

---

## Does Emotional Intelligence Dwindle the Stress Due to Time Pressure and Work Overload? A Case Study of Nurses in Public Hospitals

---

**Dr. Imran Rafiq**, Department of commerce & Management Sciences, University of Malakand, Pakistan

**Dr Sarah Azhar**, Assistant Professor, University of Education Township Campus Lahore, Pakistan

**Dr. Najwa Mordhah**, Assistant professor, Management Science department, Yanbu University College

Royal commission/ Yanbu, KSA

**Dr. Jawad Hussain**, Associate Professor, Department of Commerce and Management Sciences University of Malakand, Pakistan

**Dr Asma Parveen**, Faculty of human development, Department of Psychology and counselling, Sultan Idris Education University, Malaysia

---

### Abstract

The objective behind this research paper was to observe the impact of emotional intelligence on stress which is triggered by time pressure and due to work overload. With no regard to public or private organization setup, time pressure and work overload are reported by employees in general. Nurses are face the issue on daily basis. Stressful conditions due to time pressure and workload often lead to many organizational concerns in terms of mental health, physical health, absentees' turnover, emotional burnout etc. emotional intelligence is considered a best-coping strategy and it is studied with many organizational variables which positively related to positive variable and inversely related negative variable. Time pressure and workload werestudied with emotional intelligence it was observed that emotional intelligence was inversely related to time pressure and work overload. For this purpose, SmartPLS 3.0 was used to find the path coefficients and R-square, the output shows that the path coefficient for work overload (-0.55) and for time pressure (-0.38), the R-square (0.31) and (0.14) for work overload and time pressure with significance P-value (0.000) (0.000) and T-statistic value (14.9) (8.5) respectively. Nurses of the three main hospitals of Peshawar was the observing unit. And data was collected through self-administrated questionnaires, a stratified and systematic random sample was used to obtain the sample size of 359 out of approximately 2000 nurses including the adjusting nursing schools which works under these hospitals setting.

**Keywords:** Emotional Intelligence, Work Stress, Time Pressure, Work Overload.

---

### 1. Introduction

With no reference to a public or private organization when it comes to time pressure or work overload all the employees complain in general. Time pressure if it is because of so many tasks to be completed in little time or it's because unskilled worker that could not cope with the speed of the work. In simple words when the stress that a person feels because of time constraints is time pressure and the work burden is the condition when one feel is doing more the one person. As cited by (Ali et al., 2014). The number of tasks and assignments which employees are bound to perform during their duty time is referred to as workload. It is mostly observed when human resources shortages are observed in organizations. As cited

by Baer and Oldham (2006). The degree to which an individual perceives that inadequate time is available to perform a related task or to perform a task much faster than that interval of time, is referred to as Time Pressure. Due to such conditions, one feels stressed. Cuceoglu(1999) reflected stress to be both physiological & psychological and acknowledged stress as an individual's fight beyond own physical and psychological boundaries because of uncomfortable conditions approaching from the environment. Schermerhorn,(1989) called stress the strain experienced by an individual when he/she meet uncommon demands, restrictions, or occasions. According to another definition, stress is a state concerning strain, and it depends on factors such as inhibition, Conflict, experiencing change, and exceptional personal elements. (Kalyoncu et.al., 2012; Rogers, 2007). It is well-identified universally as a leading contest to human's conceptual and corporal health, and also organizational health (ILO 1986; Park, 2007). When it comes to stress or conditions caused by stress the best solution one can find is within the self. And the best soft skill one must have is emotional intelligence skills. An ability to be aware of self, able to manage own self and based on this ability controlling and understanding the emotions of others which will lead to a long-lasting relationship. Sunil, (2009) believed that Emotional Intelligence played a rescue role and appropriately respond to different stressors. Zeidner et al., (2006) observed the core aspects of Emotional Intelligence can be related to 'resilience and adaptability in stressful situations. It also includes the ability to handle adaptively the changing circumstances.

## **2. Literature Review**

Many types of research like Cuceoglu (1999) & Schermerhorn (1989) are carried out in different organizational settings to determine the potential Problems that affect different organizational goals and to explore the determinants and causes of Work Stress and Emotional Intelligence and finding remedies to the Work Stress problems. Work Stress and Emotional Intelligence are one of those problem-remedy relations, which are catching the attention of modern researchers, leaders, and managers.

### **2.1. Time Pressure**

The degree an individual perceives that inadequate time available to perform related task or to perform a task much faster than that interval of time, is referred as Time Pressure. Baer and Oldham (2006). While Kinicki and Vecchio (1994) views Time Pressure in terms of insufficient time to perform certain tasks. Time Pressure has been debated in numerous readings as a form of stress mainly in decision- making situations, auditing (Solomon & Brown 1992), marketing (Heroux, Laroch, & McGown, 1988) and business management (Bronner, 1982) (Khan, T. I, Saeed, I. Junaid, M., Jawad, 2018). Amongst the job stress components Parker and Decotiis (1983) revealed was feeling under Time Pressure at work, which was strongly connected to the number of hours worked per week. Same as them, Perlow (1999) an organizational psychologist finds that stress is connected to quantitative amount of working hours' time demanded from their workers. Research also looking into work schedules i.e., work shifts as locally known, repeated work shifts, or long working shifts contribute into stress.

