

## **Impact of Emotional Intelligence and Occupational Stress on Clinical Anger among Faculty Members of Universities**

**Syeda Sehrish Kazm<sup>1</sup> & Dr. Sadaf Ahsan<sup>2</sup> & Soulat Khan<sup>3</sup>**

Foundation University, Rawalpindi Campus

The present study has measured the impact of emotional intelligence and occupational stress on clinical anger among university faculty members. The objectives of the present study are to (i) study relationship among emotional intelligence, occupational stress and clinical anger in faculty members of universities (ii) find out the impact of emotional intelligence and occupational stress on clinical anger (iii) find out gender differences in emotional intelligence, occupational stress and clinical anger. The sample comprised of 200 faculty members including both males (n=100), and females (n=100), with age range between 35-55 years. Only those participants were selected who held at least Masters degree. Emotional Intelligence Scale (Wong & Law, 2002), Occupational Stress Index (Belkic, 2003) and Clinical anger scale (Snell, Gum, Shuck, Mosley, & Hite, 1995) were selected to measure the emotional intelligence, occupational stress and clinical anger respectively. Correlation, regression and independent samples t-test were applied to for data analyses. Results showed significant negative relationship between emotional intelligence and clinical anger. Results also revealed significant positive relationship between occupational stress and clinical anger. Emotional intelligence and occupational stress emerged as significant predictors of clinical anger. Findings of gender differences revealed that females had more occupational stress than males. Moreover, emotional intelligence was more in females than males. Better plans, considering emotional Intelligence, occupational Stress and clinical anger could be developed to reduce stress level for the psychological, physical, emotional health and wellbeing of university faculty members.

*Keyword.* Emotional intelligence, occupational stress, clinical anger, faculty.

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1. *Student of MS Clinical Psychology, Foundation University, Rawalpindi Campus.*

2. *Assistant Professor, Psychology Department, Foundation University, Rawalpindi Campus.*

3. *Lecturer, Psychology Department, Foundation University, Rawalpindi Campus.*

Dr. Sadaf Ahsan, Foundation University Rawalpindi campus, correspondence concerning this article should be address to Dr. Sadaf Ahsan, Email; sdfmuneer@yahoo.com

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Emotional intelligence remains fundamentally an essential component of competence to get achievements in any ground. However, it does not guarantee that an emotionally intelligent person will always be a success at the work place. Success at work is determined by responsive capabilities which are more necessary for outstanding and faultless routine. Furthermost findings suggest that emotional intelligence skills are heavy-duty prognosticator for higher work performances. In a research study conducted with workforces in cigarette factory was initiated and it was found that emotional intelligence is a prognosticator of performance of workforces in company (Law, Wong & Song, 2004).

Different researchers believe that work pressure is becoming chief sponsor to increase malfunction in daily life of individuals. Many studies have shown that it can cause low employee morale, low level of self-esteem, and social and psychological distress in different countries (Iqbal & Kokash, 2011; Ben-Bakr, Al-shammri, & Jefri, 1995). Occupational stressors can cause many problems and it has become a challenging area for researchers. Hence foremost properties of work-related stress are equally disturbing for workers and owners (McDonald & Korabik, 1991). Higher rate of stressors can cause severe stress and its consequence can be career disappointment and hostility issues. Moreover, it can result in the congealing and toughening of the individual's heart muscles causing other health issues.

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Since the last two decades, higher education institutions especially many private sector universities have been commonly labeled as stressful environments due to occupational stress (Barkhuizen & Rothmann, 2008). Teaching profession was once considered as a low stress occupation in societies. Universities were considered to have lighter workloads with more flexibility and other benefits such as foreign trips for study and conferences. It was commonly thought that university environment has less work and more fun and relaxation than other fields. But now, many researches are being conducted on stress among academic and general staff of universities from across the globe. Results indicate that the phenomenon of occupational stress in universities is alarmingly these days. It has been revealed that occupational stress is widespread and increasing in field of education and affecting its staff members (Gillespie et al, 2001; Winefield, 2000). Moreover, there is a rapid growth which has been observed in higher education institutions, particularly in developing countries and also in Pakistan. On one hand there is a competition in higher education institutions and on the other hand there is a deteriorated organizational climate in most of the public and private sector universities in world. Demand for completion and to be a high ranking university is very high (Rajarajeswari, 2010).

