

## **Role of emotional intelligence among relationship of work related stress, training and development and employee performance of teaching faculty of Public Sector College Education of Pakistan**

Amir Bux Pirzada<sup>1\*</sup>, Amir Hussain Shar<sup>2</sup>, Ali Hassan Halepoto<sup>3</sup>

<sup>1</sup>Ph.D. Scholar, <sup>2,3</sup>Professor

<sup>1,2,3</sup> Institute of Commerce, Shah Abdul Latif University Khairpur, Pakistan,

### **Abstract**

*The teaching staff of any educational institute is treated as an asset to that organization. And they are expected to perform well, face the pressure to maintain the emotions, update their knowledge in a challenging environment. Therefore, keeping in sight the objective of research regarding the performance of teaching staff of government colleges, the current study has examined the relationship of the training and development, work related stress with employee performance. For a clearer view, the current study additionally checked the mediation by emotional intelligence between the relationship of training and development, work related stress with employee performance of the government college teachers in Sukkur region. For achieving the desired outcomes data was collected from 278 respondents from the government colleges of Sukkur district Sindh Pakistan. At the first stage, data screening was done through SPSS25, and model testing was done through the SEM technique through AAMOS 22. Research outcome shows that work related stress has a negative significant effect on emotional intelligence and employee performance, while, training and development have a positive significant outcome on emotional intelligence and employee performance. Emotional intelligence also has a positive significant outcome on employee performance. Concerning mediation, emotional intelligence mediated the relationship between training and development, work related stress with employee performance. Theoretically, the current study has a contribution towards the body of knowledge to employee performance through training and development, emotional intelligence, and work related stress under the umbrella of social exchange theory. Detailed discussion on results and conclusion is given in the article.*

**Keywords:** Training and development, work related stress, emotional intelligence, employee performance, Pakistan.

### **Introduction**

People play a vital role in any organization and, the performance of people is regarded as an important part to put up a challenge for the company in a certain marketplace (Pfeffer&Veiga 1999). Despite the fact, people act differently and possess different intrinsic and extrinsic sets of attributes, organizations that protect the standards and the worth of their employees to focus the positive response, ultimately improve the performance of the employees. According to Singh, (2019) these imperative factors play a key role which enables the person to show their performance in an efficient manner which leads to high productivity. A highly efficient and effective way of work performance leads to a competitive edge for the firm (Ahmed &Shafiq, 2014). Consequently, efficiency brings up a quality result of an organization that strengthens the company goals and objectives which are difficult to attain. Thus, the direction of employees either (positive or negative) forms an efficient or non-efficient result for the organization. Employees or human capital is a distinct asset for any industry, especially for the education industry (Kistyanto et al., 2018; Armstrong & Baron, 2007; Mainhard, Oudman, Hornstra, Bosker, & Goetz 2018).

The main human capital in the education sector is teaching staff, a teacher is having an important role to impart the education and enhance their performance to get a good reputation and positive feedback in terms of students' results especially in the developing country such as Pakistan (Nadeem et al., 2011). There are multiple professions, among all teaching is the noble profession which has a great role to make nation able to develop intellectually, personally, and socially responsible nation in the map of Globe. On the other side, in the hand of teachers relies a complete nation either that teacher produces the leader or the loser. Therefore, the performance of the teacher is as input (Mohanty 2000) that ultimately results in the form of an educated nation which can bring the change in the entire world to use their optimum level of intelligence.

In the current scenario, the education sector requires diverse actions of the plan which ultimately impart the dynamic styles of teachings in the employees of the education sector which leads towards the higher performance of the person (Shafiq&Rana, 2016). Institutes deal with their personnel as a key asset for the organization while in the teaching sector teacher can make a raw form (Students) into finished form (Students), only teachers can produce teachers, doctors, scientists, politicians, and good citizens for the country. All the teachers who are serving in the education department are the ladder for the upcoming nation of any country so they should be treated as a weapon and future of our young generation.

Few researchers have intensely argued that teaching and mentoring are the profession which is involved in the impartment of knowledge from instructors to students. Thus, the human is made up of a various number of characteristics and teaching is the profession in which teacher is comprised of multidimensional skills which he/she uses to impart their knowledge in the different forms of which helps to achieve organizational goals and objectives (Shafiq&Rana, 2016; Nadeem et al., 2011; Mainhard, et al., 2018). In teaching profession employee performance is evaluated in terms of student's satisfaction as well as students' capabilities and their results (Mohanty, 2000). Shafiq and Rana,(2016)have delineated that personnel of the education department should be equipped in terms of education, training, experience, critical thinking, cognitive thinking, classroom decorum, and dynamic nature which could change according to the nature of the job demand. However, teachers have insufficient facilities and hindrances in promotions.

