



AN EMPIRICAL STUDY OF THE RELATIONSHIP BETWEEN JOB STRESS AND JOB PERFORMANCE: A MODERATING ROLE OF EMOTIONAL INTELLIGENCE

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ABSTRACT

In the modern era, stress is one of the key elements which have been affecting all domains of life, directly or indirectly. Job stress is a crucial problem and job performance is affected by it in a positive or negative manner. The study was conducted on 14 private schools (educational sector) to see the association between job performance and job stress while moderating role of emotional intelligence was taken into consideration. Sample of 358 school teachers was measured and SPSS (20.0) statistical investigation is use to find out the results. The outcomes depicts a positive association between Job Performance and Job Stress while relationship of these two variable was moderated by Emotional Intelligence.

Keywords: Job Stress, Job Performance, Emotional Intelligence

JEL Codes: J28

I. INTRODUCTION

Job is considered an integral part of life in this modern era. Job stress is emerging as an acute problem for everyone. An employee can accomplish an allotted task successfully by the best exploitation of available resources and can show a good performance in job (Jamal, 1984b). Many factors affect the job performance in which job stress has major role to influence so in this dynamic age the organization has to focus on the work performance by controlling those factors which influence the overall performance of organization. The ability to understand and control the emotion is called emotional intelligence. It is a vital feature which influences on the performance of an employee in an organization. Performance is a behavior towards job that can be evaluated by effectiveness as negative and positive performance of an employee (Motowidlo, 1997).

Teachers are playing a vital role by imparting knowledge and building nations. Many researches have been done to discover the connection between job satisfaction, performance and stress. Mostly teachers are satisfied with their job but others factors like stress and attitude and behavior influence over their performance and satisfaction level (Katrina and Korb, 2013). The current study will show the association between stress and performance of job having moderating effect of emotional intelligence among teaching sector of at school level in Lahore Pakistan. Frequently researches show negative or positive linear relationship, U shaped association related to job performance and stress (Jamal, 1984a). A lot of work is done to highlight the effect of stress on performance in the numerous fields in Pakistan that shows different relationships and mostly negative relationship is found in it at higher education level. The study on job stress and satisfaction in teaching sector is done but as per my finding there is not any study conducted in Lahore, Pakistan with moderating effect of emotional intelligence on correlation of stress and performance at primary schools so the gap is strong. The study is going to be conduct for primary level so it will be a unique in this domain. However, the present research will *“investigate the association between job Stress and Job Performance among teaching personal of primary level while Emotional Intelligence will moderate the relationship between Stress and Performance of Job in Lahore, Pakistan”*. As the teachers are having work load, time pressure and job demand which creates stress and stress will ultimately affect their mental and physical state that will be revealed through their performance. This study will be helpful for the teaching sector employee because emotional intelligence has great importance and will be beneficial for them to tackle with the stress level and improve their performance. The foremost

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study will report the correlation of job stress on performance while moderation role will be played by emotional intelligence among teaching sector at primary level in Lahore Pakistan. Many researchers defined this topic on many organizations but no research has been done at primary level in Pakistan. The recent research aims to explicate the concept of Stress, Performance and Emotional Intelligence in job; to check the relationship among all the variables and to check how much job stress influences the job performance.

II. LITERATURE REVIEW

II.I. JOB STRESS

Strain is a normal occurrence that is foreseeable and obvious (Downer, 2010). Stress can be of two types positive and negative it can positively influence the personal performance and motivate it for the task accomplishment as well as can negatively influence on the performance (Seyle, 1980). Stress have two dimensions internal source and external source of stress which have different elements including “work load, downsizing, role ambiguity and conflict, working condition, rewards, tight control, job security, working relationship, technological advancement lack of promotions strict deadlines etc.” (Hong lu, 2012). Researcher described that stress does not have ruthless effect always however a minor stress can motivate the employee to fulfill the task effectively and efficiently. On contrary too much stress can effect effectiveness and can make difficult a task to perform efficiently (Devi, 2012). The research was conducted to show negative association amid stress and performance in university teachers of Pakistan. It is stated that the satisfaction level of the teachers with their salaries is not good they are not much satisfied with it. The study shows that job stress have negative impact on the health of the teachers (Nadeem Bhatti, 2011). The headmasters are the pillar of any school and a study on Stress and Satisfaction amid Bilingual School’s headmasters in Sultanate of Oman – Muscat indicated that, little bit stress in the challenging environment leads to higher job satisfaction (Arvind Hans, 2014). Job stress leads to burnout situation in which a person feels tiredness, loss its interest in doing that work and loss its concentration from the work (Dunham, 1998). The stress arises when a person’s ability, skill and knowledge do not fit according to the job’s demand (Cooper, 1996).