Hence, teacher's stress is recognized and explained as a serious issue by everyone who has studied the problem teachers experience on daily basis (Kyriacou, 1987). Payne (1985) worked

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on explaining emotional intelligence. Greenspan (1989) presented the emotional intelligence model and Salvo and Mayer (1990) also contributed a lot in this domain. Researchers consider emotional intelligence as the basic capacity to differentiate personal feelings and emotions from other feelings and emotions also using them in guiding ways and actions in daily life (Iqbal & Kokash, 2011). In different comparative studies of twenty six occupations conducted by Johnson, Cooper, Cartwright, Donald, Taylor, and Millet (2005) concluded that teaching is among one of the most stressful occupations in the world. A study conducted in Australian universities showed that academic staff were generally more worse than general staff, and staff in newer universities were more worse in stressful condition than in older universities in Australia (Winefield et al., 2003).

Recent studies explained that university professors experienced dangerous levels of stress which is incomparable to any other employed group of individuals in any other occupational setting (Iqbal & Kokash, 2011). Stress faced by teachers can be more disturbing and more potentially dangerous and harmful. It is giving challenges to teachers to face difficulties more openly and to handle different level of stressful situations along with other pressures. Also, it depends on how they handle or react toward stressors when even their important needs are not being met in life. (Kahn, Wolfe, Quinn, Snoek, & Rosenthal, 1964). A study conducted on stress in seven New Zealand universities (Boyd &

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Wylie, 1994) reported that half of the staff in their sample of university settings more often or almost or always on daily basis found their work to be stressful. The study concluded that 80% believed their workload had increased and become more stressful in recent years due to increased pressure level to be on top ranking academies. In addition, 46% members expected further increase in workload in the future and it is also stressful for them (Gillespie et al., 2001). According to a study by Blix, Cruise, Mitchell, and Blix(1994) on occupational stress among university teachers, two third of the university faculty reported that they perceived their job as stressful at least half of the job time daily.

Many researchers and professionals have studied the phenomena of anger (Johnson, Cooper, Cartwright, Donald, Taylor, & Millet,2005). Anger is a negatively experienced psychobiological state associated with verbal labels (e.g., “I feel really angry”), autonomic arousal (e.g., heart and respiration rate increases), rigid thoughts and blaming (e.g., “You shouldn’t have done that! This problem is *your* entire fault!”), and desires to approach, fight, and/or get even (e.g., “I just want to punch a wall” or “I’ll teach her to never do that to me again!”). When anger is frequent, intense, and enduring, it creates havoc in interpersonal relationships and conflicts in the home, schools, the workplace, incarceration facilities, and other environments. Although in our evolutionary past, anger promoted human survival by helping to fight off potential threats, in the current world, strong, frequent,

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and enduring angry reactivity is no longer warranted.

A completely stress-free life is impossible, and stress becomes a characteristic of human existence. Individuals have used various methods to handle stress, including using their intelligence, especially their emotional intelligence (Sirin, 2018). Emotional intelligence allows employee to think more creatively and use his emotions to solve problems. Daniel Goleman believes that emotional intelligence appears to be an important set of psychological abilities that relates to work life balance and life success. It is empathy and communication skills as well as social and leadership skills that will be central to your work life balance and personal relationships. The ability to manage feelings and handle stress is another aspect of emotional intelligence that has been found to be important for successful work life balance. Emotional intelligence has as much to do with knowing when and how to express emotion as it does with controlling it. Empathy is a particularly important aspect of emotional intelligence. Emotions are more successful in work as well as in social lives. Emotional Intelligence is now being considered to be an important organizational factor (Sirin, 2007).