A thorough studies of time dairy over the past five decades proves that number of working hours relatively remain unchanged (e.g., Aguiar & Hurst, 2007). The ambiguity that there has been an actual change in working hours or not over perceived time stress raises the issue that something other than the working hours may have contributed to Time Pressure. Thus, some researchers investigated other aspects like individual differences might have be the reasons like negative affectivity and many other factors influencing how people respond to Work Stressors (e.g., Brief, Burke, George, Robinson, & Webster, 1988; Moyle, 1995). One can say Time Pressure can be associated with individual differences that how people react to situations they encounter, while some can say that Time Pressure is associated with the

lack of sufficient time to carry out all the things they need to do. (Restegary& Landy, 1993). To agree with the arguments Robinson & Godbey (1997) pose that greater feeling of Time Pressure is associated to high objectives of task to be done in available time. They imbedded their arguments with the concept that time scarcity is mostly perceptual and instances one.

The writings on experiential decision making (e.g., Gilovich, Griffin, & Kahneman, 2002) and opportunity costs (Hamermesh & Lee, 2007) both has observed that perceived time is connected to the economic value or worth of one's time as King, Hicks, and Abdelkhalik (2009, p. 1459) noted, "attaching high value to an object produces biased perceptions of its scarcity." In the successions of readings stated here, it can be observed that in fact one causal factor is the economic value of time that causes Time Pressure. as cited by (DeVoe & Pfeffer, 2011 & Tang & Chang, 2010)

## **2.2. Work Overload**

Role overload describes states in which individual's sense that there are so many tasks or activities expected of them in relation to the time available, their abilities, and other constraints (Yongkang, Weixi, Yalin, Yipeng, & Liu, 2014). "Role overload occurs when people find inconsistency between the time required to finish the task and the time available for them" (Yongkang et al., 2014). The number of tasks and assignments which employees are bond to perform during their duty time is referred to workload (Ali et al., 2014). The degree of stress felt by employee due to the believe that they having difficulty adjusting to the amount of work assigned to them refer to Work Overload (Idris, 2011). French and Caplan (1973) considered Work Overload can either be quantitative means too much must be done or qualitative which means something which is very difficult to complete. In theoretical explanation Work Overload refers to excessive demands.

Classification of workload can be observed in two forms 1. Role overload and 2. Role lower load. Role overload refers to over expectation from individuals with regards to the available time, resources and their capabilities which are directed from top management, immediate boss, colleagues, subordinates and even from local community (Ammar, 2006). Workload can be qualitative or quantitative in nature (Trayambak, Kumar, & Jha, 2012). Qualitative refers to ability of the individual to complete a task. quantitative workload refers to the no of tasks in relation to shortage of time (Conley & Woosley, 2000). (2) Role lower load refers to the condition when the levels of individual capabilities are higher than the role and duty assignments which lead to boredom or stress. In either case individual will experience job stress, one is due to the fear of not completing the task and expectations of the job and the other is due to the small duty assignments and less importance of the task assigned.

## **2.3. Emotional Intelligence and Work Stress as Problem/Causes**

Landa and Lopez-Zafra, (2010) viewed some primary causes of nurses' stress linked to the direct dealing with pain and death, the expectations of patients and their relatives to respond with emotions and empathies, long shifts, heavy load of responsibilities of the work environment and physical fatigue. Enjezab& Farnia (2001) declared that job stress or Work Stress is a universal problem, it is observed everywhere in the society at all professional and occupational levels, it is also considered very costly to the organization due to which employees overall performance reduces, and it increases the absentees, increase medical cost and insurance and mental disabilities of the workers and funding for new recruitment. Sunil, (2009) found that high workload, high targets, pressure to perform, tight deadlines (Time Pressure), lack of job satisfaction type of work, long working hours, interpersonal conflicts at the workplace such as boss-subordinate relationship and relationship with peers are major sources of stress. The causes of Work Stress to Rothman (2008) can be "poor working conditions, high workload, involuntary overtime, inflexible working hours, excessive demands, very frequent changes or monotony".

#### **2.4. Emotional Intelligence and Work Stress as Results**

Work Stress is inversely related to Emotional Intelligence. The study conducted by Ioannis & Ioannis (2002) put forward the concept that people with high Emotional Intelligence suffered less stress in the working environment. Gardner (2005) believed that training programs used to enhance Emotional Intelligence decrease 'feeling of stress and strain'. Oginska-Bulik (2005) studied the effect of EI on Work Stress which showed a negative relationship between the two in the workplace. Petrides & Furnham (2006) in their studies ascertained that employee with high Emotional Intelligence traits was associated with lower levels of stress. Studies conducted by Adeyemo & Ogunyemi (2006) significantly showed the negative relationship between Emotional Intelligence and occupational stress amongst the academic staff of Nigerian universities with a sample size of 300. The studies also revealed that Emotional Intelligence makes a significant contribution to predicting Work Stress. The study governed, Singh and Singh (2008) also revealed a 'negative relationship' between Emotional Intelligence & 'organizational role stress' amongst medical professionals. A study conducted by Brink (2007) showed that individuals who have a lower level of emotional management and emotional control are likely to report higher levels of Work Stress.

