Emotional Intelligence is the Beta Blocker for Job Stress. A Study of Pakistan and Turkey

Hina Zahoor
Istanbul Gelisim
University

Ghulam Muhammad
Mohammad Ali Jinnah
University

Dr. Nasir Mustafa
Istanbul Gelisim
University

Abstract

University academicians face stress and their profession is burdensome and this job stress (JS) has catastrophic effect on their performance. High level of EI maintains positive emotions which enhances confidence to accept and face difficult situations. Emotional intelligence (EI) works as a buffer in stress and individual can easily make out the situation.

Thus the present study aims to explore the soak up effect of emotional intelligence (EI) in job stress (JS) in terms of self-appraisal and others, regulation and utilization of emotions in the academicians of Pakistan and Turkey.

Method: The data was collected from 18 universities of Pakistan and Turkey through online distribution of Google survey form via email correspondence. The Quantitative approach was adapted with the cross sectional study design. The data was gathered through self-administered questionnaire. The first section of questionnaire consisted of demographic while the remaining part of questionnaire was adopted from two valid and reliable questionnaires (Schutte etal EI questionnaire and JS questionnaire), being analyzed by SPLS software using construct reliability, construct validity i.e. convergent and Discriminate validity and Structural model assessment

Results & Conclusions: 261 academicians filled out the questionnaires. Results showed an inverse correlation among the factors of EI: AP, RE and UZ scores with the level of JS(r=-0.235, p=0.005).Appraisal has negative relation with job stress AP (p < 0.01 and t >2.67 at significant level of 0.05).RE (P value <0.05 and t value >2.67) and UZ(P value <0.05 and t value>1.96) supported the hypotheses that all facets of emotional intelligence reduce the job stress and have significant relation to absorb job stress .So, it is recommended that EI short-term training courses should be designed and scheduled in the universities.

Keywords: Appraisal& expression, Utilization of emotions, Regulation of emotions, Beta blockers, Job stress

JEL Code: I12, J81, J28, M54

Introduction

Academicians, the heart of educational institution and considered as the sentinel for the provision of knowledge and development of skills and these skills are helpful for the development and advancement of society. Besides this, the nation now recognized the worth of higher education so they have allotted maximum budget on the improvement and betterment of it (Yusoff et al., 2013). Despite of all these educational reforms institutes are facing problems like poor quality of education, unsatisfactory academic performance, unmanageable workload on teachers etc. These problems develop social pressure on academicians as it is difficult for them to

InTradersInternationalTradeAcademicJournalVol.2Iss.2 e-ISSN-2667-4408
www.intraders.org
We caress the soul of researchers !
205

cope up with social issues and academics side by side which lead to emotional upset (Asrar-ul-Haq et al., 2017). So it is suggested that teachers should develop emotional skills to combat such challenges (Ignat &Clipa, 2012). Min Guo et al., (2019) got the boots trapping findings in the study stated that emotional intelligence is negatively associated academic procrastination while self-efficacy is used as a mediator. Ouweneel (2013), also supported this assertion by saying that high level of EI maintain positive emotions which enhances confidence to accept and face difficult situations. David & Nichols (2018), explored that emotional intelligence has some uncover dark side, so it is crucial to understand more about the working and useful aspects of EI (Rosanna et al.,2019)

Yousoff et al., (2013) stated that university academicians face stress and their profession is burdensome and this job stress has catastrophic effect on their performance. Many studies show relation between emotional intelligence and job stress in academics (Miri et al., 2013; Yamani, et al., 2014). Enns et al., (2018) also found the similar results in helping profession, individual with high emotional intelligence combats stress by using adaptive coping skills. Similarly, Bao et al., (2015) while investigating the relationship of emotional intelligence, stress and mind fullness in Chinese adult got analogous finding which akin the previous assertion of negative relation between EI and perceived stress. Ranasinghe et al., (2017) while investigating the relationship between Emotional intelligence, stress and academic performance in srilankan medical undergraduates, attained the consistent outcome as previous studies i.e. high level of emotional intelligence reduces stress and leads to high academic performance.

