

Emotional Intelligence and Job Stress among Academic Members at Faculty of Nursing - Cairo University

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Abstract: The aim of the current study was to investigate the relationship between emotional intelligence and job stress among academic members at faculty of nursing - Cairo University. A convenient sample of 40 academic members at faculty of nursing was recruited in the current study. A descriptive correlational research design was utilized in this study. This research was carried out at the Faculty of Nursing, Cairo University. Three tools were used to collect data of this study include: Socio-demographic data questionnaire, Job Stress Questionnaire and Emotional Intelligence Questionnaire. The findings of the present study revealed that, the majority of academic members had job stress (95%). There was a highly significant inverse relationship between job stress and emotional intelligence. The current study concluded that, there was a negative connection between emotional intelligence and job stress among academic faculty members. This study recommended that, the nursing faculty members need to attend training courses on emotional intelligence to improve their social skills and to expand their proficiency at work. Additionally, there is great need to take into consideration fair and equal distribution of work duties among the faculty members to decrease the workload.

Keywords: faculty member, job stress, emotional intelligence

I. Introduction

Faculty staff of the colleges, particularly academic personnel in the nursing field has distinctive roles and obligations. These obligations partitioned into a few zones as takes after: instructing and learning, examination, managerial and administration duties, self development, supervising medical services, and exceptional exercises outside colleges, for example; providing support and management of home affairs (Yamani, Shababi, and Haghani, 2014). Scholastic individuals confront few issues, which affects their viability in instructing and learning process. These issues incorporate; poor administration, intemperate work hours, unbending institutional arrangements, overwhelming workload, poor understudy conduct, poor associations with partners, poor working conditions that incorporate reducing assets and poor physical components of school structures, absence of reward, and part equivocality. In other view, worry in scholarly individuals surpasses more than found in the all inclusive community. Scholarly compensations have not kept pace with different callings; an expanding number of positions are untenured or contract status; workloads have expanded as the quantity of scholastic positions have fallen or stagnated; weight has expanded to acquire outer financing; and even principally undergrad colleges have set a more noteworthy accentuation on production (Vic Catano, et al. 2007; and El-Sayed, El-Zeiny & Adeymo. 2013).

Few research studies have demonstrated that work stress can prompt to different negative outcomes for the individual and the working environment. Worry or stress in the work environment have few harmful outcomes, bringing about disabled individual working, low inspiration and diminished spirit, these stress can lead to housed activity, diminished enthusiasm for working, high truancy rates, diminished ability to perform, poor employment execution, decreased productivity, low quality control, low quality items and administrations, and weakness, poor mental and physical prosperity (Tytherleigh, Webb, Cooper, & Ricketts 2005; Vic Catano, et al. 2007; and Fako, 2010). Stress in the working environment lessens efficiency, builds administration weights, and makes individuals sick from various perspectives, proof of which is as yet expanding. Work push influences the execution of the mind, including elements of work execution; memory, fixation, and learning. Stress at work likewise gives a genuine danger of suit for all businesses and associations, conveying noteworthy liabilities for harms, awful attention and loss of notoriety. It is here that emotional intelligence acts the hero and manual for react properly to various stressors. Emotional Intelligence adapts up to unpleasant circumstances. Stretch administration, consequently, generally relies on striking a passionate harmony between a potential anxiety condition and one's response to it (Agarwal, & Sharma, 2015).

Like other different professions, educating is additionally exceptionally stressful occupation since instructors are presented to both physical and mental stressors (Fisher, 2011). In spite of the fact that stressors which cause the stress among instructors are to some degree like stressors found in different occupations certain stressors, e.g. interpersonal, emotional requests, role struggle, work over-burden and vocation movement are particularly identified with teaching profession. Such like stressors make both physical and mental side effects