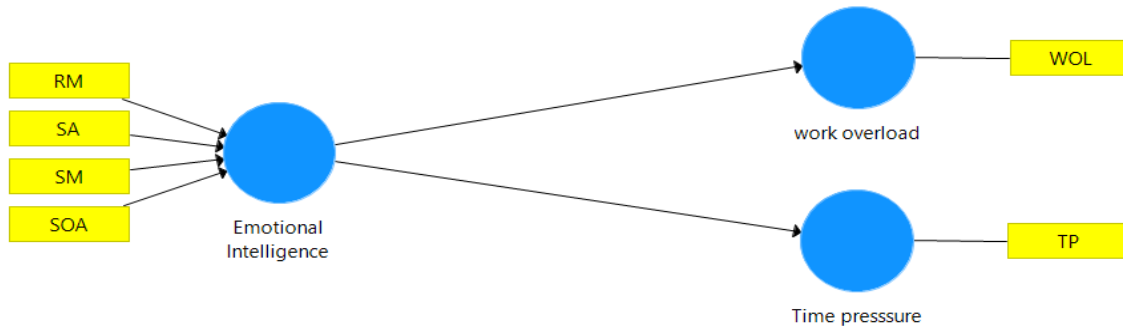
#### **2.5. Emotional Intelligence and Work Stress as Solutions**

Numerous studies have advocated that people with high 'Emotional Intelligence' are more proficient in 'understanding and managing' their 'emotions', which permit them to adjust to their environments and become more accepting to challenging circumstances, including stress (Bar-On, 1997; Goleman, 2005; Matthews et al., 2006). The concept of stress is perceived, and Emotional Intelligence plays a significant role in determining the sources of stress and mental process. Ucar, (2004). Likewise, it has been observed in the nursing profession and positive effects of Emotional Intelligence of nurses in relation to job satisfaction and the ability to cope with stress. (Akerjordet and Severinson, 2008; Montes-Berges and Augusto, 2007). A study conducted by Kaut and Kaur, (2013) demonstrates the important role of Emotional Intelligence in reducing stress amongst teachers. Matthews et al., (2006) conducted a study on banking employees about which he believed that other studies indicated that Emotional Intelligence does not moderate stress. Cole, (2009) proposed that 'higher EI can be used to manage stagnation related stress'. Zeidner et al., (2006) observed the core aspects of Emotional Intelligence can be related to 'resilience and adaptability in stressful situations. It also includes the ability to handle adaptively the changing circumstances. Jordan et al., (2002) believed that if someone understands emotions their reaction to demands. They are more likely to adapt to every situation & will be able to use effective coping strategies.

### **H1. Emotional intelligence is inversely related to work overload and time pressure.**

#### **2.6. Theoretical and Conceptual Model**

Self-efficacy theory given by Bandura's (1977) suggests that if an individual partakes high level of self-efficacy (i.e., credence to his/her capability in achieving a task) this will not beseech his/her unwanted cognitive opinions. Application of this theory in a job-related stress model displays that if a being has high self-efficacy (i.e., faith to his/her aptitude to maintain emotions) this will meritoriously decline his/her occupation stressors and upsurge his/her emotional wellbeing and lower the level of psychosomatic stress. A contemporary sentiment grounded theory that is EI theory, in general, elucidates those entities who have adequate interactive and intrapersonal proficiencies can correctly control their emotions and other underlying emotions to handle environmental challenges (Salovey & Mayer, 1990, 1997; Bar-On, 1997; Goleman, 1998, 2004).



### 3. Methods

The purpose of the study was empirical in nature, and it is considered the first study under this head in the hospitals in Peshawar district. The type of investigation of this study was casual in nature, the study observed the Role of Emotional Intelligence on Work Stress (Time pressure and work overload) in a non-contrived setting, a field study of quantitative survey method following positivism research philosophy, to carry out the analysis on the Work Stress of nurses and medical staff in three major public hospitals (lady reading, Khyber Teaching and Complex Hospital) of district Peshawar. Paul Mohapel (2015) scale of emotional intelligence was adapted and for time pressure and work overload Powell, et.al. (2012) Remondet.j.h., and Hansson,r.o (1991) scales were taken for this study. The reliability and validity were achieved for the scales.

#### 3.1. Population, Sample and Procedure

Three Major hospitals in district Peshawar was targeted to be the population of the study and sample size was drawn using the Stratified sampling technique. Different strata of medical staff and nurses were chosen from different sections (wards) of the hospital. Among 480 questionnaires 359 questionnaires were received of which 108 were from the lady reading hospital and 49 from the lady reading nursing school. A total of 157 questionnaires from lady readying and lady reading nursing school were received out of 220 questionnaires with a responding rate of 71%. 75 questionnaires were received from KTH and 50 questionnaires from KTH nursing school which in total 125 questionnaires were received out of 140 with a responding rate of 89%. From HMC total of 54 questionnaires were received of which 29 were from the hospital and 25 were from nursing school Out of 120 questionnaires with the responding rate of 45%. The response rate varies but it should be between 30 to 60%. Beutell, Nicolas. (2017). A total sample size of 359 was tested for this study at a 95% confidence level which was 18% of the total population according to the Creative Research Systems survey software sample calculator, (Sample Size Calculator.2019). with population of 2000 with 95% confidence level and confidence level and at  $\pm 5$  confidence interval it has to be 321. With 359 samples size shows that this current study has overreached the minimum requirement of sample size for the study.