According to N Oginska-Bulik (2005), emotional intelligence works as a buffer in stress and individual can easily make out the situation. Rosanna et al., (2019) also supported the assumption that emotional intelligence buffer stress and it helps the individual to face stressful situation more effectively. Lopez et al., (2018) also added in the literature that emotional intelligence buffer stress in emotional demand and work commitment. In the light of the results of these studies in the present study we introduce the term Beta blocker for emotional intelligence, same as the beta blocker, medicine manages stress and protects the person from heart attack similarly emotional intelligence sponges up job stress and enable individual to work more empathetically and efficiently to attain better work performance. In the present study the researchers intend to explore the soak up effect of emotional intelligence in job stress in terms of self appraisal and others, regulation and utilization of emotions as studies proved that emotional

InTradersInternationalTradeAcademicJournalVol.2Iss.2 e-ISSN-2667-4408
www.intraders.org
We caress the soul of researchers !
206

intelligence bolsters the positivism and tolerance in an individual and provides comfort in others. (Brackett et al., 2006)

Ranasinghe et al., (2017) stated in the study that cultural factors greatly influence the emotional intelligence and till date there are numerous Pakistani and Turkish literature exploring the relationship between emotional intelligence (e.g.Imran et al., 2013; Yusoff et al., 2013; Mehmood et al., 2013; Karahan et at., 2019; Huseyin and Hazel, 2018) but there is not any comparative study between these two countries of different culture. So, this research will be the worthwhile contribution to the literature in the context of both countries.

The objectives of the study are as follow:

1: To determine the relationship between appraisal and Expression with Job stress. 2: To determine the relationship between regulation of emotions and Job stress.

3: To determine the relationship between Utilization of emotions and Job stress.

Literature Review

Theoretical background of Emotional intelligence

Emotion is intrinsic and natural (Ekmen, 1992). According to Salovey and Mayer (1990), It is the response of either internal or external event and has both positive and negative impact on individual. Muchinsky (2000) stated that emotions play a significant role at the work place and the organizational success and failure depends on it. The eminence of emotions at work place coerced the researchers to coin together a term known as Emotional Intelligence. Researchers define Emotional intelligence differently but most of them agree that it is a concept that involves wide range of behaviors and skills. According to Suleman et al., (2019) study findings emotional intelligence is the way to attain success and to make ally through individual's abiliy to communicate, take implausible decisions and deal with issues. These skills enable the individual to not only maintain and control emotions, but also help in conflict resolution besides advances empathy for team work (Elias, 2004). There are three fundamental theories of emotional intelligence and these theories proposed with the expectations to express individual 's skills, capabilities and attributes associated with emotional intelligence (Suleman etal., 2019). Mayer and Salovey (1997), the ability model, focus on emotional understanding that provokes intelligence which enhances the skills and capabilities of individual with respect to emotional intelligence. Bar On (1997) proposed the model of emotional intelligence trait; measure

InTradersInternationalTradeAcademicJournalVol.2Iss.2 e-ISSN-2667-4408
www.intraders.org
We caress the soul of researchers !
207

emotional intelligence via five constructs i.e. intrapersonal and interpersonal skills, mood, adaptability and managing stress. Interpersonal skills help to manage the relationship with others while the intrapersonal skills focus on the individual abilities in the form of commitment for decision making and completing task. Adaptability skills focus on problem solving issues. Mood reflects the optimism and resilience. The third model is presented by Goleman (1998), model of competency, focuses on skills of emotional intelligence to attain the achievement of task at work place. In addition, the influential book of Goleman (1995) highlighted many significant correlates of emotional intelligence and to some extent expanded the construct on the basis of understanding and expression of emotions to inculcate specific social and communication skills. Furthermore, Cooper and Sawaf (1997) in the renowned book of "Executive EQ", proposed a model of emotional intelligence in relation with the skills and competencies to the four basic foundations included in emotional literacy, emotional fitness, emotional depth and emotional alchemy. Researchers tend to view emotional intelligence a vital element that adheres to positive behavior and aid to coping stress. Schutte et al. (2002), "evidence exists that emotional intelligence can be conceptualized as either ability (Ciarrochi et al., 2000; Mayer et al., 1999) or a personality trait (Schutte and Malouff, 1999; Schutte et al., 1998)". At first, according to Bar-On and Parker (2000) the concept of emotional intelligence discussed in the early studies in 1920's. Later in 1980's EI was begun to conceptualize systematically. Gardner's (1983) presented the intelligence in term of interpersonal and intrapersonal. Salovey & Mayer (1989-1990) firstly introduced Emotional intelligence based on the Steiner's (1984) work on emotional literacy. Bar- on etal (2000, p. 1108) discerned emotional intelligence as non-cognitive intelligence i.e. personal, emotional and social skills which enable and enhances the individual capabilities to address the environmental demands. EI is the perceived abilities to identify, appraise, manage and control self and others' emotions (Meyer et al. 2008). Distinguishing prototype of Emotional Intelligence by John Mayer and Peter Salovey expressed that individual with high EI manage the emotions of themselves and others and utilize this skill for their own cogitation and activity.