among educators which at last influence their instructing execution. Aside from such individual indications among educators the job stress has destroying results for the instructive establishments regarding non-appearance, low execution; bring down hierarchical responsibility and turnover expectations (Yusof, Khan, & Azam 2013). Emotional Intelligence (EI) is a term used to depict the capacity of a person to perceive their own particular and other individuals' feelings, to segregate between various sentiments and mark them suitably, and to utilize passionate data to guide intuition and behavior (Coleman, 2008). In another word, (EI) is the capacity to distinguish, utilize, comprehend, and oversee feelings in positive approaches to assuage stretch, convey viably, relate to others, defeat challenges, and defuse struggle. Additionally, (EI) developed into "the ability to reason about feelings, and of feelings, to upgrade thinking". It incorporates the capacities to precisely see feelings, to get to and produce feelings in order to help thought, to comprehend feelings and passionate information, and to brilliantly manage feelings in order to advance enthusiastic and scholarly development (Salovey, et al., 2004).

Research studies have demonstrated that individuals with high EI have more noteworthy emotional wellness, commendable occupation execution, and more strong administration aptitudes. For instance, Goleman, (2008) found that, Emotional Intelligence represented 67% of the capacities regarded fundamental for predominant execution in pioneers, and mattered twice as much as specialized aptitude or IQ. Moreover, Ramesar, et al., (2009) analyzed the relationship between emotional intelligence and stress administration in the administrators. They demonstrated that, there was a significant relationship between emotional intelligence and stress administration. Besides, as per the after effects of connection and relapse in the last review, the scientists discovered that, stress administration (the capacity to oppose stress or adapting abilities) could be considered as parts of emotional intelligence. In a study about the relationship between emotional intelligence and employment stress in the Faculty of Medicine in Isfahan University of Medical Sciences, the general consequences of this review demonstrated that the people with higher emotional intelligence had less job stress. Among the segments of enthusiastic emotional intelligence, two segments of mindfulness and self-administration were better indicators of employment stress. Since emotional intelligence can be educated and gained, it can be relied upon to lessen the occupation worry of medicinal school workforce by instructing emotional intelligence to them (Nikoo, et al., 2014).

Nourian, et al., (2011) studied "the effect of training emotional intelligence segments to the specialists and medical attendants working in serious care on their level of stress and uneasiness" presumed that, medical caretakers and doctors encounter a great deal of stress and nervousness. At that point, educating the emotional intelligence components and the information related to emotional intelligence to the laborers can be viable in adapting to the anxiety or work related uneasiness. Wons, and Bargiel-Matusiewicz, (2011) studied the relationship between emotional intelligence and stress adaptation in medical students and showed that, there was a positive relationship between expanded level of emotional intelligence and the capacity to adapt to stressors and issues. Additionally, they noticed that, the people with high emotional intelligence had higher adaptability in managing the stressors. Moreover, Arora, et al., (2011) conducted a study to investigate the relationship between emotional intelligence and stress in medicinal students who experienced new surgical techniques. They discovered a significant relationship between emotional intelligence and stress among these students. They reasoned that the students with high emotional intelligence were all the more eager to experience stress in new surgical situations. On the other hand, students with low emotional intelligence who demonstrated better execution. At long last, the specialists expressed that; the idea of emotional intelligence could be utilized to outline viable anxiety management courses and the choice system of surgical occupants .

In a study was performed to examine the role of emotional intelligence in the relationship between work related anxiety and work performance among scholarly representatives who work in private foundations. The results demonstrated that, relationship between work-related anxiety and emotional intelligence essentially connected with work performance. Factually, the outcome affirms that the incorporation of emotional intelligence in the examination has moderated the impact of work related anxiety on work performance in the authoritative segment test (Azman et al., 2015). Moreover, in a study done to examine the relationship among emotional intelligence, life fulfillment and subjective joy in female nursing students , the study revealed that; the participants with higher EI reported less anxiety and more elevated amounts of life fulfillment and bliss. The aftereffects of this study recommended that, apparent anxiety intercedes the relationship amongst EI and prosperity pointers, particularly life fulfillment and joy. These findings recommended that, a fundamental procedure by which high emotional intelligence may build prosperity in female students in nursing and unified health sciences by decreasing the experience of stress (Ruiz, & Pineda, 2014).

