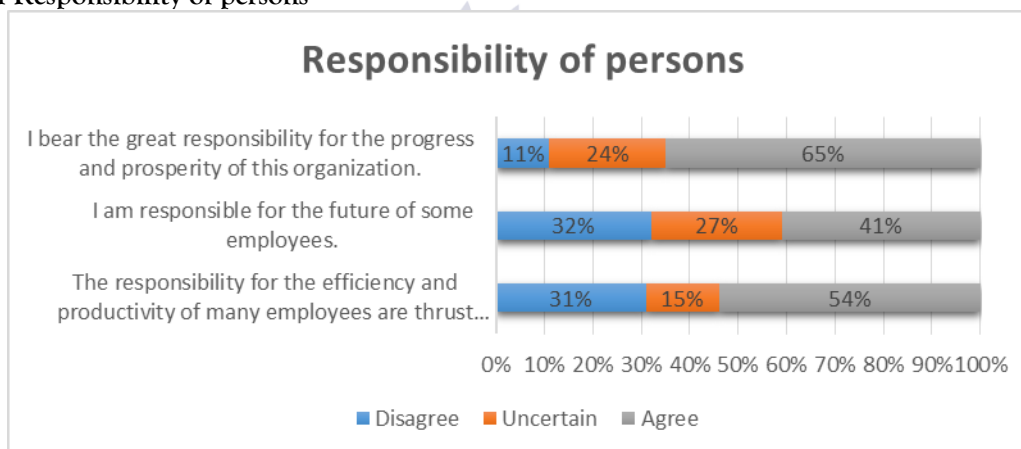
According to Graph 4.17, the majority of respondents (44%) disagree that they are rarely rewarded for their hard work and efficient performance, while (31%) agree. On the second statement, the majority (41%) of respondents

disagree with the statement, while (31%) agreed because they are paid less concerning the amount of labor they do. The data confirm that university teachers were under stress because they were not being rewarded for their efforts.

Responsibility of persons

Figure 4.18

Graph of Responsibility of persons



According to Graph 4.18, In short, the majority (65%) believe that their advice and cooperation are not often solicited when difficult issues are faced, and (24%) believe that a majority of the respondents are less skilled at problem-solving than a few (to be unsure). Furthermore, 41 percent of university teachers agree with the statement that they are responsible

for some employees' future, while 32 percent disagree. Most (54%) believe that the primary burden for ensuring that workers are both productive and efficient falls on them, however (31%) disagree with the assertion that output and efficiency are characteristics that ought to be forced on employees.

Table 4.3
The analysis of sub-components about occupational job stress

Sub Components	N	Mean	Std. Deviation
Role Overload	116	3.0603	.62521
Role Ambiguity	116	3.1207	.61290
Role Conflict	116	3.1149	.79746
Unreasonable pressure	116	2.9871	.88333
Responsibility of persons	116	3.2471	0.7513
Participation	116	3.2471	.75132
Powerlessness	116	3.3599	.55098
Peer Relation	116	3.2500	1.17861
Intrinsic Impoverishment	116	3.3103	.51775
Low Status	116	3.2457	.63416
Working Condition	116	3.0905	.85871
Unprofitability	116	3.1954	.75126



The table displays the mean and SD of the 11 sub-components of the Occupational Stress Index (OSI) has scored by respondents (university teachers). All stressors were represented by the mean and standard deviation of university teachers. SPSS was used to create descriptive statistics. It can be seen that powerlessness has a higher mean and SD (Mean=3.35, SD=.550),

indicating that it is the most significant stressor. Furthermore, the component of unreasonable pressure has the lowest mean and SD values (Mean=2.98, SD=.883). This demonstrates that university teachers face job stress as a result of powerlessness, which is followed by other stressors.

Phase 3: Relationship between Emotional Intelligence and Job Stress Table 4.4
Pearson Correlation between Emotional intelligence and Job Stress

		Emotional intelligence	Job stress
Emotional intelligence Sig. (2-tailed)	Pearson Correlation	1	-.253**
			.006
Job stress (2-tailed)	Pearson Correlation	Sig. -.253**	1
		.006	

** . Correlation is significant at the 0.01 level (2-tailed).

To find correlations between variables, and Pearson was used to do so it is depicted in the following table. If the value of r is close to one, the variables have a strong relationship. According to the findings, $r = -.253$, $P < .01$, indicating a weak but statistically significant association between EI and job stress. The relationship is skewed in a negative

direction. The significant value (.006) is less than .05, indicating that EI and job stress have a negative relationship. According to this negative correlation, both variables change in opposite directions. This is also referred to as inverse correlation. It has shown that people with a high emotional quotient reported lower work stress levels.