II.II. JOB PERFORMANCE

Performance execution is the result of the worker's work. Job Performance should focus on behavior of the employee because if the focus is only outcome then any unfair mean can be adopted to achieve the result and many good deeds may not be performed by employee (Murphy, 1988). Performance is something that an organization seeks from its employee to do a task in a better way (Campbell, 1993). Job performance is based on the state of affairs, circumstance and working atmosphere, social associations of an organization (Coetzer, 2007). An employee gets self-satisfaction and feels superiority when he accomplishes a task well and if the performance is not good and unable to achieve the target, it causes disappointment and personal failure (Van Scotter & Motowidlo, 1996). A recent research demonstrates a link between emotional ability and performance of an employee if the employee has low level of emotional ability than he will be under stress, his attitude will be suffered and he will show a low level of performance regarding the task (Cook, 2008). The theoretical model of job performance narrates that job performance shows the attitude towards job which is constructed on expectancy value theory (Locke, 2004). The expectancy value theory describes that the employee will show a different attitude that have higher probability about the result than those who have not so much high expectation (Jorgenson, 1973).

II.III. EMOTIONAL INTELLIGENCE

Emotions paly an imperative part in human's life. Human psychology is subjective to feelings, thoughts, observation and response of the person. There are many inner acts and methods to handle the psyche and mentality of human emotions which include physiological reactions, cognitions, consciousness and alertness (Mayer, 2000). Emotion varies from one individual to other depending upon its surrounding and its varying affiliation (Bower, 1981; Mayer, 2000). In contemporary era Emotional intelligence has got importance from the scholars of psychology and management. It enables a person to understand and control his/her emotions and also help to understand the emotions of others (Mayer, 2000). A researcher defined emotional intelligence as a skill to get and apply the knowledge from his and others experience in order to get a nourishing life (Yadav, 2011). Emotional intelligence enables a person to uphold equilibrium between private and proficient life. Researchers explain that a person can obtain his goals and objectives with the ability of emotional intelligence (Varatharaj, 2012). People face difficulty in managing the bad feelings which involve wrath, annoyance, thwarting, disturbance and grief (Sy, and Stéphane Côté., 2004). Adverse emotions affect the mental and physical health of the employee as well as the organization (Beekie, 2004; Cherniss, 2000; Ishak, 2010). Former researches showed that the advanced level of job performance of a person having highly emotional intelligence causes the increment in the performance of organization (Arnold, 2005; Hayashi, 2006). A research was conducted in the context of Bihar, India by taking sample of 120 secondary school teachers. They

concluded that emotional intelligence has positive relationship with professional development of school teachers (Samir Kumar Lenka, 2012).

II.IV. RELATIONSHIP OF STRESS WITH PERFORMANCE

Researches highlight four sorts of associations among stress and performance such as curvilinear, negative, positive and no relationship among them (Jamal, 1984a). Few researches show that stress is beneficial for the motivation of employee and the resultant will be a good performance in job which shows a positive relationship exists among stress and performance of job (Salami, 2010). The study (Robert, 1908) shows that there exists curvilinear relationship between stress and performance that indicates that the employee's performance can be improved by moderate anxiety. An occasional study was being observed at university of Tehran to check the occupational stress and its relationship to job performance. Mostly employees experience high job stress (Mohsen keshavarz, 2011). (Ali, 2011; Ali, 2018; Ali and Bibi, 2017; Ali and Khmad, 2014) advocate positive relationship among job stress and its performance. A research measuring the influence of job strain on teacher's performance of a private college shows how stress is affected by reward system and has a positive influence on the efficiency of teachers. So rewards impact as a stress factor highly influences the performance of the teachers (Syed Saad Hussain Shah, 2012). So the underlined hypotheses is projected:

H1: "There is a significant negative relationship between job stress and job performance among teachers at primary level".