### **Empirical Evidence**

Lazarus (1999) addressed stress as a subjective phenomenon. Some researchers have concluded stress as tension, exhaustion, vagueness, common struggle, and concern, mostly among faculty members (Sager, 2000). Stress is due occupational

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loads causing mental health issues leading toward psychological disorders, as well as person's capability to manage specific state of affairs on any occupational setting (Jamal, 2011). An excessive work load may make people feel job stress (Jamal, 2007). Other sources occupational stress includes the organizational climate created by the leadership style of supervisors in general (Parker & DeCotiis, 1983).

Gender differences and apparent occupation stress specified that personalities retaining high masculinity show less emotional struggle (Conway, Csank, Holm,&Blake, 2000). On the other hand, individuals that retain extreme degrees of feminineness face more extreme degree of anxiety and occupational stress (Conway's et al., 2000). Emotional intelligence has a significant impact on fighting with stress and outcomes of anxiety. Conferring to Furnell (2008) emotional intelligence is a substantial feature in gaining achievement in individual. Stress management training programs can be helpful for the faculty members to cope with stress and manage to control anger and burnout.

Basic responsibility of educational sectors is now to maintain and provide new young talented people in society for the betterment and progress of country. Universities are considered to be a very important source that no other social field can provide for society. All aspects of social life are somehow related to educational sector. Occupational stress at universities is causing low satisfaction in faculty members and it is becoming main reason for less interest in job (Johnes& Taylor, 1990).

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It has been established by researchers that female members working in any occupational setting are facing more stress levels. As a result, it is essential for the work managements to acknowledge the importance of gender differences for the success and development of fields (Malach& Schwartz, 2008).

Additionally, bivariate relationship enquiry amongst femininity and excellence of life contended that lady worker experience severe depression and have low feature of life in comparison with males (Bonsaksen, 2012).

Current research was attempted to discover the impact of emotional intelligence on occupational stress and clinical anger among faculty members of universities in Rawalpindi and Islamabad. This will help us to understand whether the emotional intelligence is effective to overcome stressors. The study will also help to understand level of occupational stress and clinical anger from which faculty members are going through. The findings will clarify whether these variables were same for both female members and males members or they face contradictory intensities of occupational stress and clinical anger while working in advanced educational institutes or universities.

The aim of study was to measure the impact of emotional intelligence on occupational stress and clinical anger among faculty members of universities in Rawalpindi and Islamabad. These variables have been studied in numerous different industrial and public regions across world (Baltacai, 2012) but the



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relationship of these variables in university settings of Pakistan is lacking in the literature. Many comparative studies have established that teaching is one of the most stressful occupation in the world and university faculty members do experience such intensities of occupational stress that are incomparable to any other occupational group of individuals (Abbas et al., 2012).

In addition, stress can disturb the normal psychological equilibrium in human beings and faculty members are considered as important players in the learning process. Thus, the researcher was interested in finding out that how emotional intelligence can affect the occupational stress and how it can control anger in them. Universities are considered the main source of preparing individuals for public private and social sectors of the society for the betterment of any country and its people (Iqbal & Kokash, 2011). Emotional intelligence is the main aptitude to recognize and comprehend emotions personally and for others. This is the ability to understand how others can covenant and share with each other's emotions supportively. Different research studies have revealed that teachers with more emotional intelligence skills and abilities are able to control their anger and deal with occupational stress in a better way (Baltacı & Demir, 2011)

This study was designed to study the impact of emotional intelligence on occupational stress and clinical anger. Teaching is a highly respected and stressful profession in the world (Locke & Teichler, 2007). In a country like Pakistan there is lack of

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resources related to physical and psychological health and where wages are not suitable. This keeps the faculty stressful and angry at work (Bar-on, Maree & Elias, 2007). Thus, the researcher aimed to highlight the role of emotional intelligence in managing occupational stress and clinical anger. This study will provide initiative steps to future researches.