**Table 1: Population Break Down**

S.No	Population Size	Hospitals Name
1	up to 1000 nurses and medical staff including student nurses and internees	Lady Reading Hospital
2	650 staff and including student nurses and internees	Khyber Teaching Hospital (KTH)
3	350staff including HMC kidney centre and burn centre.	Hayatabad medical complex (HMC) and kidney centre
<b>Total population up to 2000</b>		

**Table 2: Sample Size Distribution**

Sample size taken	Hospitals Name (distributed)	Received questionnaires	% Age Received
1000	Lady Reading Hospital Total 220	108 from lady reading hospital and 49 from lady reading nursing school. Total of 157	71%
650	Khyber Teaching Hospital (KTH) Total 140	75 from KTH and 50 from KTH nursing school which in total 125	89%.
350	Hayatabad medical complex (HMC) and kidney centre Total 120	which 29 from hospital and 25 from nursing school total 54 questionnaires were received	45%
<b>Total population up to 2000</b>	<b>Total 480</b>	<b>Total received 359</b>	<b>74%</b>

### 3.2. Data Analysis Techniques

This research used Smartpls 3.0 for data analysis. Structural Equation Modeling, Path Analysis and Bootstrapping were used to find the Path Coefficients, R-Square, P-Value, T Statistics, the model significance of the variables under studies study used Emotional Intelligence as the independent variable and Time Pressure and Work overload as the dependent variable. Emotional Intelligence is divided into four dimensions, 'Self-Awareness' (10 items), 'Self- Management' (10 items), 'Social Awareness' (10 items), and 'Relationship Management' (10 items) Goleman 1997, Paul Mohapel (2015). Developed a model for "Emotional Intelligence Self -Assessment questionnaire adapted for the San Diego City College MESA Program" term "emotional" is replaced with "Self" (i.e., emotional awareness with self-awareness and vice versa) as originally termed by Goleman (1995). 10 items of each dimension of Emotional Intelligence contribute to one composite index of Emotional Intelligence (i.e., every 40 items of 4 dimensions tap some part of Emotional Intelligence) same as for Work Overload and Time Pressure. To develop the structural model for this complex model in SmartPLS 3.0, 2nd order factors method was used which includes the repeated indicator approach to produce LVS (latent variable score) and then copying the LVS to excel sheet and run as a new project for a path model. To produce the latent variable score of formative variables, the researcher run a PLS algorithm, instead of a consistent PLS algorithm as the researcher was interested to produce factors than path at first order, before running the test, the researcher copy the items of all Emotional Intelligence and Work Stressors into two new latent variables than was connected as required. A new model based on the latent variable score for path analysis was

produced to achieve the results of path coefficient, R Square, and model significance, to test the significance level of these results bootstrapping procedure was carried out R<sup>2</sup> values, P-Value and T Statistic. The method was used and approved by Gaskin et al., (2018). Ringle et al., (2015). Henseler et al., (2015).

#### 4. Results

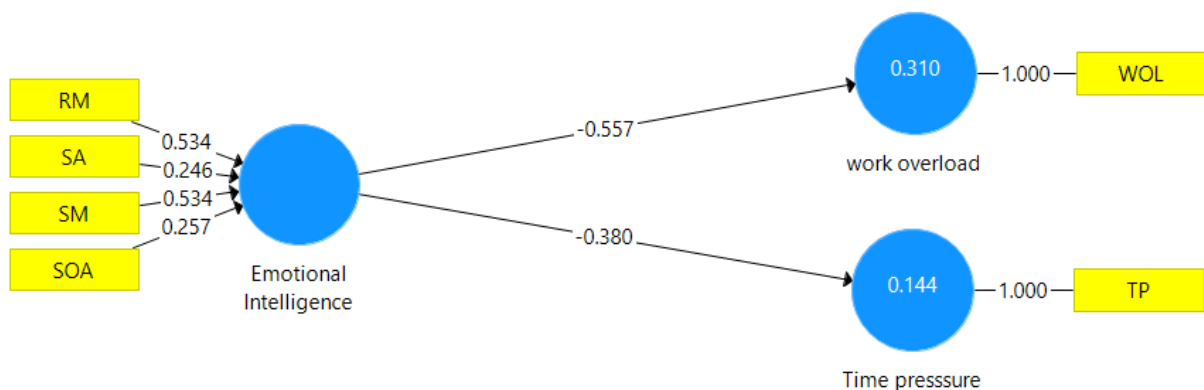
This study used emotional intelligence as an independent variable and time pressure and work overload as (stressors) dependent variables, to observe the effect of emotional intelligence on these two variables. The researcher proposed the relationship will be inverse in nature based on literature and previous finding. To get the results smart pls 3.0 were used for data analysis.