Significance of the study

Working is the essence of every human being and most part of everyday lives of human being is spent on working. Working and its various aspects and effects on lives of the human beings have been investigated by many researchers. Regardless of the income, working meets a number of basic human needs such as mental and

physical exercise, social bonding, self-esteem, self-confidence and feelings of competence or qualification. Nursing job specifically have several kinds of stress, will not be found in other non health sectors, they are working in a unique environment; full of noise, pollution, susceptible to infections. It is a job seeks patience, high mental and physical capabilities. Academic nursing staff perceived that they received inadequate salary and lack of progression for their career was more stressful than employee who perceived that they got adequate salary and career. These represented a major influence on the job stress experienced by staff in a variety of academic rank and underscore the importance of examining the effects of organizational level on specific sources of job stress.

Academic staff is usually influenced by increasing workload and job complexity. This workload and job complexity would directly lead to the possibility of forming the stressful working conditions. Emotions in the formation of nursing professionals play an important role in a profession that requires not only technical expertise but also psychologically oriented care, knowledge about the self and emotions in nursing would be crucial to further development and growth of the profession. Emotional intelligence many different aspects of the teachers' daily life, such as the way they behave and the way of interaction with others. The faculty members are responsible for imparting education and guidance to students and also for undertaking research development in their respective fields for enriching the quality of teaching and research. They need to have a free mind as well as knowledge to concentrate on the teacher-learner process. With this connection, teacher s behavior with EI in an organization is important for getting success in their profession as well as in their life. Therefore, this skill is really required to make the teachers performance very effective. This skill can make the teachers not only able to deal with their students but with their colleagues as well. Consequently, the aim of this study is to investigate the relationship between job stress and emotional intelligence among faculty members at Faculty of nursing Cairo University.

II. Research Question

What is the relationship between job stress and emotional intelligence of faculty staff members at Faculty of Nursing- Cairo University?"

Aim of the Study

The aim of this study was to investigate the relationship between job stress and emotional intelligence among faculty members in Faculty of nursing - Cairo University.

Subjects and Methods

Research Design

A descriptive correlational research design was utilized in this study to investigate the relationship between job stress and emotional intelligence among faculty members at Faculty of Nursing -Cairo University.

Sample

A convenience sample consisted of 40 faculty staff members working at Faculty of Nursing – Cairo University.

Setting

The study was conducted at the Faculty of nursing – Cairo University.

Tools of Data Collection

- 1- Socio- demographic data questionnaire; this developed by the researchers to collect data as age, marital status, academic position, and monthly income.
- 2- Job stress questionnaire was developed by the researchers after reviewing relevant literatures. It consists of 49 – items that assess the academic members' sources of job stressors. It was categorized into three subscales; the first subscale is related to the sources of job stress in the academic setting as work tasks that take time and effort, for example; "I feel pressure on me to work up compared to my colleagues in other colleges", the second subscale which represents the levels of job stress and describes repeated complaints of symptoms such as headache; back pain for no apparent reason, the third subscale is related to the dereliction of family duties, and organizational loyalty which involves "I feel pride when talking about the faculty in front of others, faculty has a high position on myself". The respondents were asked to indicated the extent to which they agreed or disagreed with the statements in the job stress questionnaire on a five point likert scale, ranging from (5= strongly agree) to (1= strongly disagree). Total score is summations of items ranged from (49-245), this questionnaire content validity of these items was checked by three experts in psychiatric field, the reliability of this tool was checked by the researchers to be ($r=0.83$) which indicates strong reliability.
- 3- Emotional intelligence scale: It is consisted of 28 - items questionnaire developed by Petrides and Furnham, (2003) and It is used to assess emotional intelligence among academic members of faculty of nursing. It is related to various EI factors like sociability, emotionality, self-control, wellbeing. Five point Likert scale was used to rate the responses of the respondents, in which (1) indicates strongly disagree, (2) indicates disagree, (3) indicates somewhat, (4) indicates Agree, (5) indicates strongly agree. Total score is summations of items ranged from (28- 140), questionnaire content validity of these items was checked by

three experts in psychiatric field, the reliability of this tool was checked by the researchers and it was ($r=0.91$) which is considered strong reliability.