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## Method

### Objectives of the Study

The purpose of this study was to explore the impact of emotional intelligence on occupational stress and clinical anger among faculty members of universities. The specific goals of the study included were:

- 1 To study the Relationship among occupational stress, clinical anger and emotional intelligence in faculty members of universities.
- 2 To find out impact of emotional intelligence on occupational stress and clinical anger.
- 3 To study how gender and age are related to emotional intelligence occupational stress and clinical anger.

### Hypotheses

Following hypotheses were formulated for the present studies.

1. Emotional intelligence will be negatively related to clinical anger and occupational stress.
2. Occupational stress will be positively related to clinical anger.
3. Emotional intelligence will negatively predict clinical anger and occupational stress.
4. Female faculty members will show more occupational stress than male faculty members.

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5. Male faculty will show more emotional intelligence than female faculty members.
6. Age will be positively related to emotional intelligence.
7. Age will be negatively related to occupational stress and anger.

### **Research Design**

Convenient/purposive sampling technique was used to select participants of the research

### **Sample**

A sample of 200 was collected. It consisted of 100 males and 100 females with age between 35 to 55 years. Individuals were qualified with MASTER or PHD degree. All the respondents were from different universities of Rawalpindi and Islamabad.

### **Measures**

**Emotional Intelligence.** Emotional intelligence Scale (Wong & Law, 2002) was used. Scale consists of four sub scales containing Appraisal and expression of emotion in oneself, Appraisal and recognition of emotions in others, Regulation of emotion in oneself, Use of emotion to facilitate performance. Each sub scale has four items and total no of items are 16 chronbach's alpha is .862. Responses were measured with Likert type scale range from 1(strongly disagree) to 7 (strongly agree).minimum score value was 77 and highest value was 181. Higher scores indicated higher emotional intelligence in individuals. These four dimension are measured.

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**Occupational stress.** Occupational Stress Inventory (Belkic, et al., 1984) was used to measure stress. The reliability coefficient of the scale is .93. Total number of items are 46 (28 positive and 18 negative) with response categories of strongly disagree, disagree, undecided, agree and strongly agree. Scale consisted of six subscales, Role Overload, Role Insufficiency, Role Ambiguity, Role Boundary, Responsibility and Physical Environment (The minimum score was 48 and maximum was 180. High scores indicate severe occupational stress in individuals. Chronbach's alpha is .62.

**Clinical Anger.** Clinical Anger Scale is a self-report inventory which is designed to measure anger tendencies. It has 21 statements designed specifically for anger. Higher scores indicate higher clinical anger in individuals. Chronbach's alpha for scale is .70.

**Demographic information.** Demographic information form developed by the researcher included information regarding participant's age, gender, education, marital status, monthly income and designation.

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## **Procedure**

The researcher visited different universities to approach the respondents. The researcher gathered data by using purposive sampling technique through developing an adequate level of cooperation with the participants. The respondents were contacted individually. They were instructed to rate each item according to their opinion and were requested not to leave any item unanswered. Participants were allowed to take as much time as they want. The issues of confidentiality and compliance to the ethical standards were given suitable deliberation.

## **Results**

The gathered data was analyzed using Statistical Package for Social Sciences (SPSS). Correlation, t-test and regression was used.