II.V. EMOTIONAL INTELLIGENCE AND JOB PERFORMANCE

Many researches have been conducted to find the job performance on the scale of emotional intelligence. Mostly researchers show positive relationship among them. While few researchers show that there is no relationship among them (Cote & Miners, 2006; Senturk and Ali, 2021; Sajid and Ali, 2018; Roussel et al., 2021; Kassem et al., 2019; Haider and Ali, 2015; Audi et al., 2021 Audi et al., 2021). Few researches describe important and constructive association amid work performance and emotional intelligence (Ugur Yozgat, 2013).

H2: "There is a significant positive relationship between emotional intelligence and job performance among teachers at primary level".

II.VI. CORRELATION AND MODERATION EFFECTS AMONG VARIABLES

A study on the public sector employee having sample size of 424 employees of public sector shows that there exist negative relationships amid performance and stress related to job which moderate the consequence of emotional intelligence. It is stated that as the stress level of employee will increase its job performance will decrease while low level stress shows higher level of performance. Conversely an employee who has upper level of emotional intelligence can perform good even in station of acute stress (Ugur Yozgat, 2013). A self-structured questionnaire technique was conducted in Pakistani public and private university whose data was analyzed through descriptive and inferential techniques which shows negative association of job stress and its performance while strong positive relationships exists between performance and emotional intelligence (Rosman Bin Md Yusoff, 2013; Yusoff1, Khan, & Azam, 2013). From the above discussion underlining following hypothesis is projected.

H3: "Emotional intelligence moderates the relationship between job stress and job performance among teachers at primary level".

II.VII. ASSOCIATION AMID STRESS AND EMOTIONAL INTELLIGENCE IN JOB

Researches revealed that the workers who have strong emotional intelligence can understand their feelings as well as feelings of others and they have ability to handle the situation and in return face less stress. While the employees who have low level of emotional intelligence are not able to manage the situation and face stress (Sy, Susanna Tram, and Linda A. O'Hara., 2006). Different researchers have found the connection among job stress and emotional intelligence and various business groups shows that their exist inverse connection (Bar-On, 2000; Nikolaou, 2002). So, this discussion leads to underline hypothesis:

H4: "There is a negative relationship between job stress and emotional intelligence among teachers at primary level".

III. RESEARCH METHODOLOGY

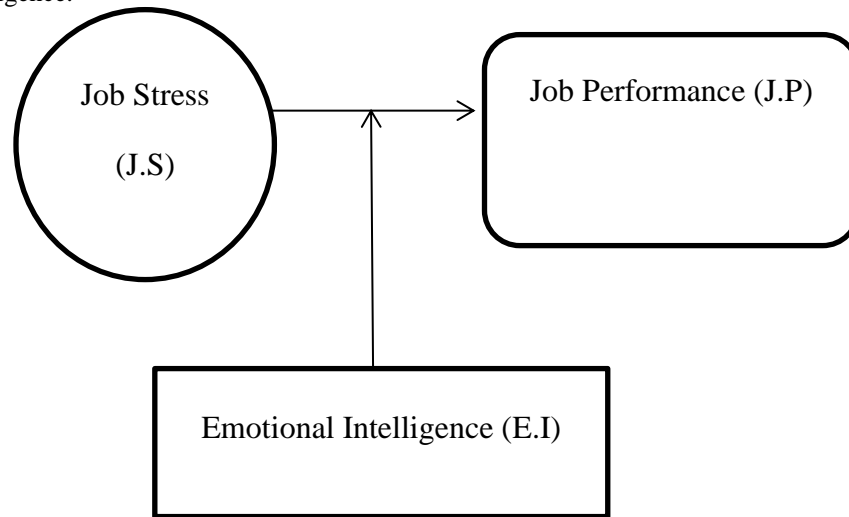
III.I. PARTICIPANTS & SAMPLE

This is a survey base study. 450 questionnaires were circulated at a point in time in 14 schools from which 56 feedback forms were not given back and 36 were discarded because they were answered just 30% of the form. The data was collected at once. The total forms were comprises on 358 teachers, the ratio of male respondents were 54 while of female were 304. With the help of Convenient sampling technique is use to select the schools and from these schools