**Table 1.0 Path Coefficient**

Mean, STDEV, T-Values, P-Values

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ( O/STDEV )	P Values
<b>Emotional Intelligence -&gt; Time pressure</b>	-0.380	-0.390	0.045	8.507	<b>0.000</b>
<b>Emotional Intelligence -&gt; work overload_</b>	-0.557	-0.563	0.037	14.941	<b>0.000</b>

**Figure 1**



**Table 1 and figure 1** illustrates the Path Coefficients and R Square results of path analysis of emotional intelligence and time pressure and work overload the Path Coefficients results shows the inverse

relationship between emotional intelligence and Time Pressure and Work Overload) the results show that ( -0.38, -0.55) respectively the minus signs show the negative relations which means when one increase the other decrease in strength and R. square (0.14, 0.31) respectively, Which means that one unit increase in emotional intelligence will bring 38 % unit change in Time Pressure and 55 % in Work Overload. (T-value >2.0) and (P-Value <0.000) shows significant results. The R Square means that the independent variable (emotional intelligence) 14 % and 31 % variances explained in dependent variables (TP, WOL) respectively. The T statistics and P-values in relationship with TP and WOL show significance. When a person is high on emotional intelligence scale, he will be able to understand himself and these skills will help to manage themselves better in stressful situations especially when it comes to time pressure and work overload. So, the results and finding shows that the nurses of three prominent hospitals of dist. Peshawar show inverse relationship between emotional intelligence and time pressure and Work overload. which repeat the results of previous studies. The higher the level of Self-Management the lower the chances of Work Stress. King & Gardner's (2006), Dehshiri, (2004), Bar-On,(1997) Goleman, (1998)(Salovey & Mayer, 1990, 1997).

## 5. Discussions and Conclusions

It's a proven fact, based on establish literature that Work Stress negatively impacts all the positive organizational variables (performance, satisfaction, growth) and positively affect all the negative organizational variables (employee's health, turnover, absenteeism). Individuals recognize a condition which normally happens when they face a strain which are more than their endurance regards as stress. Various Studies have been carried out to explore the determinants, causes, and finding remedies to the problems. Work Stress and Emotional Intelligence are one of those problem-remedy relations, which are catching the attention of modern researchers, leaders, and managers. The role of Emotional Intelligence has proven its significance with many organizational important variables (performance, decision making etc.) The term Emotional Intelligence was clearly defined and conceptualized by Salovey and Mayer (1990) as "The ability to monitor one's own feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action" (p.189).

Profound research has been conducted on Work Stress and Emotional Intelligence, it is observed that Emotional Intelligence is inversely related to job stress, the higher the level of Emotional Intelligence in individuals the lesser the work-related stress found in the individuals. Goleman,1998) describe that EI play a vital role in the time of stress for the people to motivate themselves and to control the behaviors which can be result due to stressors which is also cited by (Bryant & Malone, 2015). Numerous studies have advocated that people with high 'Emotional Intelligence' are more proficient of 'understanding and managing' their 'emotions', which permits them to adjust to their environments and become more accepting to challenging circumstances, including stress (Bar-On, 1997; Goleman, 2005; Matthews et al., 2006).

The present study was conducted in Peshawar, KP, and Pakistan. Nurses of main hospitals were the units of analysis and observation unit. The main objective behind choosing this sector was that nurses and medical staff is considered the first line of defense in any emergency or dealing with a patient's family anger, panic, and disturbance while the doctor has not arrived yet. The importance of this study highlighted the fact that it is the first study in his own style, taking emotional intelligence with time pressure and work overload.

For this study, a sample of 361 nurses were selected from three hospitals and adjutant nursing schools during their working hours from three shifts from all the major's wards of the hospitals. The results of the



study proved that emotional intelligence is inversely related to time pressure and work overload which means when one understands and control his emotions, he will be less affected by these stressors which ultimately will reduce the stress caused by these stressors. Work stress is a multi-dimensions phenomenon and multi stressors can contribute to work stress, therefore, it is recommended that different work stressors can be added to assess the effect and different sectors which are not yet explored or partially explored shall be the focus of future research. Other significant sectors which deal in life and death situations like firefighters, rescue services, doctors, bomb disposal squads etc. shall be viewed in future research.