Mayer and Salovey (1997) presented a revised model of EI giving more focus on the cognitive approach of emotional intelligence. This revised model of emotional intelligence based on four sub units, perception, emotional facilitation of thinking, analyzing and employing emotional knowledge and reflective regulation of emotions, each associated with its levels of capabilities of individual adroit in. We seek to measure emotional intelligence on comprehensive

InTradersInternationalTradeAcademicJournalVol.2Iss.2 e-ISSN-2667-4408
www.intraders.org
We caress the soul of researchers !
208

and extensive model. However, original model of Salovey and Mayer (1990) and revised model of the Mayer and Salovey of emotional intelligence (1997) are comprehensive and revised model denotes more distinguishing process- oriented model but the original model conceptualizes one's emotional development in various aspects of individual in better way (Schutte et al., 1998).

Hence we adopt the original construct for the assessment of individual level of emotional intelligence.

Ahmed et al, (2019) stated emotions play vital part in individual's behavior and therefore emotional perspective has attained much consideration in academics for the last few decades, particularly in context in teachers, educationists, psychologists (Malik &Shujja ,2013. Gumang (2018) stated that researchers look for the magic stick that capable teachers to understand the student needs and make proper link with this need to motivate and provide them instructions, Campbell et al., (2003) argued that the studies associated with teacher's effectiveness more focus on cognitive results rather pay attention to more wide domain like social well-being, developing positive relationship with surrounding. Fetus (2012) emphasized on the importance of emotional intelligence in academic performance rather stick to only cognitive elements. Moreover, as far teachers are concern their skills are greatly depending upon their and emotional intelligence in teaching process (Oz & Kiris, 2018). Teachers behavior play crucial role towards successful teaching (Terzi & Tezci, 2007). Teachers are needed effective skills of thinking and feelings, besides subject knowledge. Anderson (2004) believed that emotional intelligence may have impact on teachers 'conviction regarding their profession. Therefore, it is essential to confer this notion with respect to education as teachers are closely associated with emotional and cognitive skills. Moreover, teachers also experience both positive and negative emotions like anxiety, dissatisfaction, happiness (Oz & Kiris, 2018). Therefore, it is asserted that teaching cannot separate from emotions (Hargreaves, 2001). Though some researchers found weak relationship between emotional intelligence and academic outcome but most of them agreed on the assumption that emotional intelligence is indispensable factor for effective learning. (Oz & Kiris, 2018). Nowicki and Duke (1992) also provided evidence for a significant relation between emotional intelligence and academic achievement. Most existing studies suggested that teachers experience psychological, emotional and professional consequences when they feel their When they feel their investments in their colleagues and students (Van Horn et al., 1999; Taris et al., 2001; Van Horn et al., 2001). Demrouti et al., (2001) supported the link between the job demands

InTradersInternationalTradeAcademicJournalVol.2Iss.2 e-ISSN-2667-4408
www.intraders.org
We caress the soul of researchers !
209

and the stress. Many other studies are conducted in relation to Emotional intelligence and job stress in academics (Miri etal., 2013; Yamani, etal. 2014).

Appraisal and Expression in self and others

Salovey and Mayer (1990) who was the pioneer to introduce Emotional intelligence as skills defined it as "relevant to the accurate appraisal and expression of emotion in self and others, and the feeling to motivate, plan, and achieve in one's life". They asserted that emotional intelligence is classified into three categories in terms of adaptive perspective for solving problems: appraisal and expression of emotion, regulation of emotion and utilization of emotions. The first category of emotional intelligence, appraisal and expression of emotion is the ability to identify and perceive emotions in self and others (AK Pau et al, 2004). The basic components of appraisal and expression of emotion consists of emotion in self and others. The sub sections of emotions in self of appraisal and expression are verbal and non verbal. The emotional intelligent individual responds more properly to his own feelings due to accuracy in his verbal and nonverbal skills for social functioning. In addition, Appraisal and expression of emotion in others is sub categorized in nonverbal of emotion and empathy. Buck, R. (1975), stated that nonverbal actions are vital determinant in the emotional expression and social deeds. Considering the significance of nonverbal emotions researchers adapt diversified scales to examine inter correlation among nonverbal perception measures and have also yielded diverse outcome. (Fields and Sullivan, 1976; Klaiman 1979). Among stirring communality of appraisal and expression of emotion is empathy, the ability to understand another's emotions and re acquire them oneself (Salovey and Mayer, 1990). Empathy is one of the key characteristic of emotionally intelligent actions. Many social support researchers also substantiated the assumption that an individual's friends and family are major contributors to his well-being. (Kessler et al, 1985; Thoits,1986). The greater the number of emotionally intelligent people neighboring an individual the more empathic and supportive social environment will develop as empathy is the motivator for altruistic actions (Batson, 1987). Moreover, empathy researchers have highlighted its relation to its subsidiary abilities similar to emotions of appraising and (Batson et al, 1987; Wispe, 1986) to comprehend another individual opinion (Dymond, 1949; R. Hogan, 1969).