Procedures

The researchers received permission to conduct the study from the Dean of the Faculty, also from the seven Heads of the Departments. Afterwards, the researchers arranged with the Heads of Departments for planning schedule to interview members to fill in the questionnaires in the presence of researchers to clarify any unclear statements. The purpose of the study was explained for staff to gain their support and cooperation.

Ethical Considerations

After obtaining the official approval from the research ethics committee at Faculty of Nursing, Cairo University, the participants received written information about the study purpose and procedure and the voluntary nature of participation. They were assured complete confidentiality. Code numbers were created and kept by the researchers for each participant.

III. Data analysis

Data were collected and analyzed by using SPSS (Statistical Package for the Social Sciences), version (20) for windows. Frequency and percentage were used for numerical data as well as mean \pm standard deviation, median, minimum and maximum; for relational statistic; Analysis of Variance ANOVA was, correlation coefficient were used, Probability (p-value) less than 0.05 was considered significant and less than 0.001 considered as highly significant .

IV. Results

Table (1): Distribution of the sample according to their socio-demographic data (n=40)

Variable	Values	No.	%
Marital status	Single	5	12.5
	Married	30	75
	Divorced	2	5
	Widow	3	7.5
	Total	40	100
Type of Job	Lecturer	28	70
	Assistant professor	8	20
	Professor	4	10
	Total	40	100
Income / monthly	5000- 6000 pounds	28	70
	7000-8000 pounds	11	27.5
	9000- 11000 pounds	1	2.5
	Total	40	100

Table (1) showed that, (75%) of faculty members were married while; only (5%) were divorced. According to their type of job, (70%) were lecturers, and (10%) were professors. According to monthly income, (70%) had 5000- 6000 pounds / monthly, and only (2.5%) had 9000- 11000 pounds/ monthly.

Table (2): Percentage of faculty members ' job stress (n=40)

Job stress	Disagree No (%)	Somewhat No (%)	Agree NO (%)	Mean	Standard deviation
Sources of job stress	1(2.5%)	8(20%)	31(77.5%)	3.9500	0.89443
Level of job stress	3(2.5%)	8 (20%)	29 (72.5%)	3.8000	0.64327
Organizational Commitment	1(2.5%)	3 (7.5%)	36 (90%)	4.3500	0.57735
Total job stress	-	2 (5 %)	38(95%)	3.9500	0.71432

Table (2) clarified that, the majority of the faculty members agreed with presence of job stressors and disagreed with the negative ones. Regarding total percentages of academic members related job stress (95%) had job stress. While, there were (77.5%, 72.5%, and 90%) of participants had stressors related to sources of job stress, level of job stress and loyalty of the system respectively.

Table (3): Percentage of academic staff and sources of job stress (n=40)

Item	Disagree No (%)	Somewhat No (%)	Agree No (%)
1- Get some work done outside the formal work on the weekend of time.	2 (5%)	2 (5%)	36 (90%)
2- Work tasks are doing takes effort and need work time.	2 (5%)	1 (2.5%)	37(92.5%)
3- I feel pressure on me to work up compared to my colleagues in other faculties.	2 (5%)	2 (5%)	36 (90%)
4- Differences in objectives between the leaders.	6 (15%)	4 (10%)	30 (75%)
5- Human resources required to do the work are not available.	10 (25%)	2 (5%)	28 (70%)
6- Spent a long time with meetings is important that occupied me about work performance	6 (15%)	10 (25%)	24 (60%)
7- Lack of opportunities to get qualifying / specialized courses in the field of work.	13(32.5%)	4 (10%)	23 (57.5%)
8- Resources required for the completion of teaching are weak and do not achieve their objectives.	13(32.5%)	6 (15%)	21 (52.5)
9- Ventilation and lighting is inadequate teaching rooms.	17 (42.5%)	3 (7.5%)	20 (60%)
10- The lack of opportunities to develop my skills to work.	16 (40%)	5 (12.5%)	19 (47.5%)