## References

- Adeyemo, D. A., & Ogunyemi, B. (2006). Emotional Intelligence and Self-Efficacy as Predictors of Occupational Stress Among Academic Staff in a Nigerian University. Retrieved from <http://www.leadingtoday.org/weleadinlearning/da05.htm>
- Akerjordet K, Severinson E (2008). Emotionally intelligent nurse leadership: a literature review study. *J Nurs Manag*, 16(5): 565–577.
- Aguiar, M., & Hurst, E. (2007). Measuring trends in leisure: The allocation of time over five decades. *Quarterly Journal of Economics*, 122, 969– 1006. doi:10.1162/qjec.122.3.969
- Ali, W., Raheem, A., Nawaz, A. and Imamuddin, K. (2014), Impact of Stress on Job Performance: An Empirical study of the Employees of Private Sector Universities of Karachi, Pakistan. *International Science Congress Association*, 3(7), 14-17.
- Ammar, T. (2006), The effect of internal variables on the level of job stress on the employees of Palestinian Universities at Gaza Strip. Master thesis, Islamic university, Gaza, 55.
- Ashforth, B.E. & Lee, R.T. (1990) Defensive behaviour in organizations: a preliminary model. *Human Relations*. 43, pp. 621-48.
- Baer, M., & Oldham, G. R. (2006). The curvilinear relation between experienced creative Time Pressure and creativity: moderating effects of openness to experience and support for creativity. *Journal of Applied Psychology*, 91(4), 963.
- Bandura, A. (1977). Self-efficacy: Towards a unifying theory of behavioral change. *Psychological Review*, 84, 191-215.
- Bar-On R (1997). Bar-On Emotional Quotient Inventory Technical Manual. MHS Publications, Toronto.
- Beutell, Nicholas. (2017). Re: What is the accepted response rate for a survey?. Retrieved from: <https://www.researchgate.net/post/what-is-the-response-rate-for-a-survey/5a14701bdc332da5e250373a/citation/download>.
- Blase, (1986). “A qualitative analysis of sources of teacher stress: Consequences for performance”. *American Educational Research Journal*, 23(1), 13-40.
- Brief, A. P., Burke, M. J., George, J. M., Robinson, B. S., & Webster, J. (1988). Should negative affectivity remain an unmeasured variable in the study of job stress? *Journal of Applied Psychology*, 73, 193–198. doi: 10.1037/0021-9010.73.2.193
- Brink, E. (2007). The Relationship Between Occupational Stress, Emotional Intelligence and Coping Strategies in Air Traffic Controllers. Masters Thesis, Stellenbosch University.
- Bronner, R. (1982). Decision making under Time Pressure: an experimental study of stress behavior in business management: Lexington Books Lexington, MA.
- Bryant, S. E., & Malone, T. I. (2015). An Empirical Study Of Emotional, 7(1), 1–11.
- Cole, L. (2009). I can't cope anymore! *ICIS Chemical Business*, 275(5), 28. Retrieved January 17th, 2012, from Business Source Complete database.
- Conley, S. & Woosley, S. A. (2000), Teacher role stress, higher order needs and work outcomes. *Journal of Educational Administration*, 38(2), 179-201.
- French, J.R.P. & Caplan. R.D. (1973). Organizational stress and individual strain. In A.J. Marrow (Ed.), the failure of success.
- Cuceloglu D (1999). Human and behaviour, basic concepts of psychology (In Turkish). Remzi

Publications, İstanbul.

- DehshiriGhR. (2004) Investigating the relationship between Emotional Intelligence and time management with job stress in high school teachers. *News and consulting researches*.;4(12):53-64. Persian.
- DeVoe, S. E., & Pfeffer, J. (2011). Time Is Tight: How Higher Economic Value of Time Increases Feelings of Time Pressure. *Journal of Applied Psychology*, 96(4), 665–676. <https://doi.org/10.1037/a0022148>
- Dogan S, Demiral Ö (2007).The role and importance of Emotional Intelligence on the success of organizations (In Turkish).Celal Bayar University the Faculty of Economic and Administrative Sciences Journal. 14(1): 209– 230.
- Enjzab, B., & Farnia, F.( 2001) The relationship between job stress and psychological and behavioral responses in midwives working in public hospitals of Yazd province in 1999. *Journal of Medical Sciences, Shahid Sadooghi Yazd.*;10(3):32-8. Persian.
- French, J.R.P., & Caplan, R.D. (1973). Organisational stress and individual strain.In A. J. Marrow (Ed.), *The failure of success*. New York: John Wiley. Frone,
- Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.
- Gaskin, J., Godfrey, S., and Vance, A. (2018) "Successful System Use: It's Not Just Who You Are, But What You Do," *AIS Transactions on Human-Computer Interaction* (10) 2, pp. 57-81.
- Gharib, M., Jami, S. A., & Ghouse, S. M. (2016). The Impact of Job Stress on Job Performance a Case Study on Academic. *International Journal of Economic Research*, 13(1), 21–33.
- Gilovich, T., Griffin, D. W., & Kahneman, D. (2002). *Heuristics and biases: The psychology of intuitive judgment*. New York, NY: Cambridge University Press.
- Goleman,D.(1995). *Emotional Intelligence: Why it can matter more than IQ*. London: Bloomsbury
- Goleman., D. (1998). *Working with Emotional Intelligence*. Journal review, pg. 46
- Goleman, D. (2001). *Emotional Intelligence : Issues in Paradigm Building. The Emotionally Intelligent Workplace*, 1–13.
- Goleman, D. (1998).*Working with Emotional Intelligence*. New York: Bantom Books.
- Goleman, D. (2004).*An EI-based theory of performance in Cherniss & D, 2004*.
- Goleman D (2005). Why is Emotional Intelligence more important than IQ? (In Turkish). (Trans. by Banu.
- Griffith, J., Steptoe, A., & Cropley, M, (1999). “An investigation of coping strategies associated with job stress in teachers”. *British Journal of Educational Psychology*, 69(4), 517-531.
- Hamermesh, D. S., & Lee, J. (2007). Stressed out on four continents: Time crunch or yuppie kvetch? *Review of Economics and Statistics*, 89, 374–383. doi:10.1162/rest.89.2.374
- Henseler, Jörg.; Ringle, C. M.; & Sarstedt, M. (2015). A new criterion for assessing Discriminant validity in variance-based structural equation modeling. *Journal of the Academy of Marketing Science* 43(1): 115-135.
- Heroux, L., Laroch, M., & McGown, K. L. (1988). Consumer product label information processing: an experiment involving Time Pressure and distraction. *Journal of Economic Psychology*, 9(2), 195-214.
- Idris, M. K. (2011). Over Time Effects of Role Stress on Psychological Strain among Malaysian Public University Academics, 2(9), 154–161.
- International Labour Office (ILO) and joint WHO Committee on Occupational Health. 1986. *Psychosocial factors at work: Recognition and control*. Occupational Safety and Health Series no. 56. December. ILO. Geneva. 81 p.
- Ioannis, N., & Ioannis, T. (2002). Emotional intelligence in the workplace: exploring its effects on occupational stress and organizational commitment. *International Journal of Organizational Analysis*, 10(4), 327-342
- Ivancevich & Matteson (1980) *Stress and work*, Scott, Forestman and Co., Glenview, IL
- Jamal, M. (2005), *Burnout among Canadian and Chinese employees: A cross-cultural study*. *European Management Review*, 2, 224-230.
- Jawahar, I.M., Stone, T.H., & Kisamore, J.L. (2007). *Role Conflict and burnout: The direct and*