Table 4.5
Pearson Correlation of Role Overload and Emotional Intelligence

Correlations							
Stress variables		Intrapersonal interpersonal			Adaptability	General mood	Positive Impression
Role management	Pearson	-.203*	-.111	-.349**	-.056	-.274**	-.083
Overload	Correlation						
	Sig. (2-tailed)	.029	.235	.000	.549	.003	.374

**p < 0.01 level (2-tailed); *p < 0.05; N=116

The table above explains the relationship between role overload and all of the emotional intelligence factors. SPSS was used to compute the Pearson correlation. The findings indicate that intrapersonal (r=-.203), interpersonal (r=-.111),

stress management (r=-.349), adaptability (r=-.056), positive impression (r=-.083), and general mood (r=-.274). According to the findings, there is a weak association between task overload and measures of emotional quotient.

Table 4.6
Pearson Correlation of Role Ambiguity and Emotional Intelligence Correlations

Variables		Intrapersonal	interpersonal	Stress management	Adaptability	General mood	Positive Impression
Role Ambiguity	Pearson	.185*	-.306**	-.267**	.014	.008	.106
	Correlation						
	n						
	Sig. (2-tailed)	.047	.001	.004	.885	.934	.257

**p < 0.01 level (2-tailed); *p < 0.05; N=116

The relationship between the role ambiguity and intrapersonal is r = .185 with a significance value of .047, which shows that there is a weak correlation between these two variables. Whereas the relationship between the role ambiguity and interpersonal is r = -.306 with a significance value of .001, which shows that there is a negative weak correlation. Furthermore, the relationship with stress management is r = -.267 with a significance value of .004, which shows that there is a negative weak correlation. The results show that adaptability (r=-.014), a positive impression (r=.106), and general mood have (r=.008 with a significant value of .934).

Table 4.7
Correlation of Role Conflict and Emotional Intelligence Correlations

Variables		Intrapersonal	interpersonal	Adaptability	Stress management	General mood	Positive Impression
Role Conflict	Pearson	.256**	-.140	.134	.012	.055	.041
	Correlation						
	n						
	Sig. (2-tailed)	.005	.134	.151	.900	.558	.659

**p < 0.01 level (2-tailed); *p < 0.05; N=116

The third variable was role conflict. The correlation between role conflict and intrapersonal was $r=.256$. It reveals that there was a positive correlation between them. Correlation role conflict and interpersonal was $r=-.140$. It represents that there was a negative correlation between them. The correlation between role conflict and stress management was $r=.134$.it

shows that there was a weak correlation between them. The correlation between role conflict and adaptability was $r=.012$. It reflects that there was a weak correlation between them. Correlation with the general mood and positive impression was $r=.055$ and $r= .041$. It reflects that there was a weak correlation between them.

Table 4.8
Correlation of Unreasonable Pressure and Emotional Intelligence

Intrapersona variables	Correlations					
	1	Interpersona 1	Stress managemen	Adaptabilit y	Genera l mood	Positive Impressio n
Unreasonab le Pressure	Pearson Correlatio n	.146	-.193*	-.359**	-.024	-.345**
	Sig. (2- tailed)	.118	.038	.000	.797	.000
				.001	.001	.001

**p < 0.01 level (2-tailed); *p < 0.05; N=116

The fourth variable was unreasonable pressure. The correlation between unreasonable pressure and intrapersonal was $r=.146$. It shows a weak correlation between them. The correlation between unreasonable pressure and interpersonal was $r=-.193$. It indicates the negative weak correlation between them. The correlation between unreasonable pressure and stress

management was $r=-.359$. It reflects a negative weak correlation between them. The correlation between unreasonable pressure and adaptability was $r=-.024$, which determines a negative weak correlation between them. The correlation between unreasonable pressure and the general mood was $r=-.345$. It indicates the negative weak correlation between them.

Table 4.9
Correlation of Participation and Emotional Intelligence

Intrapersona Variables	Correlations					
	1	Interpersona 1	Stress managemen	Adaptabilit y	Genera l mood	Positive Impressio n
Participation Correlati on		.134	-.143	-.167	-.155	-.267**
	Sig. (2- tailed)	.151	.126	.073	.096	.004
				.005	.005	.005

**p < 0.01 level (2-tailed); *p < 0.05; N=116

The fifth variable was participation. The correlation between participation and

intrapersonal was $r=.134$. It points out a weak correlation between them. The correlation

between participation and interpersonal was $r=-.143$. It reflects that there was a negative weak correlation between them. The correlation between participation and stress management was $r=-.167$, which highlights a negative weak correlation between them. Correlation score $r=-.155$ between participation and adaptability

presents a positive correlation between them. Correlation score $r=-.267$ between participation and general mood presents the negative weak correlation between them. The correlation between participation and a positive impression was $r=-.258$ it points out the negative weak correlation between them.