Table (3) revealed that, the majority of the respondents agreed that job stress resulting from work tasks are doing takes effort and need work time, get some work done outside the formal work on the weekend time, they feel pressure to work up compared to their colleagues in other faculties and differences in objectives between the leaders (92%, 90%, 90%, and 75 % respectively).

Table (4): Percentage of academic staff and levels of job stress (n=40)

Item	Disagree No (%)	Somewhat No (%)	Agree No (%)
1- Feeling tired and strain at the end of the teaching day.	4 (10%)	--	36 (90%)
2- Dereliction of family duties.	5 (12.5%)	3 (7.5%)	32 (80%)
3- Dereliction of social relationships with family and neighbors.	6 (15%)	6 (15%)	28 (70%)
4- Lack of financial resources required for the educational process.	8 (20%)	6 (15%)	26 (65%)
5- Upgrading opportunities are limited at the faculty.	9 (22.5%)	6 (15%)	25 (62.5%)
6- Recurrence of the physical symptoms such as stomach pain, headache and back pain has no apparent cause.	13 (32.5%)	4 (10%)	23 (57.5%)
7- Difficult expression the pressures of work, which exposed to superiors.	11(27.5%)	5 (12.5%)	24(60%)
8- Poor-quality performance of a faculty member due to multiplicity decision-making in the faculty.	10 (25%)	8 (20%)	22(55%)
9- Inaccuracy of information related to work	13 (32.5%)	8 (20%)	19(47.5%)
10- Poor communication with colleagues in the faculty.	17 (42.5%)	3 (7.5%)	20 (50%)

Table (4) showed that the faculty members had different levels of stress with job ranged from; feeling tired and strain at the end of the teaching day, dereliction of family duties, dereliction of social relationships with family and neighbors, lack of financial resources required for the educational process and Upgrading opportunities are limited at the faculty (90%, 80%, 70%, 65%, and 62.5% respectively).

Table (5): Percentage of academic staff and Organizational Commitment (n=40)

Item	Disagree No (%)	Somewhat No (%)	Agree No (%)
1- Delayed after working hours if required without looking for a bonus.	2 (5%)	--	38 (95%)
2- maintain the Properties such as personal Properties	1 (2.5%)	1 (2.5%)	38 (95%)
3- Eager to the faculty reputation and the achievement of its objectives.	1 (2.5%)	2 (5%)	37 (92.5%)
4- Faculty success is part of my success in work out inside it.	1 (2.5%)	2 (5%)	37 (92.5%)
5- In preparing to make a greater effort is required for the success of the work of the faculty.	3 (7.5%)	--	37 (92.5%)
6- Do more than required effort for the success of the work in the faculty.	2 (5%)	2 (5%)	36(90%)
7- The faculty had high prestige for me.	5 (12.5%)	3 (7.5%)	32 (80%)
8- Defend about the faculty even if I moved to another faculty or retirement.	4 (10%)	4 (10%)	32 (80%)
9- I feel proud when talking about faculty in front of others.	6 (15%)	2 (5%)	22 (80%)
10- The interest of faculty is first before my personal advantage.	5 (12.5%)	6 (15%)	29(72.5%)

Table (5) illustrated that, the faculty members had organizational commitment toward the faculty included; delayed after working hours if required without looking for a bonus, maintain the properties such as personal properties, eager to the faculty reputation and the achievement of its objectives, faculty success is part of my success in work out inside it, in preparing to make a greater effort is required for the success of the work of the faculty, do more than required effort for the success of the work in the faculty and the faculty had high prestige for me (95%, 95%, 92.5%, 92.5%, 92.5%, and 90% respectively).