- moderating effects of political skill and perceived organizational support on burnout dimensions. *International Journal of Stress Management*, 14(2): 142-259.
- Johnson, S., Cooper, C., Cartwright, S., Donald, I., Taylor, P. & Millet, C, (2005). “The experience of work-related stress across occupations”. *Journal of Managerial Psychology*, 20 (1/2), 178-187.
- Jordan, D.J., Ashkanasy, N.M. and Hartel, C.E.J. (2002) ‘Emotional Intelligence as a moderator of emotional and behavioural reactions to job insecurity, *Academy of Management Review*, Vol. 27, No. 3, pp.361–372.
- Kaut D S,& Kaur R. (2013). Study of Emotional Intelligence and Teacher Stress among B. Ed Teachers. *International Journal of Research in Education Methodology* ; 3(2): 248-254.
- Kalyoncu, Z., Guney, S., Arslan, M., & Guney, S. (2012). Analysis Of The Relationship Between Emotional Intelligence And Stress Caused By The Organization : A Study Of Nurses. *Business Intelligence Journal*, 5(2), 334–346.
- King, M., & Gardner, D. (2006). Emotional intelligence and occupational stress among professional staff in New Zealand. *International Journal of Organizational Analysis*, 14(3), 186-203.
- King, L. A., Hicks, J. A., & Abdelkhalik, J. (2009). Death, life, scarcity, and value: An alternative perspective on the meaning of death. *Psychological Science*, 20, 1459–1462. doi:10.1111/j.1467-9280.2009.02466.x
- Kinicki, A. J., & Vecchio, R. P. (1994). Influences on the quality of supervisor–subordinate relations: The role of time- pressure, organizational commitment, and locus of control. *Journal of Organizational Behavior*, 15(1), 75-82.
- Khan, T. I, Saeed, I. Junaid, M., Jawad, S. (2018). Impact of Time Pressure on Organizational Citizenship Behavior: Moderating Role of Conscientiousness. *Global Social Sciences Review*, III(III), 317–331. [https://doi.org/10.31703/gssr.2018\(iii-iii\).18](https://doi.org/10.31703/gssr.2018(iii-iii).18)
- Landa JMA, Lopez-Zafra E (2010). The impact of Emotional Intelligence on nursing: an overview. *Psychology*. 1(1): 50–58.
- Lopes, P., & Salovey, P. (2004). Toward a broader education: Social, emotional and practical skills. In P. Salovey, M.A. Brackett & J.D. Mayer (Eds.), *Emotional Intelligence: Key Readings on the Mayer and Salovey model* (pp. 287–303). New York: Dude Publishing.
- Luthans, Fred. (2013). *Organizational behaviour: an evidence-based approach*, McGraw Hill, New Delhi.
- Mavroveli, S., Petrides, K. V., Rieffe, C., & Bakker, F. (2007). Trait Emotional Intelligence, psychological well-being and peer-rated social competence in adolescence. *British Journal of Developmental Psychology*, 25(2), 263–275. <https://doi.org/10.1348/026151006X118577>
- Matthews G, Emo AK, Funke G, Zeidner M, Roberts RT, Costa PT, Schulze R (2006). Emotional Intelligence, personality and task-induced stress. *J Exp Psychol Appl*. 12(2): 96–107.
- Meng, L. & Liu, S, (2008). “Mathematics teacher stress in Chinese secondary schools”. *Journal of Educational Enquiry*, 8(1), 73-96.
- Mohapel, P. (2015).The quick Emotional Intelligence Self-Assessment. San Diego City College MESA Program. [Paul.mohapel@shaw.ca.2015](mailto:Paul.mohapel@shaw.ca.2015)
- Moyle, P. (1995). The role of negative affectivity in the stress process: Tests of alternative models. *Journal of Organizational Behavior*, 16, 647–668. doi:10.1002/job.4030160705
- Oginska-Bulik, N. (2006). Occupational stress and its consequences in healthcare professionals: the role of type D personality. *International Journal of Occupational Medicine and Environmental Health* ; 19(2): 113-122. PMID:17128809 <http://dx.doi.org/10.2478/v10001-006-0016-7>
- Park, J. (2007). Work Stress and job performance, (75).
- Parker, D. F., & DeCotiis, T. A. (1983). Organizational determinants of job stress. *Organizational Behavior and Human Performance*, 32, 160–177. doi:10.1016/0030-5073(83)90145-9
- Perlow, L. A. (1999). The time famine: Towards sociology of work time. *Administrative Science Quarterly*, 44, 57–81. doi:10.2307/2667031
- Petrides, K. V., & Furnham, A. (2000). On the dimensional structure of Emotional Intelligence. *Personality and Individual Differences*, 29, 313-320.
- Pithers, R.T. & Soden, R, (1998). “Scottish and Australian teacher stress and strain A comparative study”.