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**Table 1**

*Psychometric Properties of Study Variables (N=200)*

Variables	<i>k</i>	<i>M</i>	<i>S.D</i>	$\alpha$	Ranges		Skewness	Kurtosis
					Actual	Potential		
EI	16	29.93	7.80	.862	77-181	1-112	-.19	.73
SEA	4	10.54	4.03	.742	5-25	1-100	1.49	2.70
OEA	4	10.91	3.79	.861	10-30	1-39	1.33	1.70
UOE	4	10.92	3.82	.646	11-18	1-46	1.47	2.46
ROE	4	11.44	4.85	.682	16-30	1-57	1.16	1.11
OS	46	141.46	15.90	.79	48-180	1-180	-.18	1.19
RO	5	16.90	15.47	.64	16-12	1-79	.838	.610
RA	8	11.74	2.82	.56	10-18	1-89	.447	-.280
RC	6	14.74	2.16	.85	6-14	1-54	.713	.397
RFP	4	8.92	2.67	.76	8-18	1-90	.584	.397
UP	4	11.77	1.74	.52	6-12	1-39	.584	.047
PL	4	9.01	1.89	.82	8-18	1-89	.768	.422
PPR	5	11.60	1.72	.79	8-17	1-78	.538	.218
IIP	4	11.59	1.84	.57	8-13	1-65	.421	-.217
LS	3	8.92	1.70	.64	4-10	1-45	.203	.368
SWC	3	11.64	2.01	.83	4-26	1-98	.672	-.449
UGPP	3	12.12	2.06	.53	5-25	1-65	.208	-.492
UPA	2	6.09	1.40	.59	6-15	1-45	.406	2.70
CAS	21	141.46	15.90	.710	6-49	0-63	-.18	1.19

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Above table shows that Cronbach alpha reliability of study variables. Mean, Standard deviation, Skewness and kurtosis of Emotional Intelligence scale, occupational stress index scale and clinical anger scale. All the values were also found out for the subscales. Cronbach alpha reliability estimates of all scales were above the acceptable value of .70 as per criteria specified by George and Mallery (2010). Moreover, all subscales also have acceptable range of reliability (i.e. > .50). These alpha values indicate high level of internal consistency between items of different scales and subscales.

**Table 2**

*Emotional intelligence as a predictor of occupational stress*  
(N=200)

<i>Emotional intelligence</i>				
<b>Outcome</b>	<i>B</i>	<i>β</i>	<i>S.E</i>	<i>95%CI</i>
Constant	130.93	[116.07,145.7]	7.53	
<b>Occupational stress</b>	.089	0.03**	0.88	[-.085,.264]
R	.071			
R <sup>2</sup>	.005			
F	1.014			
t	1.007			
Δ R <sup>2</sup>	.005			

*Note.* EI= Emotional intelligence scale; OS=occupational stress scale; CA= clinical Anger.  
\*\*p <.01. \*\*\*p <.001.

Results presents the unstandardized coefficient and confidence interval for multiple linear regression analysis. Results indicated that emotional intelligence is significantly predicting occupational stress. The effect of demographic (age, gender, years of education) was controlled in Model 1. Results indicated significant predictor in model 2 for



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occupational stress and clinical anger. Emotional intelligence is predicting significant relationship between occupational stress in faculty members of universities. It can be seen that emotional intelligence positively predicts occupation stress with the value of R2 showed that 7% of variance in the scores of emotional intelligence can be accounted for predicting variable i.e. occupational stress. Hence Model 2 is explaining 4% additional variances in occupational stress.

**Table 3**

*Occupational stress as a predictor of clinical anger (N=200)*

		<i>Occupational Stress</i>			
<b>Outcome</b>		B	$\beta$	S.E	17 95%CI
	Constant	17.29		4.43	[8.551,26.03]
<b>Clinical Anger</b>	OS	.091	.20**	.032	[.029,.154]
	R	.200**			
	R <sup>2</sup>	.040			
	F	8.23**			
	t	2.86			
	$\Delta R^2$	0.35			

Note. EI= Emotional intelligence scale; OS=Occupational stress scale; CA= Clinical Anger scale. \*\*p <.01. \*\*\*p <.001.