Table 4.10 Correlation of Powerlessness and Emotional Intelligence

Intrapersonal variables	Correlations					
	Interpersonal	Stress management	Adaptability	General mood	Positive Impression	
Powerlessness	.113	-.165	-.002	-.051	-.265**	
Correlation Sig. (2-tailed)	.227	.910	.076	.979	.586	.004

**p < 0.01 level (2-tailed); *p < 0.05; N=116

The next variable was powerlessness. The correlation between powerlessness and intrapersonal was $r=.113$. It reflects that there was a positive correlation between them. The correlation between powerlessness and interpersonal was $r=.011$. It reflects that there was a weak correlation between them. The correlation between powerlessness and Stress management was $r=-.165$. It reflects that there was a negative weak correlation between them. The correlation

between powerlessness and Adaptability was $r=-.002$. It reflects that there was a negative weak correlation between them. The correlation between powerlessness and the general mood was $r=-.051$. It reflects that there was a negative weak correlation between them. The correlation between powerlessness and the positive impression was $r=-.256$. It reflects that there was a negative weak correlation between them.

Table 4.11 Correlation of Peer Relation and Emotional Intelligence

Variables	Correlations						
	Intrapersonal	interpersonal	Adaptability	General mood	Positive Impression		
Peer Relation	.061	.382**	-.473**	.239**	-.126	-.258**	
Correlation Sig. (2-tailed)	.514	.000	.000	.010	.179	.005	

**p < 0.01 level (2-tailed); *p < 0.05; N=116

The above table shows the correlation between

peer relation and intrapersonal was $r=.061$. It

shows a weak correlation between them. The correlation between peer relationships and interpersonal was $r=.382$. It indicates a positive correlation between them. The correlation between peer relation and stress management was $r=-.473$. It reflects a negative correlation between them. The correlation between peer relation and adaptability was $r=.239$, which determines the

positive correlation between them. The correlation between peer relation and the general mood was $r=-.126$, which determines the negative weak correlation between them.

The correlation between peer relation and the positive impression was $r=-.258$. It reflects a negative correlation between them.

Table 4.12
Correlation of low Status and Emotional Intelligence

Correlations		Intrapersonal interpersonal		Adaptability	General	Positive	
				al	Gener	Impression	
Variables				al	Gener	Impression	
				mood	Gener	Impression	
low	Status	.076	.024	-.402**	.022	-.234*	-.285**
Pearson	Correlation	.417	.800	.000	.812	.012	.002
	Sig. (2-tailed)						

**p < 0.01 level (2-tailed); *p < 0.05; N=116

Another variable was low status. Correlation between low status and intrapersonal was $r=.076$. It points out the weak correlation between them. The correlation between low status and interpersonal was $r=.024$. It reflects that there was a weak correlation between them. The correlation between low status and stress management was

$r=-.402$, which highlights the negative correlation between them. Correlation score $r=.022$ between low status and adaptability presents the positive weak correlation between them. Correlation score $r=-.234$, $r=-.285$ between low status and general mood, positive impression presents the negative weak correlation between them.

Table 4.13 Correlation of working Condition and Emotional Intelligence

Correlations		Intrapersonal interpersonal		Stress	Adaptability	General	Positive
				s	mood	General	Positive
variables				s	mood	General	Positive
				s	mood	General	Positive
management	working	-.010	.028	-.224*	-.066	-.058	-.014
Pearson	Correlation						
	Sig. (2-tailed)	.917	.765	.015	.481	.537	.878

**p < 0.01 level (2-tailed); *p < 0.05; N=116

The ninth variable was working conditions. The correlation between the working condition and intrapersonal was $r=-.010$. It points out the negative weak correlation between them. The correlation between the working condition and interpersonal was $r=.028$. It reflects that there was a weak correlation between them. Correlation between working condition and stress management was $r=-.224$, that highlights the negative weak correlation between them.

Correlation score $r=-.066$ between adaptability and working condition presents the negative weak correlation between them. Correlation score $r=-.058$ between general mood and working condition presents the negative weak correlation between them. Furthermore, correlation score $r=-.014$ between positive impression and working condition presents the negative weak correlation between them.

Table 4.14
Correlation of unprofitability and Emotional Intelligence

Intrapersonal Variables	Correlations					
	1	interpersonal	Stress management	Adaptability	General mood	Positive Impression
unprofitability	1	.054	-.402**	.063	-.124	-.152
Correlation						
Sig. (2-tailed)	.487	.562	.000	.504	.185	.104

**p < 0.01 level (2-tailed); *p < 0.05; N=116

The above table shows the correlation between unprofitability and intrapersonal was $r=-.065$. It shows a negative weak correlation between them. The correlation between unprofitability and interpersonal was $r=.054$. It indicates a positive correlation between them. The correlation between unprofitability and stress management was $r=-.402$. It reflects a negative correlation between them. The correlation between

unprofitability and adaptability was $r=.063$, which determines the positive weak correlation between them. The correlation between unprofitability and the general mood was $r=.063$, which determines a weak correlation between them. The correlation between unprofitability and the positive impression was $r=-.152$. It reflects a negative correlation between them.