British Journal of Educational Psychology, 68(2), 269-279.

- Remondet, J. H., & Hansson, R. O. (1991). Job-related threats to control among older employees. *Journal of Social Issues*, 47(4), 129-141.
- Powell, D.R., Singer, C., Brownson-Booth, J., Frank, E., Jackson, S., and Watha, A (2012). *Systematic Stress Management™*, the American Institute for Preventive Medicine. Retrieved from internet [https://healthylife.com/online/demo/Stress/Stress\\_Management\\_at\\_Work\\_\\_Work\\_Stressor\\_Questionnaire.html](https://healthylife.com/online/demo/Stress/Stress_Management_at_Work__Work_Stressor_Questionnaire.html)
- Ringle, C. M., Wende, S., and Becker, J.-M. 2015. "SmartPLS 3." Boenningstedt: SmartPLS GmbH, <http://www.smartpls.com>.
- Rizzo, J. R., House, R. J. & Lirtzman, S. I. (1970). Role conflict and ambiguity in complex organizations. *Administrative Science Quarterly*, 15, pp. 150-163.
- Robinson, J. P., & Godbey, G. (1997). *Time for life: The surprising ways Americans use their time*. University Park: Pennsylvania State University Press.
- Rothman, S. (2008). Job satisfaction, occupational stress, burnout and work engagement as components of work-related wellbeing. *SA Journal of Industrial Psychology*, 34(3): 11-16.
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9 (3), 185–211.
- Schermerhorn JR (1989). *Management for Productivity*. John Wiley and Sons Inc., New York.
- Selye H (1985). *The Stress of Life*. Springer-Verlag, New York.
- Seller, R. M., and Damas, A. J. (2002). One role or two? The function of psychological separation in role conflict. *Journal of Applied Psychology*, 87(3), 574-582.
- Shernoff, E.S., Mehta, T.G., Atkins, M.S., Torf, R. Spencer, J, (2011). "A qualitative study of the sources and impact of stress among urban teachers". *School Mental Health* 3, 59-69.
- Singh Narban, J., Pratap, B., Narban, S., & Singh, J. (2016). A Conceptual Study on Occupational Stress (Job Stress/Work Stress) and its Impacts. Jaipur (Rajasthan). 2 M.Sc (CS), (1), 2395–4396.
- Sunil, K. (2009). Role of Emotional Intelligence in Managing Stress and Anxiety at the workplace. In ASBBS Annual Conference: Las Vegas (Vol. 16).
- Tang, Y., & Chang, C. (2010). Impact of Role Ambiguity and Role Conflict on employee creativity, 4(June), 869–881.
- Travers, C. & Cooper, C, (1993). "Mental health, job satisfaction and occupational stress among UK teachers". *Work & Stress: An International Journal of Work, Health & Organisations*, 7(3), 203-219.
- Trayambak, S., Kumar, P., & Jha, A. N. (2012). A Conceptual Study on Role Stressors, their impact and Strategies to manage Role Stressors, 4(1), 44–48.
- Ucar F (2004). The role of the mind in stress, and cognitive and psychological disorders related to stress (In Turkish). *Turkish Psychology Bulletin*. 10(34-35): 85–102.
- Whitehead, A.J. & Ryba, K, (1995). "New Zealand teachers' perceptions of occupational stress and coping strategies". *New Zealand Journal of Educational Studies*, 30, 177-188.
- Yongkang, Z., Weixi, Z., Yalin, H., Yipeng, X., & Liu, T. (2014). The Relationship among Role Conflict, Role Ambiguity, Role Overload and Job Stress of Chinese Middle-Level Cadres, 3(1), 8–11.