Results presented the unstandardized coefficient and confidence interval for multiple linear regression analysis. Results indicated that occupation stress is significantly predicting clinical anger. The effect of demographic (age, gender, years of education) was controlled in Model 1. Results indicated significant predictor in model 2 for occupational stress and clinical anger. Emotional intelligence is significantly predicting occupational stress and clinical anger in faculty members of universities. It can be seen that occupational stress positively predicts clinical anger with the value of R2 showed that 20% of variance in the scores of occupational stress can be accounted for predicting variable i.e. clinical anger. Hence Model 2 is explaining 5% additional variances in

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clinical anger. Results showed that occupational stress is positively predicts clinical anger (  $R = .200^{**}$   $b = 17.29$ ) and  $\beta = .200^{**}$   $p > .05$ ).

**Table 4**

*Mean gender differences in occupational Stress and Emotional Intelligence and Clinical Anger (N=200)*

Variables	Males		Females		t(198)	p	95% CI		Cohen's d
	M	S.D	M	S.D			LL	UL	
OS	136.03	18.22	146.89	10.80	-5.12	.000	6.68	15.03	.719
CAS	30.38	7.147	29.48	7.221	.899	.37	-2.9	1.10	0.12

Note: OS= Occupational Stress; CAS= Clinical Anger Scale

Study results indicated t-test to assess gender differences on three scales of occupational stress and emotional intelligence and clinical anger scale in university faculty members. Results indicated that there was significant difference between male members and female members on occupational stress and emotional intelligence, females showed more occupational stress than males (136.0; 146.8,  $P = .000$ ). Emotional intelligence was also more in females than males ( $M = 136.0$ ;  $146.8$ ,  $p = .000$ ). It also indicates there non-significant difference between males and females on clinical anger scale, males scored more on clinical anger than females ( $M = 30.38$ ;  $SD = 29.48$ ,  $p = .377$ ). cohen's d results showed large effect size  $d = .719$  on Occupational stress . On emotional intelligence results showed large effect size  $d = .719$  on clinical anger. Guleryuzetal Azman Ismail (2008) reported non-significant difference in the level of emotional intelligence and he also observed the starring impact of stress amongst sexual category, there was significant negative relationships of emotional intelligence by administrative part of stress for equally sexual roles and therapeutic experts as entire. Relatively job stress is acknowledged over all in the world as chief task to employee's well-being and fitness of any association (Sanjay, 2008).

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### Discussion

The research was aimed at finding the impact of emotional intelligence and occupational stress on clinical anger among faculty members of universities in Rawalpindi and Islamabad. Study results indicated that there is a significant correlation between three variables correlation is significant at the level of 0.01 and 0.05. The sample of 200 was collected. It consisted of 100 male and 100 female members of ages 35 to 55 years. Individuals were qualified with at least master's degree. All the respondents were from different universities of Rawalpindi and Islamabad.

Emotional intelligence was measured through Emotional intelligence Scale (Wong & Law, 2002). It has four sub scales including Appraisal and expression of emotion in oneself and Appraisal and recognition of emotions in others and Regulation of emotion in oneself and Use of emotion to facilitate performance in human beings. Each sub scale has four items and total no of items are 16. Reliability on Cronbach alpha of scales was measured .86.

Occupational stress was measured through OSI (Belkic,1984) scale was used to measure stress. The reliability coefficient of the scale is 0.93 total no of items are 46 (28 positive and 18 negative) with response category of strongly disagree, disagree, undecided, agree and strongly agree. The minimum score was 48 and maximum can be 180. High scores indicated severe

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occupational stress in individuals. Reliability on Cronbach alpha of scales was measured .79.

Clinical anger was measured through Clinical Anger Scale it measures different domains of anger which can lead an individual toward psychological distress and severe health issues. Such as anger on current situation, anger on future and failing in future, getting angry on things aggressive approaches toward others, irritated by other people around them, anger on identity, mad at unhappiness, desire to harm people, yelling at individuals, annoyed on certain day, public interfering, being overly judgmental in a wrong, social isolation, job conflicts, problems while sleeping, exhaustion, desire for food less or more, physical and mental health distress, and disturbed sexual life. Individuals were asked keenly observe and read every statement in 21 set of questions. Reliability on Cronbach alpha of scales was measured .71.