Table 4.15
Correlation of Responsibility of persons and Emotional Intelligence

Intrapersonal variables	Correlations					
	1	interpersonal	Stress management	Adaptability	General mood	Positive Impression
Responsibility of persons	1	-.143	-.167	-.155	-.267**	-.258**
Pearson Correlation						
Sig. (2-tailed)	.134	.126	.073	.096	.004	.005

**p < 0.01 level (2-tailed); *p < 0.05; N=116

The eleventh variable was the responsibility of persons. The correlation between the responsibility of persons and intrapersonal was $r=.134$. It points out the weak correlation between them. The correlation between the responsibility of persons and interpersonal was $r=-.143$. It reflects that there was a negative weak correlation between them. The correlation between the responsibility of persons and stress management was $r=-.167$, which highlights a negative weak correlation between them.

Correlation score $r=-.155$ between the responsibility of persons and adaptability presents a positive correlation between them. Correlation score $r=-$

$.267$ between the responsibility of persons and general mood presents the negative weak correlation between them. The correlation between the responsibility of persons and the positive impression was $r=-.258$ it points out the negative weak correlation between them.

Table 4.16
Correlation of Intrinsic Impoverishment and Emotional Intelligence

Correlations		Intrapersonal	interpersonal	Stress management	Adaptability	General mood	Positive Impression
intrinsic Impoverishment	Pearson Correlation	.029	-.092	-.281**	.042	-.116	-.219*
	Sig. (2-tailed)	.759	.326	.002	.658	.217	.018

**p < 0.01 level (2-tailed); *p < 0.05; N=116



The last table shows the correlation between intrinsic impoverishment and intrapersonal was $r=.029$. It shows a weak correlation between them. The correlation between intrinsic impoverishment and interpersonal was $r=-.092$. It indicates a negative weak correlation between them. The correlation between intrinsic impoverishment and stress management was $r=-.281$. It reflects a negative correlation between them. The correlation between intrinsic impoverishment and adaptability was $r=.042$, which determines the positive weak correlation between them. The correlation between intrinsic impoverishment and the general mood was $r=-.116$, which determines a negative weak correlation between them. The correlation between intrinsic impoverishment and the positive impression was $r=-.219$. It reflects a negative correlation between them.

Chapter 5

Discussion, Conclusion, and Recommendations

5.1 Summary

The present study focused on exploring the relationship between the emotional intelligence of university teachers and job stress. The emphasis of the research was on exploring the relationship among the EI of university teachers with work-related stress.

The comparative interpretation of data was discussed in the previous portion. Anything that could be done was prepared to present the data objectively. The statistical review was carried out to obtain the goals of the study. The questionnaire was used to get the perception of the participants.

The nature of the study was correlational and a survey method was used to collect the responses. Hence, this design sought to establish the relationship between two variables of the research, which were the emotional intelligence (1) and the job stress of university teachers (2). While to respond to the objectives of the study Bar-On EQ-i: Short and Occupational Stress Index (OSI) was used. The hypothesis has been

tested through the Pearson correlation coefficient, the findings of the study have been discussed in detail, and recommendations are also presented in this chapter.

Furthermore, this study highlights the aspects of emotional intelligence which, need to be polished with the correspondence of the university stakeholders. As a result, it will cause less stress and better performance of the university teachers. The findings are discussed in this chapter.

The significance of emotional intelligence is proven and should be used, to enhance the performance of teachers. Results indicate that teachers are lacking behind in intrapersonal skills and are struggling with stress management at work. Which, causes unbearable stress among them. Moreover, there is a need remains for further research on, how can we enhance emotional intelligence among teachers.

5.2 Findings of the Study

The analysis results are explained accordingly;

4. What is the level of emotional intelligence of university teachers working in the faculty of social sciences?

5. What is the level of job stress of university teachers working in the faculty of social sciences?

6. What is the relationship between emotional intelligence and the level of job stress of university teachers working in the faculty of social sciences?

Finding Research Question 1

Following are the Findings related to measuring the level of emotional intelligence of university teachers working in the faculty of social sciences.

- The responses regarding intrapersonal skills confirm that most of the teachers need assistance to build up intrapersonal skills. Furthermore, in a few dimensions of intrapersonal skills, they have sufficient capabilities and in a few, they are lacking. A sufficient number of teachers feel difficulty standing up for their rights sometimes and always (49%). They also found it difficult to communicate their feelings (59%) to others.

Teachers also responded that it is very difficult for them to deal with the challenges (59%) that they face in their routine life matters. They also responded (44

%) that they were not able to accomplish any significant assignment in the past few years.

- On the interpersonal skills, results show that 46% of teachers responded that they can understand other people easily, while 47% of people are friendly with them. Likewise, 46% answered that their friends considered them trustworthy.

- The stress control ability of the majority of teachers was discovered to be weak. More than 32% responded that they are incapable of controlling their nervousness. The results also show that teachers need assistance to improve their capacity to cope with tension in addition to growing their self-confidence.

- Most respondents agreed with the assertions that they are adaptable. Also, these findings indicate that they have adequate capability to tackle any challenge. It was clear that the majority of respondents (65%) would rather collect as much knowledge as possible about a concern in advance so they can make a sound decision about what action to take. Furthermore, 45% stated they see life as it is and don't daydream about their future.