data was collected. Data has been collected through simple random sample technique by giving confidence to teachers that their answers will be used just for this research and will not be disclosed. Lahore educational sector is chosen to carry out the study. Primary schools having teachers of different age, designation, qualification, income level, experience was under consideration. The educational sector was selected for the study because this sector is highly sensitive concerning stress, performance and emotional intelligence.

III.II. RESEARCH MODEL

A research model is designed to show the correlation amid job performance and job stress having moderating effect of emotional intelligence.



III.III. ASSESSMENT MEASURES

Job stress questionnaire was developed by (Parker, 1983) and Dubinsky and Mattson (2000) developed the questionnaire of job performance (1979) while emotional intelligence was developed by (Schutte, 1998). Questionnaire is use to collect the data which is comprises on 39 testimonials. A 5 point Likert scale is used for receiving responses of impression and reactions of teachers. The 5 point scale is labeled as; “1= strongly disagree, 2= Disagree, 3= Moderate, 4= Agree, 5= strongly agree”.

IV. RESULTS AND DISCUSSION

IV.I. DEMOGRAPHICS OF THE RESPONDENTS

Table 1 indicates demographic information of the respondents. Total respondents are N= 358 and more responses are from females, whose age group is 20-29 and mostly are unmarried females. The level of qualification through demographic evidence shows that 37.4% respondents are graduate, while 62.0% teachers experience fall in the category of 1 to 5 years. 78.2% respondents have monthly income in between ten to twenty thousands. In nature of occupation the proportion of authoritative educators was 55.0 % which is more than lasting.

Table 1: Demographic profile of respondents (N=358)

Characteristics	Frequency	Percentage
Gender		
Male	54	15.1
Female	304	84.9
AGE		
20-29	198	55.3
30-39	118	33.0
40-49	42	11.7
Marital status		
Married	165	46.1
Unmarried	193	53.9
Qualification		
Graduate	134	37.4
Post graduate	224	62.6

Job experience		
1-5	222	62.0
5-10	112	31.1
11-15	24	6.7
Monthly income		
10,000-20,000	280	78.2
21,000-30,000	63	17.6
31,000-40,000	5	1.4
above 40,000	10	2.8
Type of Job		
Permanent	161	45.0
Contractual	197	55.0

IV.II. DESCRIPTIVE ANALYSIS

Below mentioned table 2 specifies the mean and Std. deviation and the replies is measure on 5 point Likert scale. Job Stress mean is (3.1684) shows that answers of personnel are unbiased which shows that may be they are facing stress .job performance calculated mean is (3.6434) from this mean we can say that mostly workers are satisfied with their job. Emotional intelligence is having (3.7945) mean it shows that mostly teachers are agreed with the statements of emotional intelligence.

Table 2: Descriptive analysis:

Variables	Mean	Std. Deviation
Job Stress	3.1684	.75681
Job Performance	3.6434	.70396
Emotional Intelligence	3.7945	.62869

IV.III. CORRELATION ANALYSIS

Table 3 show the results of correlation which indicates that Job Stress and Performance are positively correlated at 0.01 level ($r = .191$) while Emotional Intelligence is also positively associated ($r = .265$) but have feeble association between these two variables. Furthermore Job Performance and Emotional Intelligence have also positive link with each other ($r = .759$, $p < 0.01$) this demonstrate that Job Performance has moderate association with Emotional Intelligence.