The first hypothesis of research was aimed at finding emotional intelligence negative relationship with occupational stress and clinical anger. Results showed the significant relationship between emotional intelligence occupational stress and clinical anger. Impact of these three variables on each other how negative and positive effect of following variables can cause significant effect on faculty members of universities. Findings through Pearson Product correlation indicated that there exists a significant negative relationship ( $r = 0.7$ ) between emotional

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intelligence and occupational stress (see Table.3 & 4). This suggested those with high emotional intelligence will have low level of occupational stress and clinical anger. Results support the hypothesis of research emotional intelligence has negative relationship with occupational stress and clinical anger. These results also explain that there is a significant relationship between emotional intelligence, occupational stress and clinical anger.

Scattered in his earlier findings has supported what has been stated in the results that emotional intelligence is significantly negatively correlated with occupational stress among faculty members and teachers(Kumari, 2008). People with high EQ can also suffer with occupational stress and anger issues but people with high EQ can effectively deal with occupational stress and clinical anger issues. The findings of this research study evidently prove that the most of the faculty members in universities are suffering from occupational stress and clinical anger. It could be because of their job requirements to the increased pressure rising from fatigue and tension as an outcome of demanding amount of work, accomplishment of occupation objective of universities, not having proper assets, and reduced waged state. In previous research it is stated that people with high emotional intelligence have better social life because they have the ability to manage their emotions in a better way which makes it easy for them to establish good relationships with others and have positive interactions (Friedman, 2003;Schaufeli, & Bakker, 2004; Schmitz& Schwarzer, 2000).

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Hypothesis of study also aimed at finding the gender difference female faculty members will show more occupational stress than male faculty members and the other hypothesis related to gender differences stated that male faculty members will show more emotional intelligence than female faculty members, as per hypothesis are rejected in Pakistan results showed that female are more emotionally intelligent than male, according to between males and females on occupational stress and emotional intelligence, females have showed more occupational stress than males (136.0;146.8,  $P=.000$ ). Emotional intelligence was also more in females than males ( $M= 136.0; 146.8, p=.000$ ). It also indicates that there is no significant difference between males and females on clinical anger scale, males scored more on clinical anger than females ( $M= 30.38; 29.48, p= .377$ ). Cohen's  $d$  results showed large effect size  $d = .72$  on Occupational stress. On emotional intelligence results showed large effect size  $d =.72$  on clinical anger. And these hypotheses are rejected due to cultural differences, social differences environmental differences many external variables can contribute in it but somehow we are able to do more researches to study this interesting relationship in more different situation and with more exceptional examples. Study provided new directions to future researches and hypothesis statement about age has no effect on sample or study it is a continuous variable.

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In previous researches there was significant impact of gender differences on emotional intelligence showed that there is a significant difference between men and women on some subscales of emotional intelligence i.e. Assertiveness, Independence, Stress Tolerance and Impulse Control (Kaneez, 2006). The findings of previous research have shown a significant difference between the mean scores of female and male faculty members. Male faculty members showed more assertiveness, self-recognition about himself show more independence and management according to the situations than the female but in current findings conducted on faculty from different universities of Rawalpindi Islamabad female are more emotionally intelligence and male members are suffering more from occupational stress in universities than females. Study supports the findings Independence impulsive assertiveness is usually observed in men. It is the main reason for this that men are a controlling member in our society (Dunham & Varma, 1998). Researchers propose that there's an extreme "female brain" which is high in emotional empathy -- but not so good at schemes thoughts and rationalizing. In dissimilarity with this there is, the extreme "male brain" outshines in schemes rationalizing and is poor at emotional intelligence and emotional empathy (he does not mean that all men have the "male brain", nor all women the "female brain" undeniably; there are so many female members are highly capable at emotional intelligence and rationalizing thoughts, and many male members are at emotional intelligence and empathy (Bar-on, 2003). In a research conducted by Hui and Chan