- The current study highlight that university teachers have satisfactory general mood skills, as most of the respondents were agreed with the statements. For instance, they will keep up the pace with every challenge, regardless of the conditions. Likewise, it has also been found that they get depressed as they are not satisfied with their life.

- of teachers agreed that they generally expect things to turn out okay, despite setbacks from time to time, while 22 percent disagreed with the statement. The majority 69 percent of teachers concurred that things often go wrong, and also expressed their expectation that it might end well, 22 percent disagreed believing that it would not do so.

- The findings show the mean and standard deviation of each component of EI, which was scored by respondents (teachers) on

the emotional intelligence scale. The mean score of the intrapersonal component was 2.64 and the standard deviation was .562.

Interpersonal was the second component, the mean was 3.18 and the standard deviation was .890. Whereas the third component stress management shows the lowest value of mean and standard deviation (M=2.98, SD=.763). The fourth was adaptability, the mean of this was 3.36 and the standard deviation was .877. The mean of General mood

3.26 and a standard deviation was .530. The last one was a positive impression, the mean was 2.99 and the standard deviation was .740(Table 4.2)

Finding Research Question 2

Following are the Findings related to measuring the level of job stress of university teachers working in the faculty of social sciences.

- The result assures that university teachers have sufficient caliber to handle the stressor of role overload. 58% complained about the stress that comes from so much work, stating that they don't have enough resources to handle the excessive workload.

- The results show that role ambiguity is faced by the university teachers, where they cannot understand their role and duties (43%). Moreover, the objectives of the work are quite clear but (43%) can't understand the expectations of higher authorities, which caused job stress in university teachers.

- These results highlight that university teachers (49%) do not receive contradictory instructions related to their work. It indicates that 51 percent receive contradictory instructions.

- The findings revealed that job stress among university teachers is caused by uncertain pressure. Furthermore, they (46%) are subjected to workplace pressures as they are forced to serve against their will.

- It has been discovered that university teachers face issues of powerlessness. As more than 40% are unaware of their authority when it comes to advise and views.

- It was shown that they were suffering from pressure in their social

interactions with peers (51%). Aside from that, they choose to collaborate with anyone they want. Furthermore, 60% of the respondents agree that their coworkers willingly support them in problem-solving.

- The results confirm that the majority of teachers have the potential to conquer intrinsic impoverishment stressors because they have enough time to improve their aptitude and proficiency.

- The result assures that 57% of university teachers work under tense circumstances.

Furthermore, they highlight that this job has made their life cumbersome and their assignments are complicated, which caused job stress.

- The data confirm that somehow university teachers were facing stress as they are not being rewarded for their hard work (31%).

- The mean and standard deviation of 11 sub-components of the Occupational Stress Index (OSI), which was scored by respondents (university teachers). All factors of stress showed the mean and standard deviation of university teachers. Descriptive were formulated on SPSS. This can be observed that powerlessness has a higher mean and SD (Mean=3.35, SD=.550), which predicts that it is the major stressor. Moreover, the component of unreasonable pressure has the lowest value of mean and SD (Mean=2.98, SD=.883). This highlights that university teacher's face job stress due to powerlessness followed by other stressors.

Finding Research Question 3

Following are the findings related to the relationship between emotional intelligence and the level of job stress of university teachers working in the faculty of social sciences.

- The results indicate that $r = -.258$, $P < .01$ which shows a weak but statistically significant relationship between emotional intelligence and job stress.

- Results shows that intrapersonal ($r = -.203$, $p < .05$), interpersonal ($r = -.111$, $p < .01$), stress management ($r = -.349$, $p < .01$), adaptability ($r = -.056$, $p < .01$), positive impression ($r = -.083$, $p < .01$) and general mood ($r = -.274$, $p < .01$).

The results show that there is a negative weak correlation between role overload and sub-components of emotional intelligence.

- The relationship between the role ambiguity and intrapersonal is $r = .185$ with a significance value of $.047$, which shows that there is a weak correlation between these two variables. Whereas the relationship between the role ambiguity and interpersonal is $r = -.306$ with a significance value of $.001$, which shows that there is a negative weak correlation. Furthermore, the relationship with stress management is $r = -.267$ with a significance value of $.004$, which shows that there is a negative weak correlation. The results show that adaptability ($r = -.014$), a positive impression ($r = .106$), and general mood have ($r = .008$ with a significant value of $.934$).

- The correlation between role conflict and intrapersonal was $r = .256$. It reveals that there was a positive correlation between them. Correlation role conflict and interpersonal was $r = -.140$. It represents that there was a negative correlation between them. The correlation between role conflict and stress management was $r = .134$. It shows that there was a weak correlation between them. The correlation between role conflict and adaptability was $r = .012$. It reflects that there was a weak correlation between them. Correlation with the general mood and positive impression was $r = .055$ and $r = .041$. It reflects that there was a weak correlation between them.