Table (6): Percentage of faculty members and emotional intelligence (n=40)

Item	rarely No (%)	Somewhat No (%)	always No (%)
1- Feel the feelings of others and their needs and listen to their problems.	5 (12.5%)	10 (25%)	25(62%)
2- Realize that my feelings sincere.	4 (10%)	12 (30%)	24 (60%)
3- Have sympathy with the sad person.	2 (5%)	4 (10%)	34 (85%)
4- Realize that I have a thin feeling.	2 (5%)	5 (12.5%)	33 (82.5%)
5- Can listen to the problems of others without getting bored.	2 (5%)	5 (12.5%)	33 (82.5%)
6- Intense feelings of others makes me feel have compassion for them.	11 (27.5%)	5 (12.5%)	24 (60%)
7- Can influence others.	7 (17.5%)	14 (35%)	19 (47%)
8- Feel belonging to the group and a sense of their feelings.	11 (27.5%)	9 (22.5%)	20 (20%)
9- Can accomplish the tasks actively.	6 (15%)	20 (50%)	14 (35%)
10- Use positive emotions to guide my life.	8 (20%)	16 (40%)	16 (40%)

Table (6) showed that, the highest percentage of emotional intelligence among faculty members were Have sympathy with the sad person, realize that they have a thin feeling and can listen to the problems of others without getting bored (85%, 82.5% and 82.5 % respectively).

Table (7): Differences among marital status, total Job stress sub-scores and total scores and total Emotional intelligence scores (n=40)

Variables	Marital status				F	p
	Single =5 Mean ±SD	Married =30 Mean ±SD	Divorced =2 Mean ±SD	Widow=3 Mean ±SD		
Sources of job stress	3.40±0.89	4.00±0.64	5.00	3.66±0.57	3.050	0.041*
Level of job stress	3.00±1.41	3.93±0.78	4.00	3.66±0.57	1.749	0.174
Organizational Commitment	4.00±0.70	4.33±0.75	4.50±0.70	5.00	1.210	0.320
Total stress	3.80±0.44	4.16±0.46	4.50±0.70	4.00	1.460	0.242
Emotional intelligence	4.20±0.44	4.66±0.54	4.00±1.41	5.00	2.233	0.101

*significant<0.05

Table (7) revealed that, there was statistically significant relationship between job stress and marital status of academic members with the first domain (sources of job stress (f=3.050 and P=0.041) While, there was no statistically significant relationship between marital status of academic members and emotional intelligence.

Table (8): Differences among Type of Job, total Job stress sub-scores and total scores and total Emotional intelligence scores (n=40)

Variables	Type of Job			F	P
	lecturer=28 Mean ±SD	Assistant professor=8 Mean ±SD	professor=4 Mean ±SD		
Sources of job stress	4.14±0.65	3.50±0.75	3.66±0.57	2.837	0.05*
Level of job stress	3.93±0.76	3.50±1.31	3.66±0.57	0.789	0.51
Organizational commitment	4.392±0.62	3.875±0.99	5.00	2.424	0.08
Total job stress	4.25±0.44	3.75±0.46	4.00	2.88	0.049*
Emotional intelligence	4.57±0.63	3.75±0.46	5.00	0.693	0.562

*significant<0.05

Table (8) revealed that, there was statistically significant difference among total job stress and type of job of academic members. While there was borderline statistically significant difference among source of job stress and type of job of academic members. There was no statistically significant relation among type of job of academic members and emotional intelligence.

Table (9): Differences among monthly Income total Job stress sub-scores and total scores and total Emotional intelligence scores (n=40)

Variables	monthly Income			F	P
	5000- 6000=28 Mean ±SD	7000- 8000=11 Mean ±SD	9000-11000=4 Mean ±SD		
Sources of job stress	4.17±0.61	3.45±0.68	3.00	6.317	0.004*
Level of job stress	3.95±0.71	3.27±1.10	3.00	3.865	0.03*
Organizational Commitment	4.42±0.63	4.09±0.94	5.00	1.248	0.299
Total stress	4.25±0.44	3.81±0.40	4.00	3.99	0.027*
Emotional intelligence	4.57±0.63	4.63±0.50	5.00	2.332	0.276

*significant<0.05

Table (9) revealed that, there was statistically significant difference among job stress and Income /monthly of academic members and the first and second domains (sources of job stress and levels of stress). There was no statistically significant difference among income /monthly of academic members and emotional intelligence.