InTradersInternationalTradeAcademicJournalVol.2Iss.2 e-ISSN-2667-4408
www.intraders.org
We caress the soul of researchers !
210

Regulation of Emotions

The second important category of emotional intelligence is regulation. The sub category of regulation of emotions in the self is primarily based on mood of an individual. Mood in compare with emotions is more long lasting and emotionally intelligent person regulates and manages it more effectively (Salovey and Mayer, 1990). Isen (1984) eloquently expressed his view that people are actuated positive mood and in the mean while attenuate the incident of unpleasant mood. Mearns & Cain (2003) believed that teachers could receive adaptive outcomes while control negative moods were associated with more adaptive outcomes for teachers. Furthermore, in addition to the sub categories of regulation of emotions in others, Goffman (1959) highlighted the individuals' behavior towards others to manage the impressions originated by them. Gross &Thompson (2007) eloquently defined the emotion regulation in their study as a process in which an individual faced the stressful life events in an active way in order to experience the emotional response differently. Researchers found emotion regulation key element for the worthy relationship, psychological well-being and better performance (Murray., 2005; Gross & Thompson., 2007; Diefendorff et al, 2000). Moreover, there are many studies on the impact of emotion regulation on daily life (e.g., Nezlek & Kuppens, 2008; Brans et al., 2013; Pavani et al., 2015; Kuppens et al., 2010).

Utilization of Emotions

Emotion regulation is more effective when they lead to or outcome from emotion utilization Izard et al, (2011). Utilization of emotion, the third category of emotional intelligence, consists of the components of flexible planning, creative thinking, redirected attention and motivation. These skills are part of emotional intelligence construct cause the people possess the advantage of problem solving adaptively which addressing their life task with emotional intelligence Salovey and Mayer, (1990) asserted it in a way that the people competency to identify and tackle their problems are more linked with their own internal emotions rather addressing by others. Izard, (1971) and Mayer & Salovey, (1997) defined emotion utilization as, it is an emotional experience which motivates the activity for adaptive cognition. Eisenberg & Spinrad, (2004) emphasized that emotion utilization regulates emotion via involving in effective actions and creative efforts to regulate emotion rather initiate direct attempt for emotion regulation. Moreover, researcher found in their studies that EI factor, Utilization of emotions has

InTradersInternationalTradeAcademicJournalVol.2Iss.2 e-ISSN-2667-4408
www.intraders.org
We caress the soul of researchers !
211

negative relation with stress (AK Pau etal, 2003)

Job Stress

Job stress in the organization is the outcome of changes in the global economy. It is not a new issue among employees (Paul & A, 2015). According to National Institute for Occupational Safety & Health, (1999) the definition of Job stress," the harmful physical and emotional responses that occur when role (job) requirements do not match with the employees' capabilities, resources, and needs." Studies like Behr & Glazer, (2001) pointed out that Job stressors such as working conditions, workload, and management expectation can lead to poor health. Due to adverse outcomes of job stress on health and working environment, researchers tried to excavate solutions to address with this problem. Many studies emphasized on the implication of Emotional Intelligence at work place. Suleman et al., (2019) stated that emotional intelligence mainly consists of individual's internal and external dealings i.e. Stress coping skills, personality and also with one's temperament and they all have significant impact on academic achievement. Bradberry and Greaves (2009), agreed on the assumption that emotional intelligence of an individual help him to control emotions against others. Duran et al. (2004) pointed out in their study that higher level of emotional intelligence overcome the strain which leads to satisfaction among employees. Austin et al (2005) has also found positive relation between Emotional intelligence with general well-being. Many other researchers conceded that emotional conflict is a challenge for the well-being of individual and organization (Ashforth & Humphrey 1993, Grandey 2000, Erickson & Ritter 2001, Ashkanasy et al. 2002). Lopes et al. (2006) indicated a negative relationship between work stress and emotional intelligence. (N Oginska Bulik ,2005) also found inverse correlation between work stress and emotional intelligence. Many studies found negative link between emotional intelligence and perceived and physiological indicators of stress, low emotional intelligence leads to greater stress and vice versa (e.g. Por et al., 2011; Ruiz-Aranda, Extremera, & Pineda-Galan, 2014). It is also proved through experiment that individuals with high emotional intelligence recover more quickly from stress as compared to those with low level of emotional intelligence (Enns et al., 2018).