- The correlation between unreasonable pressure and intrapersonal was $r = .146$. It shows a weak correlation between them. The correlation between unreasonable pressure and interpersonal was $r = -.193$. It indicates the negative weak correlation between them. The correlation between unreasonable pressure and stress management was $r = -.359$. It reflects a negative weak correlation between them. The correlation between unreasonable pressure and adaptability was $r = -.024$, which determines a negative weak correlation between them. The correlation between unreasonable pressure and the general mood was $r = -.345$. It indicates the negative weak correlation between

them

- The correlation between participation and intrapersonal was $r=.134$. It points out a weak correlation between them. The correlation between participation and interpersonal was $r=-.143$. It reflects that there was a negative weak correlation between them. The correlation between participation and stress management was $r=-.167$, which highlights a negative weak correlation between them. Correlation score $r=-.155$ between participation and adaptability presents a positive correlation between them. Correlation score $r=-.267$ between participation and general mood presents the negative weak correlation between them. The correlation between participation and a positive impression was $r=-.258$ it points out the negative weak correlation between them.

- The correlation between powerlessness and intrapersonal was $r=.113$. It reflects that there was a positive correlation between them. The correlation between powerlessness and interpersonal was $r=.011$. It reflects that there was a weak correlation between them. The correlation between powerlessness and Stress management was $r=-.165$. It reflects that there was a negative weak correlation between them. The correlation between powerlessness and Adaptability was $r=-.002$. It reflects that there was a negative weak correlation between them. The correlation between powerlessness and the general mood was $r=-.051$. It reflects that there was a negative weak correlation between them. The correlation between powerlessness and the positive impression was $r=-.256$. It reflects that there was a negative weak correlation between them.

- The correlation between low status and intrapersonal was $r=.076$. It points out the weak correlation between them. The correlation between low status and interpersonal was $r=.024$. It reflects that there was a weak correlation between them. The correlation between low status and stress management was $r=-.402$, which highlights the negative correlation between them. Correlation score $r=.022$ between low status and adaptability presents the positive weak correlation between them. Correlation score

$r=-.234$, $r=-.285$ between low status and general mood, positive impression presents the negative weak correlation between them.

- The correlation between the working condition and intrapersonal was $r=-.010$. It points out the negative weak correlation between them. The correlation between the working condition and interpersonal was $r=.028$. It reflects that there was a weak correlation between them. Correlation between working condition and stress management was $r=-$

$.224$, that highlights the negative weak correlation between them. Correlation score $r=-.066$ between adaptability and working condition presents the negative weak correlation between them. Correlation score $r=-.058$ between general mood and working condition presents the negative weak correlation between them. Furthermore, correlation score $r=-.014$ between positive impression and working condition presents the negative weak correlation between them.

- The correlation between unprofitability and intrapersonal was $r=-.065$. It shows a negative weak correlation between them. The correlation between unprofitability and interpersonal was $r=.054$. It indicates a positive correlation between them. The correlation between unprofitability and stress management was $r=-.402$. It reflects a negative correlation between them. The correlation between unprofitability and adaptability was $r=.063$, which determines the positive weak correlation between them. The correlation between unprofitability and the general mood was $r=.063$, which determines a weak correlation between them. The correlation between unprofitability and the positive impression was $r=-.152$. It reflects a negative correlation between them.

- The correlation between the responsibility of persons and intrapersonal was $r=.134$. It points out the weak correlation between them. The correlation between the responsibility of persons and interpersonal was $r=-.143$. It reflects that there was a negative weak correlation between them. The correlation between the responsibility of persons and stress management was $r=-.167$, which highlights a negative weak correlation between them.

Correlation score $r=-.155$ between the responsibility of persons and adaptability presents a positive correlation between them. Correlation score $r=-.267$ between the responsibility of persons and general mood presents the negative weak correlation between them. The correlation between the responsibility of persons and the positive impression was $r=-.258$ it points out the negative weak correlation between them.

- The correlation between intrinsic impoverishment and intrapersonal was $r=.029$. It shows a weak correlation between them. The correlation between intrinsic impoverishment and interpersonal was $r=-.092$. It indicates a negative weak correlation between them. The correlation between intrinsic impoverishment and stress management was $r=-.281$. It reflects a negative correlation between them. The correlation between intrinsic impoverishment and adaptability was $r=.042$, which determines the positive weak correlation between them. The correlation between intrinsic impoverishment and the general mood was $r=-.116$, which determines a negative weak correlation between them. The correlation between intrinsic impoverishment and the positive impression was $r=-.219$. It reflects a negative correlation between them.

Discussion and Conclusion

As per the results of the present study, it has been concluded that better emotional intelligence skills decrease the job stress level among university teachers. Which, also increases the performance of the teachers. Moreover, Parker, (2004) in his study proven that high emotional intelligence empowers teachers. As they have to support students and guide them. In another study by Frost & Harris, (2003) highlights that “the success of the students and emotional intelligence of the teachers are interrelated”. Furthermore, in another study, it has been indicated that emotionally strong teachers, can fulfill their job more efficiently. (Ball, 2007).