Table (10): Correlation between Totals of Mean scores of the job stress and emotional intelligence (n=40)

Variables	Job stress
Emotional intelligence	R=0.001*

V. Discussion

The current study outcomes might be because of that wedded females have different obligations toward their families as watching over their youngsters, spouses, and also in their home these are considered stressors inside the personnel obligations in addition to educating, supervision of proposal, and other managerial duties. These outcomes are in concurrence with Ismail, et al., (2009) who found that, most respondent qualities were females, lecturers who reported abnormal state of stress in executing their occupation. On the other hand, these findings were in disagreement with Yusoff, et al., (2013) where the statistic information of his study demonstrated that male employees, who are instructors, unmarried have encountered more burdens. Additionally, Abbas, Roger, and Asadullah (2012) found that, the money related issues confronted by universities amid the most recent decade have made a focused domain which brought about high workload and execution weights for the scholastic staff, antagonistically influencing their occupation fulfillment and role.

Regarding to job stressors among professional staff, the findings of the current study demonstrated that, the majority of faculty members experienced a high level of job stressors according to the sources of job stress and more than three fourth of the sample faced stressors, they have high levels of stress and of the studied sample had organizational commitment. The main sources of stress were "get some work done outside the formal work at the weekend time, other work tasks take effort and need work time and they feel pressure on them to work up compared to other colleagues in other faculties (Table 3). These outcomes could be explained as, professional staff experienced diverse sorts of stressors such as, expanded weight emerging from nonappearance of unwinding as a consequence of escalated workload, achievement of profession yearning of scholastics, absence of assets, and poor working condition and need work time, complete some work outside the formal work on the few days of time, they feel weight on them to work up contrasted with different colleagues in different faculties; moreover; the imbalance of leaders work related objectives and availability human

resources required to do the work (Tables 2 and 3). This finding may be due to the increased pressure arising from absence of relaxation as a result of intensive workload, attainment of career aspiration of academics, lack of resources, and poor working condition. These results were consistent with several studies (Khurshid, Butt, & Malik, 2011; Yong, 2011; and Reddy, & Poornima, 2012) who found that, workload, low salary, job security and lack of opportunity for growth and advancement are major factors of work stress.

Concerning levels of job stress, the present study showed that, the majority of the faculty members had high levels of stress related to "feeling tired and strain at the end of the teaching day, desolation of family obligations and forsakenness of social associations with family and neighbors. These results could be because of the multiple obligations finished by faculty members such as educating, investigating, organizing and advising. These findings were in harmony with El-Sayed, El-Zeiny, and Adeyemo, (2014) who showed that, the greater part of faculty members experience an abnormal state of work related stress. This might be because of the expanded burden emerging from nonattendance of unwinding as a consequence of serious workload, fulfillment of profession goal of scholastics, absence of assets, and poor working condition.

Moreover, this study revealed that, there were statistically significant relationship between job stress and marital status of academic members with the first domain (sources of job stress) which may indicate that, multiple efforts of the married females with the workload, limited time for implementing their duties, decreased resources, all of these increased their tendency to be stressed. However, there was no statistically significant relation between marital status of academic members and emotional intelligence, this result was in same line with Nikoo, et al., (2014) who revealed that, statistical significant relationships between demographic factors such as gender and marital status and emotional intelligence were not found. The findings of the current study indicated that there were no relationship among the demographic factors such as marital status, type of job and monthly income and emotional intelligence. These findings could be due to that job stress is a major challenge for working women who in spite of their academic rank they are exposed to the same job stress. One other reason that may explain this finding is the small sample size that might decrease the chance to explore why there are no statistically significant differences in the job stress and demographic factors. These findings were in congruent with Yamani, Shahabi and Haghani, (2014) who found that, there was no significant relationship between marital status and emotional intelligence among academic staff.