InTradersInternationalTradeAcademicJournalVol.2Iss.2 e-ISSN-2667-4408
www.intraders.org
We caress the soul of researchers !
212

Emotional Intelligence as a buffer

According to Gumangan, (2018) individual does not just rely on High IQ for success but he needs to be equipped with factors such as emotional intelligence to cope up with problems more effectively as High emotional intelligence leads to better academic performance. Studies show emotional intelligence work as buffer. Lopeza et al., (2019) hypothesized in the study that emotional intelligence buffers emotional demand effects through self-appraised stress on work commitment and found moderate relationship between self-appraised stress and teachers' work engagement and according to Hakanen, Bakker, & Schaufeli (2006), emotional demands are the threat for teachers' wellbeing. Rosanna et al., (2019) answered the question; does Emotional Intelligence Buffer the Effects of Acute Stress? In a systematic review by stating that high emotional intelligence attains wellbeing, good educational performance and job concern success, further they suggested emotional intelligence as stress buffer in the stressful situation which help the individual to tackle and solve the situation and recover faster when face threats. N Oginska Bulik, (2005) considered EI as a buffer and refrain individual from mental disorders by perceiving job stress. He further added people with high emotional intelligence better confront wit stress than others as they are more competent to express and manage the emotions than other. In the present study Emotional intelligence is introduced with term Beta Blocker, a class of medicine that is predominantly reduces the stress by managing abnormal heart rhythm and protects the person from heart attack same as individual with high EI, more adroit to perceive emotions and behave more empathically which enable him to be more motivated to deal with working conditions and to sponge up job stress.

Relationship between Emotional Intelligence & Job Stress

Stress is the most common issue at work place, defined as the behavioral health dilemma between worker and environment (Hasanvandi et al., 2013) and the victims of stress presented with emotional burnout and anxiety (Boyd et al., 2009, p. 197). When individuals encounter with Stress they heed coping strategies and researcher's categories it as cognitive, escape-based or emotional (Boyd et al., 2009, p. 199). Healy & McKay, (2000) view coping interferences in terms of emotional or problem focused. According to Salovey & Grewal, (2015) emotional intelligence has significant impact on one's life and enable him to motivate him or herself (Yeung, 2009; Wan et al., 2014). In addition, Mayer, Salovey, & Caruso, (2006) individual who appraise his

InTradersInternationalTradeAcademicJournalVol.2Iss.2 e-ISSN-2667-4408
www.intraders.org
We caress the soul of researchers !
213

emotions can tackle and manage his emotion in a better way and also discern the consequences of those emotions. (Othman, 2011). This ability helps to cope up the stress and to deal with stressful conditions (Noorbakhsh, 2010; Schneider et al., 2013). In the original model, Salovey and Mayer (1989-1990) conceptualizes emotional intelligence align with three subsets of mental processes. First, Appraising and expressing emotions in the self and others; George (2000) stated appraisal as the variation in the extent of the individual capability to aware of his emotion and the extent to express it verbally and nonverbally. Individuals who appraise and express emotions veraciously, have the better potential to manage the people surround them, perceived them well and develop empathy (Salovey and Mayer, 1989-1990). In addition to this, better able to cope up with stress as absorber. Second subset, regulating emotion in the self and others, describe the individual's ability to manage and regulate the emotions and transform their reaction. This process also helps to tackle the stress and spread well-being as the emotionally intelligent people are better able to attune to positivity and respond to negativity in an efficient manner. The third subset ,Using emotions in adaptive ways explore the difference in the individuals abilities to utilize their emotions by developing flexible future plan and improving decision making .This can only be possible by understanding of one's emotional reaction and in return facilitates cognitive processes and punctuality and leads to motivate emotions in the form of accepting challenges (Salovey and Mayer, 1989-1990).More over these three mental processes played distinctive role in coping with job stress by absorbing all the negativity and nurture positivity. Moreover, researchers found Emotional intelligence with its characteristics (i.e. Appraisal and expression, regulation of emotions &utilization of emotions) inverse relation with Stress (AK Pau & Croucher, 2003; Noorbakhsh, 2010).

Hypotheses

In this context of the above literature, the following Hypotheses are built:

H1: Appraisal and Expression has negative relation with Job stress.

H2: Regulation of emotions has negative relation with Job stress.

H3: Utilization of emotions has negative relation with Job stress.