Table 3: Correlation Analysis

Variables	Job stress	Job Performance	Emotional Intelligence
Job stress	1		
Job performance	.191**	1	
Emotional intelligence	.265**	.759**	1

“**Co relation is significant at the level 0.01 (2-tailed)”

IV.IV. REGRESSION ANALYSIS

The table 4 illustrate the results of step-wise regression: firstly job stress and job performance is calculated, secondly job performance and emotional intelligence is calculated and thirdly interaction term is involved and been calculated. These three hierarchical regression has been measured. Initial regression result depict that 37% variation in J.P is because of J.S, $R = .191$ depict feeble association, $F = 13.525$, $p < 0.000$ depict fitness of model and association is highly significant between J.S and J.P. The estimation of β demonstrates that 1 unit change in J.S will bring .191 unit variation in J.P in positive way. The second regression depict that 58 % variation in J.P is due to E.I, $R = .759$ depict moderate association, $F = 484.147$, $p < 0.000$ depict model fitness and association is highly significant and positive between E.I and J.P. The estimation of β demonstrates that 1 unit change in E.I will bring .759 unit changes in J.P in positive direction. In third step interaction term has been involved with the help of multiplication between J.S and E.I

in order to check its impact on J.P. Outcomes depict that only 2% change is J.P. is because of interaction term, $R = .465$ shows a feeble association, $F = 98.462$, $P < .000$ depict model fitness and the association between interaction variable and Job Performance is highly significant. The estimation of β demonstrates that 1 unit change in interaction variable will bring 0.465 unit variations in J.P in positive direction. *Emotional Intelligence moderates the relationship between Job Stress and Job Performance among teachers at primary level*. The employee having good emotional intelligence can execute well even in acute stress (Ugur Yozgat, 2013). *The result shows that association amid stress and performance related to job is moderated by emotional intelligence. H3 will be accepted.*

Table 4: Regression Analysis

	R	R²	F	Sig	β
J.S---J.P	.191	.370	13.525	.000	.191
E.I---J.P	.759	.576	484.147	.000	.759
J.S*E.I---J.P	.465	.217	98.462	.000	.465

“J.S = job stress, J.P = job performance. E.I = emotional intelligence”

V. CONCLUSION & RECOMMENDATION

The present study is organized to inspect the association between stress and performance among the teaching faculty of primary schools with the moderating effect of Emotional intelligence in Lahore, Pakistan. Our results conclude that job performance and job stress have weak but significant relationship. Job performance is strongly affected by emotional intelligence having significant relationship, and correlation among stress and performance of job was moderated by emotional intelligence. The first hypothesis was that “*there is a significant negative relationship between job stress and job performance among teachers at primary level*”, while our outcome depicts its opposite which shows positive correlation between both of these variables, so H1 is rejected as some researcher argued that extra level of stress can sometimes give fruitful results (Salami, 2010). Second hypotheses was that “*there was a significant positive relationship between emotional intelligence and job performance among teachers at primary level*”. Our outcomes is also in the favor of this hypothesis shows positives association between both of them, so accepted H2. Emotional intelligence can increase the performance of an employee as well as head (manger) because an enthusiastic individual can motivate other persons also to perform a task well (Goleman, 1998). The fourth one was that “*there is a negative relationship between job stress and emotional intelligence among teachers at primary level*”. The outcomes demonstrate that job stress and emotional intelligence are positively correlated so rejected H4. Different researchers show negative relationship between both of these variables (Bar-On, 2000; Nikolaou, 2002). Since the reason to choose this sector is that teachers are playing an important role to meet the entire objectives having a lot of work load, time pressure, facing a lot of stress to meet up the demands. They have to handle parent teacher meetings in which emotional intelligence plays a role over there. Stress is becoming a problematic thing for workers as well as institutions so it is recommended to assist personnel to handle the job stress for effectiveness and efficiency in the development of performance. It is recommended that private and public schools should consider the employees their important asset and design such kind of policies where employees can avoid stress because it affects the job performance. Emotional intelligence is an important factor in job performance. Institutions should train the employees to enhance the emotional intelligence so that they can perform well in their job.

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