Concerning job stress, emotional intelligence, and type of job, the present study showed that, there were statistically significant relationship among job stress and type of job of academic members and sources of job stress subscale (Table 8), which may be due to that lecturers have more workload, more duties to be accomplished in limited time, they are more stressed to finish their research work which make them more vulnerable for stress. However, there was no statistically significant relationship between type of job of academic members and emotional intelligence. These results were consistent with Yamani, Shahabi, and Haghani, (2014) who found that, job stress of full time professor was lower than that for associate and assistant professors. Perhaps one of the reasons that can interpret this finding is due to the greater work experience and job stability of the former group compared to the latter one. In relation to job stress, emotional intelligence, and monthly income, there were statistically significant relations among job stress and monthly income of academic members and sources of job stress and levels of stress subscales (Table 9). This result might point out that, lecturers have less income while have more responsibilities, and their income not enough to achieve their personal needs and fulfill their financial needs to finish their scientific research studies which may be a factor in increasing their job stress. This result is supported by Tutar, (2007) who reported that, increasing salaries are related to decreasing job stress. Salaries significantly affect the individual's perception of how much value is given to his/her work, and inadequacy in wages becomes an important stress-inducing factor. On the other hand, there were no statistically significant relation between monthly income of academic members and emotional intelligence.

Regarding the relation between job stress and emotional intelligence, there was a highly significant direct relationship between job stress and emotional intelligence (Table 10). Generally, emotional intelligence has been affected by job stress. These results revealed that, staff member who have high emotional intelligence are able to manage their stressful situations effectively, while others who are unable to control their emotions are more easily stressed with any problems and further vulnerable to develop high level of stress. This result was congruent with Kalyoncu, et al., (2012) who reported in their study that, there were a statistically significant relationship between emotional intelligence and job stress. Indeed, a participant with a higher emotional intelligence level turned out to have a lower level of job stress. Additionally, Nikolau, and Tsaosis, (2002) found that, the capacity of employees to utilize their feelings and manage other employees feelings in performing the work will diminish their physiological and mental anxieties. Also, this result was in same the line with Ismail, et al., (2009) who revealed that, the relationship between occupational stress and emotional intelligence significantly correlated with job performance. In this respect, Fariselli, et al., (2008) found that, high EI is moderately but significantly predictive of low stress. In other words, people with higher emotional intelligence experience less stress. In conclusion the current study showed that, there was a significant inverse relationship

between emotional intelligence and job stress. This is on account of if an individual comprehends his own particular sentiments and knows them as indicated by the ideas of passionate knowledge, then he/she can settle on better decisions in his/her life with respect to his/her employment, companions, and so forth. Despite the fact that the relationship is significant in the overall structure of emotional intelligence and job stress, no significant relationship was found between the components or dimensions of emotional intelligence and job stress.

VI. Conclusion and recommendations

The findings of the current study affirmed that, the employees' had negative connections between their emotional intelligence and job stress. In light of the findings of this study, it was recommended that:

- The Faculty of Nursing should hold training courses on emotional intelligence to improve the faculty members social skills (for example, capacity to lead change, convincingness, verbal listening ability, and leading groups), and to expand their proficiency at work.
- The university administration should provide more supportive work environment to faculty members to help them to perform their jobs more effectively, as well make more funds available to them for research and career development purposes.
- The Heads of the Departments ought to take into consideration fair and equal distribution of work duties among the faculty members to decrease the workload.
- Further studies with larger sample size from different nursing faculties should be carried out to investigate the relationship between these studied variables job stress and emotional intelligence among faculty staff members.
- The nature workload and administrative work of the faculty members, that were not explored in the current study, which can also directly or indirectly influence the faculty stress level in Egyptian universities, should be under further investigation.

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