InTradersInternationalTradeAcademicJournalVol.2Iss.2 e-ISSN-2667-4408
www.intraders.org
We caress the soul of researchers !
214

Methodology

Population and Sample

The data of the study is collected from university teaching faculties to find the role of emotional intelligence as a beta blocker in job stress. The reason to select this population is that teachers with good emotional intelligence are proved to have healthier relation with their fellow coworker and are also able to overcome clashes with their students than the teachers without emotional intelligence (Mehmood etal, 2013). Hammad 2001) also supported this assumption by saying that there is difference in teachers' performance with EI or without EI and researchers consider EI as the solution to the problem. (Hargreaves ,2013). There are many studies in which researchers used university faculty as (Asrar-ul-Haq et al,2017; Mehmood et al, 2013; Yousoff etal,2013).

Convenient sampling technique is adopted for the present study. The data is collected from universities of 18 universities of Pakistan and Turkey. The research data is collected through online distribution of Google survey form via email correspondence. Email addresses got from official websites of different universities of Pakistan and Turkey and also took advantage of social media and LinkedIn to contact with the respondents. It took two months to collect the data.

Instrument

In the present study Quantitative approach is adapted with the cross sectional study design as scholars usually prefer cross sectional study design due to cost and time constraints (Yammamoto, 2007) and the self-administered questionnaire is the most familiar tool used by researchers for data collection (Bryman ,2006). The first section of questionnaire consists of demographic i.e. gender, age, qualification, job position, length of service and university name. The remaining part of questionnaire is consisted of 42 items in which 33 items are related to emotional intelligence i.e. 13 items of appraisal &expression of emotion,10 items, of regulation of emotion,10 items of utilization of emotion adopted from Shutte etal (1998) based on conceptual model of Salovey &Mayer (1990). The last 9 items related with Job stress, are adopted from short version questionnaire of Jamal and Baba (1990).

InTradersInternationalTradeAcademicJournalVol.2Iss.2 e-ISSN-2667-4408
www.intraders.org
We caress the soul of researchers !
215

Model Assessment measure

To evaluate the psychometric properties of scale adopted for the present study, construct validity, convergent validity. Discriminate are assessed.

Construct Reliability

Construct reliability shows the internal consistency between the items in a construct by using cronbach's alpha and composite validity.

Table 1: Reliability

Variables	original Items	cronbach's Alpha	CR	AVE	Items Retained
Appraisal & expression	13	0.865	0.902	0.649	11
Regulation	10	0.844	0.876	0.541	9
Utilization	10	0.823	0. 882	0.654	9
Job stress	9	0.938	0.948	0.671	8

According to Bagozzi & Yi (1998) the acceptable value of Cronbach's Alpha and composite Reliability value is recommended 0.7 and greater, which indicates the internal consistency between the construct Items. The value of Convergent variance of Cronbach's Alpha and composite Reliability is greater than 0.7 shows internal consistency in each items of construct. 5 Items were deleted to improve the internal consistency and average variance and the remaining items having composite reliability value above 0.7 and average variance explain value more than 0.5, shown in the above Table.2.

Construct Validity

Construct validity is used to validate tests. The two integral facets of construct validity are convergent validity and Discriminate validity. Convergent validity, the degree at which multiple items measure the same concepts while in Discriminate validity items differentiate among

InTradersInternationalTradeAcademicJournalVol.2Iss.2 e-ISSN-2667-4408
www.intraders.org
We caress the soul of researchers !
216

constructs or to assess the correlations of overlapping constructs between the measure. Items should be more strongly loaded at their own constructs in the model over the average variance between construct. Fornell & Larcker (1981) also stated that it shows the latent Variables explain the variance of its own indicator in a better way than the variance of other latent Variables.

Convergent Validity

Composite reliability and average variance measured the convergent validity of each construct. According to Hair et al., (2010) the recommended value of composite reliability should be 0.7 or greater and average variance 0.5 or greater to assure convergent validity as the Table 1 shows the composite reliability value > 0.7 and average variance > 0.5 affirms convergent validity.

Discriminate Validity

Fornell-Larcker criterion confirms the discriminate validity by taking the square root of variance of each construct and the correlation square of each pair. Table 2 shows the summarized result.

Table.2 Fornell-Larcker Criterion

Variables	AP	RE	UZ	JS
AP	0.806			
RE	0.641	0.736		
UZ	0.796	0.732	0.808	
JS	-0.617	-0.584	-0.683	0.819

It is recommended that average variance square root of each construct should be greater than other constructs 'compared reflective loading (Fornell & Larcker, 1981). Since the values in diagonal line and in boldface of square root of average variance greater than other constructs 'compared reflective loading affirms the discriminate validity requirement.