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(1996) stated numerous research studies, which have been assumed to explore the popularity and principal bases of university faculty members stress in England, Wales, USA, Australia, Malta and West Indies (Borg & Riding, 1991; Jepson & Forrest , 2006) and fetched onward foundations of faculty members stress laterally with occupational stressors. Faculty members in universities suffer from high level of occupational stress because of their vigorous accountability toward society and established revolution, positional struggle and duty abstruseness. Additional acknowledged bases of stress in the university setting include miserable waged circumstances, faculty member's interactive conflicts and personal associations with others, official super vision, managerial approach, and stress imposed by investors. alike view, (Kokkinos, 2007) also discovered in his study that he concluded that the faculty members comprehensively employed in educational setting more vulnerable toward suffering from higher occupational stress as compared to the staff members working in other academic setting. Educational investigators have concluded manyother bases of faculty member's occupational stress in their writings such as lacking of concern in progresses, maladministration of time, unnecessary paper works, unclear prospects of supervision, lack of cooperation in university faculty members (Khurshid, Butt, & Malik, 2011., Tian & Zhang, 2004). Kousar (2004) acknowledged that occupational stress has negative influence on character establishment, where female members can superiorly overcome stressors compared to male members because females are more expressive than male members.



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Studies have also found that when we observe leaders all over the world who are in top positions then gender differences in emotional intelligence or capabilities do not matter that much. Although, it effects the way of individuals deal with job distress and conflicts(Nikoo, Maryam, & Fariba, 2014).In different situations, male members are in equality with women in every aspect. Similarly, the females are also as good as the males worldwide. Mostly, it is believed that males are more emotionally intelligent than females. They are emotionally intelligent in different domains. On the other hand, women are more aware of their emotions and are more skillful in dealing with interpersonal emotions and can show empathy. Whereas male are self-confident and optimistic. Goleman (1998) established the fact that there is a difference between males and females in their emotional intelligence. Study results showed new findings that females are more emotionally intelligent than males in universities of Rawalpindi and Islamabad, Pakistan. Over-all if we observe genders differences are more correspondent toward each other by empowering and complimenting nature toward each other.

### **Limitations and Suggestions**

In this research there were some limitations along with some suggestion those may help future researchers to build upon the results of this study. The sample of study was only collected from twin cities i.e. Rawalpindi and Islamabad which include educated university students who are not true representatives of

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whole society in Pakistan. In future, it would be more appropriate to select the sample from other cities of Pakistan.

### **Implications**

The research was designed to study the impact of emotional intelligence and occupational stress on clinical anger. Emotional intelligence plays a significant role to deal with stressful environment and anger issues in a better way. Faculty members perform high level of changeling tasks and to achieve those tasks they do suffer from high level of occupational stress and anger studies revealed that even emotionally intelligent people also do suffer from stress and it can cause many psychological and health issues for faculty members (Reddy & Poornima, 2012). Faculty members are considered to be most important for developing effective individuals in universities. They play most important role in the making of progressive individuals in society.

Also evident by the literature emotional intelligence could be improved by exercise curriculums (Brackett, & Salovey, 2004). So clinicians can design interventions and trainings to increase the level of emotional intelligence so individual are well equipped in understanding their emotions and are in better control of their emotions. This in turn would help them to better adapt to new stressors and settings. Faculty members in universities will be most benefited by such interventions and this would help faculty members to socially adjust to stressful settings and achieve the progressive goals set by universities. Study will help to find new

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interventions for faculty members to perform in a better way and become more progressive.

### **Conclusion**

The present study aimed at finding the impact of emotional intelligence and occupational stress on clinical anger among university faculty members. Study provided strong empirical support for the predicting role of emotional intelligence and occupational stress on clinical anger. Present study also investigated the impact of gender differences on three variables and according to the results female faculty members showed higher emotional intelligence than male faculty members. Female faculty members showed high level of occupational stress and male faculty members have showed high level of clinical anger than female faculty members.

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