The emotional intelligence level of university teachers

Although teachers at the university level, have effective emotional intelligence skills but most of them are lacking in intrapersonal, stress management, and positive impression. This is also discussed one by one.

The first component of emotional intelligence was intrapersonal, which includes items related to Self-awareness, ego, freedom of thought, purposefulness, and sovereignty. This is the most important skill which is associated with a job or workplace. Teacher’s intrapersonal skills ensure their better performance (Hwang, 2007).

Furthermore, self-awareness is the first thing to know about, if a teacher knows about him/herself then he or she can generate positive emotions. As Hen et al, 2014 mentioned in their study that teachers also have good self-esteem and social/emotional sensitivity. They know how to inspire and engage their students with passion (Jennings & Greenberg, 2009). They also have better awareness about their strengths. Teachers who can manage their behavior can also have better relationships (Kremenitzer & Miller, 2008).

Yeung, 2009 described in his study that the first step to being emotionally intelligent is to build intrapersonal skills. This ability help the teachers to know themselves then decide to act accordingly. Kiyani, 2011 concluded in his study that “to become outstanding in the skill of self-awareness is the best place to start with”. According to the result of my study, overall, the responses regarding intrapersonal skills confirm that most of the teachers have enough abilities to express their ideas to others and they can achieve their goals. Yet few of them need assistance to enhance intrapersonal skills. Such as they feel difficulty handling the most upsetting problems. Shupe and Richardson (2003) concluded in their study that if intrapersonal skills increase in teachers then they have more understanding about, how it is affecting them and their students as well. This research compares to the previous investigation on these findings and is consistent with it by Shahzad, S. (2012) that teachers face limitations in the area of assertiveness. Likewise, Yeh, (2009) argued that yet there is no clear way to enhance these skills in university teachers. But

their certain training and counseling sessions can improve teacher's intrapersonal skills (Anari, 2012).

Furthermore, the quantitative findings of the current study show that at the university level, teachers can stand up to their rights, this skill also included a very important sub-skill, which is independence. As the ability to lead is a fundamental quality (Okpara et al, 2015).

Quantitative results of my study predict that they have sufficient interpersonal skills. For instance, results show that they can understand other people easily, most of them are sociable and their friends can share personal things with them (Ghanizadeh et al, (2010). Empathy is considered an important part of interpersonal skills. If empathy exists in him, then he can understand the perspective of the learners and also can describe his concerns. Tettegah & Anderson, 2007 also stated that it is the process of knowing the feelings of students.

It was found that most of the teachers have lower stress management skills. Moreover, the results describe that most of them cannot control their anxiety and suffer from bad-tempered. Furthermore, in a few dimensions of stress management skills, they need to build up their skills to control their impulsive nature. Moreover, they need to enhance their capability to overcome anxiety. Administrators can play a major role in evolving stress management skills among teachers (Akomolafe, M. J., & Ogunmakin, A. O. 2014).

The quantitative result confirms that university teachers have strong adaptability skills. Teachers were measured on their capability to solve problems and about life changes. For instance, the challenging tasks are assigned are broken down into bite-sized sections and are questioned whether they are completed one move at a time, or are seen as only minor tasks to pause on before dealing with major ones. Furthermore, these results predict that they have enough capabilities to solve any type of problem. This is also consistent with the study of Najafi and Mousavi (2012) who concluded that Research shows that emotional intelligence has a strong link to (or is strongly related) to the teacher's work satisfaction.

The quantitative results of the present study

highlight that university teachers have satisfactory general mood skills, related to optimism and happiness. They were requested to answer the following question: How much do you feel about your general life attitude and outlook? Consider for example: Generally speaking, if they are relatively happy with their lives, they wish for the better but prepare for the worse. Moreover, these results predict that they can stay on top of any tough situation. Likewise, these results also show that they get depressed as well because they are not satisfied with their life. This ability is also associated with teachers' well-being, a low level of optimism and happiness indicates lower satisfaction with life, which leads to depressive symptoms (Chang et al. 2003).

After the descriptive investigation of all the factors of emotional intelligence, It was found that adaptability has a higher mean and SD, likewise, the component of intrapersonal has the lowest value of mean and SD. This highlights that university teachers are more skilled in adaptability as compared to other components of emotional intelligence. While the low mean score confirms that they need help to improve these skills, to enhance their emotional intelligence. For instance stress management, intrapersonal and positive impression. Although it is continuous process literature suggests that it can be enhanced through training programs. It also can contribute to their better academic and professional performance (Nelis et al, 2009; Chan, 2006; Clarke, 2010). The same study on emotional intelligence by Martinez-Pons, (1997) stated that life satisfaction can greatly influence emotional intelligence because it regulates one's emotions and attention, as well as his or her thoughts and target orientation.