InTradersInternationalTradeAcademicJournalVol.2Iss.2 e-ISSN-2667-4408
www.intraders.org
We caress the soul of researchers !
217

Structural Model Assessment

The PLS Path modeling of structural model assessment just comes after confirmation of measurement model. The foremost element of structural model is to evaluate the relationship of Variables (Hair et. al., 2010). The significance of path coefficient model is assessed by bootstrapping application with 5000 bootstrap samples of 261 cases.

Table.3 Results of Direct Effects

Hypotheses	Variables	Beta Value	T-Value	P-Value	Decision
H1	AP->JS	0.319	4.795	0.000	Supported
H2	RE->JS	0.296	3.027	0.002	Supported
H3	UZ->JS	0.239	2.270	0.023	Supported

Table 3 shows t-value and P- value results to test the Hypothesis. Appraisal has negative relation with job stress $p < 0.01$ and $t > 2.67$ at significant level of 0.05 that means that appraisal reduces the job stress. It indicates that Appraisal has power to cope up the job related stress. Same with the Regulation of emotion with P value <0.05 and t value >2.67 and Utılızatıon of emotion P value <0.05 and t value>1.96, shows Regulation and Utilization has significant relation to absorb job stress. Table3 shows the similar results that all facets of emotional intelligence have the ability to cope up with job stress.

The path coefficient value greater than 0.2 is acceptable (Chin, 1998). The results shown in Table 3 indicates the level of coefficient acceptability as all the values are greater than 0.2. To attain the minimum level of explanatory strength in the model the values of R^2 should be high. (Hair et al., 2013) suggested values of R^2 are 0.75, 0.50, 0.25 as substantial, moderate or weak rule of thumb. R^2 values Job stress are greater than 0.5 shows moderate explanatory Powers of the models. The values of R^2 tell the Emotional intelligence effectiveness explain variance in Job stress.

InTradersInternationalTradeAcademicJournalVol.2Iss.2 e-ISSN-2667-4408
www.intraders.org
We caress the soul of researchers !
218

Effects Size and Predictive Relevance

Effects size indicates the relative effect of particular latent Variables on endogenous latent variables by means of changes in R squared (Chin, 1998). The suggested value for weak, moderate and strong effect is 0.02, 0.15, and 0.35 respectively.

Table.4 F Square

Variable	JS
AP	0.740
RE	0.158
UZ	0.235

Table 4 shows the value of F2 >0.35 for JS with appraisal and expression indicates that Appraisal and expression of emotion has strong power to cope up job stress of academicians while the value of F2 >0.15 for JS with Regulation and utilization of emotion indicates the moderate effect of Regulation and utilization of emotion.

Table 5: CV Redundancy

Variables	SSO	SSE	$Q^2(=1-SSE/SSO)$
AP	492.000	336.449	
RE	492.000	492.000	
UZ	656.000	656.000	
JS	492.000	349.385	0.290

Predictive capability of model is tested through Blindfolding procedure. The objective of predictive relevance is to look into cross validated redundancy (CV Redundancy). The suggested value of cross validated redundancy >0 indicates predictive relevance of model while < 0 shows lack of predictive relevance of model (Fornell &Cha, 1994). Table 5 presents that Q^2 value greater than 0 shows prediction capability of model.

InTradersInternationalTradeAcademicJournalVol.2Iss.2 e-ISSN-2667-4408
www.intraders.org
We caress the soul of researchers !
219

Discussion

On the broader scope, the objective of current study was to find out the effectiveness of the facets of emotional intelligence; appraisal and expression and regulation of emotion and utilization of emotion as a beta blocker to absorb the job related stress in academic sector. Research was then empirically evaluated and the recommendation concerning the effectiveness of emotional intelligence towards Job stress was then approved (Noorbakhsh, 2010; Schneider et al. 2013). The current study also supported the evidence for a significant relation between emotional intelligence and academic achievement of Nowicki and Duke (1992).

The result suggested that all the facets of emotional intelligence have the power to absorb the job stress. Respondents indicates that appraisal and expression, regulation of emotion and utilization of emotion work as a beta blocker for job related stress. By using emotional intelligence as a tool academician not only cope up stress but also help them to tackle social issues which are the cause of emotional upset as mentioned by Asrar-ul-Haq etal. (2017).

Results also suggested that Appraisal and expression of emotion has strong power to cope up job stress of academicians while for JS with Regulation and utilization of emotion indicates the moderate effect.

Conclusion

The objective of this study was to determine the relationship between the facets of emotional intelligence: appraisal and Expression, regulation of emotion and Utilization of emotion with Job stress. Like beta blocker, medicine which manages stress and protects the person from heart attack same as emotional intelligence sponges up job stress and enable man to work more empathetically and efficiently to attain better work performance. Emotional intelligence in terms of appraisal and Expression, regulation and Utilization of emotion has significant impact on job stress Appraisal and expression of emotion has strong power to cope up job stress in academicians. Institutional management should include emotional intelligence in strategy design related to job stress and invest more on training sessions of emotional intelligence to improve their competencies to combat against job stress.

InTradersInternationalTradeAcademicJournalVol.2Iss.2 e-ISSN-2667-4408
www.intraders.org
We caress the soul of researchers !
220

Managerial implication

Empirical evidence indicated that Emotional intelligence works as Beta Blocker in job stress. Academicians think that Emotional intelligence is very important practice to cope up job stress. Institutional management should focus this area by giving support in terms decisions and budget increment and considering it as vital element in organizational practices should conduct training sessions to improve their emotional intelligence in terms of empathy and using adaptive coping skills to address the problems like poor quality of education, unsatisfactory academic performance as job stress has catastrophic effect on their performance.

Limitations and Future Directions

Although the present study has valuable and significant contribution in education sector to identify the value of emotional intelligence to reduce job stress but the study has some limitations. First this study is conducted only in academicians of universities from education sector. In future studies the input of academic managers can be included to attain better results. Secondly, the study has not included comparison of Turkish and Pakistan Academicians. Future studies can include the comparison of them.

InTradersInternationalTradeAcademicJournalVol.2Iss.2 e-ISSN-2667-4408
www.intraders.org
We caress the soul of researchers !
221

References

Adler, M. R. (1986). Job performance deficits due to strategic, and statistical considerations. *J. Pers and Soc Psychology,* 51(6), 1173-1182.

AK Pau and R Croucher (2003) Emotional intelligence and perceived stress in dental undergraduates Journal of Dental Education September, 67 (9) 1023-1028;

Bradbery T, Grios J. Emotional intelligence (skills and tests) Tehran (Iran): Salan; 2009.

Cooper & Marshall. (1976). Occupational sources of stress: a review of the literature relating to coronary heart disease and mental ill health, J. Occu. Psychology, 49(1), 11-28

Dhume, Lucas (2019) *International Journal of Business and Management Invention (IJBMI)*

Ekmen(1992) An Argument for basic Emotions: Cognition and Emotions, 6, 169-200

Fisher, 2011. Factors Influencing Stress, Burnout, and Retention of Secondary Teachers, Current Issues in Education, 14(1), 1-37

Fisher, Ashkanasy, 2000. The Emerging Role Emotions in Work life: An introduction, J. Org. Behavior, 21(2), 123-129

Golman D. Emotional Intelligence: Why It Can Matter More than IQ. London: Bloomsbury; 1995.

Huy, 1999. Emotional Capability, Emotional Intelligence and Radical Change. Academy Management. Review, 24(2), 325-345

Mayer-Salovey Four Branch Model of Emotional Intelligence [Internet]. Emotional intelligence instuite; 1990-2010

Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. Imagination, Cognition and Personality, 9, 185–211

McClelland, 1998. Identifying competencies with behavioral-event interviews, Psychological Science, 9 (5),331-340 2.

M Asrar-ul-Haq, S Anwar, M Hassan (2017) .Impact of emotional intelligence on teacherʹs performance in higher education institutions of Pakistan Future Business Journal, Elsevier

Mosadeghrad AM, Ferlie E, Rosenberg D. A study of relationship between job stress, quality of working life and turnover intention among hospital employees. Health Serv Manage Res. 2011;24(4):170–81

Muchinsky, 2000. Emotions in the workplace: The neglect of Organizational Behavior, J. Org. Behavior,21(7), 801-805

Razalli, M. R. ((2013)). The influence of human factors in halal certification process on organizational performance. *World Review of Business Research,* 157-166.

InTradersInternationalTradeAcademicJournalVol.2Iss.2 e-ISSN-2667-4408
www.intraders.org
We caress the soul of researchers !
222

Taris, Schreurs, & Van Iersel-Van Silfhout, 2001. Job stress, job strain, and psychological withdrawal among Dutch university staff: Towards a dual process model for the effects of occupational stress, Work & Stress, 15(4), , 283-296

Yammamoto, Analytic Nutrition Epidemiology. In E. R. Monsen & L. V. Horn (Eds.), Research: Successful.Approaches, 2007 (Vol. 3, pp. 81-89): American Dietetic Association

Yusoff R, Khan A, Azam K, Job Stress, Performance and Emotional Intelligence in Academia, *J. Basic. Appl. Sci. Res.*, 3(6)1-8, 2013

InTradersInternationalTradeAcademicJournalVol.2Iss.2 e-ISSN-2667-4408
www.intraders.org
We caress the soul of researchers !
223