The job stress level of university teachers

The first component of occupational job stress was role overload, which includes job roles and responsibilities. For instance, if they have sufficient information about their tasks and have sufficient resources to manage workload. The result assures that university teachers have sufficient caliber to handle the stressor of overload. Furthermore, they can do such work as

done by others. Likewise, the majority of them face the issue of fewer resources to handle the excessive workload.

It has been found that role ambiguity is faced by the university teachers, where they cannot understand their role and duties. Although the objectives of the work are quite clear, they can't understand the expectations of higher authorities, which caused job stress in university teachers (Blase, 1986; Whitehead & Ryba, 1995; Griffith et al., 1999; Manthei & Solman, 1988; Travers & Cooper, 1996; Pithers & Sodon, 1998).

The quantitative analysis highlight that university teachers receive contradictory instructions related to their work. Moreover, these findings have been supported by the previous researches that the majority of the teachers have sufficient instruction regarding tasks and officials do not interfere in their working method (Johnson et al., 2005; Shernoff et al., 2011; Butt et al., 2005; Meng & Liu, 2008; Kyriacou, 2001). Butt et al., (2005) support the finding of this study that uncertain pressure causes job stress among university teachers because they have to work under pressure. For example, they face job stress when they have to work unwillingly.

Quantitative analysis shows that university teachers understand that they are hired to further the organization's well-being and even the well-being of some workers- by helping to provide creative and inspirational leadership. (Chen and Miller, 1997; Chaplain, 2001).

It was found that university teachers face issues regarding powerlessness. As they are unsure about their authority regarding suggestions, opinions. Also, they were facing stress regarding peer group relations. Kyriacou, (2001) supports the finding that "There would be any additional stress caused by a particular instructor that is exclusive to that teacher". Besides this, they admit that their colleagues cooperate with them voluntarily in solving problems and higher authorities give enough significance to their work.

It was found that university teachers work under tense circumstances. Furthermore, they highlight that this job has made their life cumbersome and their assignments are complicated, which evolve

job stress. The result shows that somehow university teachers were facing stress as they are not being rewarded for their hard work (Cooper & Sawaf, 1997). After the descriptive analysis of all the factors of job stress, it was found that the factor of unreasonable pressure has the lowest value of the mean, which predicts that it is the major stressor for occupational stress among university teachers.

The third research question was the correlation between the emotional intelligence of university teachers and job stress. As far as the correlation between the variable is considered, findings infer that there is a weak but statistically significant relationship between EI and job stress. The direction of the relationship is negatively correlated. The significant value (.006) is less than 5, this research reveals that emotional competence is negatively correlated with work stress. This negative correlation concluded that both variables change in opposite directions. This is also called inverse correlation. Richards and Pryce, (2006) explored that Emotional Intelligence has a strong bond with overcoming stress, which results in better performance.

To sum up the findings of this study on the relationship between EI and job stress, at the literature analysis, a number of the latest research were discovered. For instance, Gohm and Corser (2005), quoted a higher level of association. They also suggest that it leads towards better coping skills and wellbeing. In another study by Richards and Pryce (2006), purported that better emotional intelligence can increase performance. Hence, the findings of the current it was shown in a thesis that Teachers who are capable of highly intelligent deal with tension can regulate their emotions better. The study of Greenberg (2002); Kremenitzer (2005); Sanjay Kumar Singh (2008) supported the findings of this study and the current quantitative results were inclined with previous studies.

Recommendations of the Study

Following recommendations have been made based on quantitative results, discussion and conclusion:

- It is recommended that to

enhance or build up the capacity of university teachers, the institute may give them training in different dimensions which decreases the level of job stress and enhance their capability.

- It is also been suggested that mentoring programs should be designed in which they learn strategies to overcome occupational job stress.
- The low status of employees is also a source of job stress among teachers. It is suggested that teachers should be rewarded. It will boost their motivation. As the current research also indicates that it also evolves stress among teachers, which affects their performance as well.

Limitations of the Study

The study has the following limitations:

- Due to the Covid-19 pandemic universities were closed, it took 3 months to collect data from the university teachers. This limited the sample size of the study.
- Some of the teachers were not familiar with the term of emotional intelligence.
- Due to online teaching, they were not available for mobile interviews. So the study is limited to a quantitative approach.

Recommendations for Future Researches

- The current study is limited to public sector universities of Rawalpindi and in Islamabad, having the social sciences department, further research can be conducted on different disciplines.
- Further research can be conducted at the college level teachers.
- The data was gathered from the faculty of education, sociology, psychology, Islamic studies, and economics; further research can be conducted for other subjects.
- The study could further be expanded on private sector universities.
- Mixed method research could be conducted to unfold the other factor of occupational stress.

By the grace of Almighty Allah, I have been able to accomplish my research project. My special thanks go out to my supervisor Dr. Malik Ghulam Behlol, whose guidance and contribution towards my thesis are sincerely appreciated.

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