According to the economic survey of Pakistan (2019), the education sector faces the various type of hindrances and problems. in Pakistan, the education sector is divided into two sectors including the public sector and private sector. Unfortunately in several instances, there is no defined career path for the staff. Sindh secretariat appointed lecturers in the BPS-17 but there are no criteria to promote lecturers based on performance that is why lecturers promote based on seniority which becomes the major stressor for the employees who are working in the public sector (The Nation, 2018). The same issue of late promotion has also been highlighted by Sindh Professors and Lecturers Association (SPLA) that teaching employees which are appointed under the Sindh public service commission, that late promotions and unavailability of training academy for college teaching staff become a major cause of stress which directly affect the performance of the teaching staff; they become lazy and effortless to perform their assigned duties which make reason of poor performance.

Chief Minister of Sindh delineated that professionally trained teachers are having a good performance. The low performance of the Sindh region teaching staff can be traced to the non-availability of any training and development related programs list mentioned in the ACR of the government employees (Ahmed, 2011). "We recruit police on merit but ignore competency of teachers during their appointments" (The News, 2019). Besides this, in 2018-19 huge amount of Rs 3.14 billion for the ministry of federal education and professional training have been allotted (Economic Survey of Pakistan 2019). While in Sindh province educational expenditure is on rising trend as Rs, 106,093, (in millions) in 2013 and 166,003 (in millions) in 2017-18 (Economic Survey of Pakistan 2019) despite that, poor performance is the outcome when employees are unable to give their best, and untrained employees

cannot perform to an optimum level that is why training and development have considered as a high level of the issue to reach the optimum level of performance (Ahmad, 2011).

It is observed in the literature that focuses to reduce work related stress created due to issue of late promotions (SPLA, (2017; 2018; 2019), training which is not up to the mark (The News, 2019), and importance of emotional intelligence is ignored in the education sector of Sindh. Several issues (Ghazi et al., 2010) have been identified but very rare studies have been carried out especially for teaching faculty of publically owned colleges/schools. Hence, this study intends to find the effects and an immediate solution of the work stressors, and benefits of arranging proper training sessions and emotional intelligence influence on the outcome (performance of the employee) among teaching faculty of government colleges of region Sukkur. So, considering all the objectives of the current study and the importance of the education industry, the current study will be focusing on the direct influence of work-related stress, training, and development on the performance of the public sector lecturers. Along with this indirect effect through the mediation of emotional intelligence among the roles of work-related stress, training, and development with employee performance (teachers' performance) will be examined.

## **Literature review**

### **Employee performance**

The act of doing a job is called the Employees' performance. And the performance of an employee is considered as a multidimensional construct that varies in distinct situations with several factors (Cummings, Poropat, Loxton, & Sheeran, 2017). Many cause and effect factors influence performances, the behaviors may be well-thought-out as cause to get any related job outcome, and hence employees' performance measures both inputs (causes/behaviors) that provide output (effects/results). Employees require to know their duties and responsibilities to perform their job successfully. The criteria for good performance are attainment of individual and collective goals to achieve organizational goals, taking strong performance expectations from employers, and promoting accountability, productivity, reasonableness, and teamwork at the workplace (Armstrong, 2003).

Armstrong and Barron (2006) revealed that measurement of all job performance has a real objective to attain successful outcomes, thus it is important to evaluate the actual performance in comparison to expected outcomes. According to Behn (2003), the leading objective behind the measurement concept is to enhance employee performance. The individual's ability to diagnose the gap between expected and current performance can be determined through several ways, however, to reconcile the employee performance with the desired outcomes management should engage employees in training & development programs as it is the ultimate solution for employee's better performance (Machel'le, 2007). Partlow(1996), delineates upon the work-related stressors and how these stressors can be identified and resolved by the manager who is leading the team as well as identifying development needs or even investigating the workflow of a whole job.

Coleman, (1998) argued that lecturers and professors of the colleges are having the dynamic role which could be changed on the demand of certain situations. However, the problem occurs when different researchers conduct research on the education department and are unable to identify and classify those employees who are efficient vs less efficient. Teaching is the process of delivering and demonstrating knowledge and information during delivering sessions and imparting the knowledge in the mind of seekers (students). Like other professionals, college teachers need to be appropriated as role models and exhibited to their students a commitment, lifelong learning, and scholarly values (Medly and Shannon, 1994).

In the light of employee performance in different sectors, this paper studies the employee performance of faculty members of government colleges in the Sukkur region in Sindh Pakistan. During the literature review, a strong need to investigate employee performance in the education sector of Sindh is observed.

However, it is hardly studied as literature is not illustrating any strong evidence regarding employee performance of teaching faculty of government colleges of Sindh.

### **Work-related stress, emotional intelligence, and employee performance**

Among frequent problems that employees confront is work stress. It has become an endemic in a work-related environment recently. Hence, a large amount of research is dedicated to its effect on different aspects of the organizational output. Work-related stress is one of the key issues created through overloading of work, job-related insecurity, and due to life pace increasing (Yozgat, Yurtkoru, & Bilginoglu, 2013). Individuals perceive stress as a psychological state due to extra demands, problems, and opportunities with doubtful outcomes (Sager, 1991). There is a difference between job stress and general stress in terms of individual responsibility while general stress can be organizational and job-related (Chen & Silverthorne, 2008). Much of empirical evidence mention the impact of stress on a specific side of any job such as according to Montgomery, Blodgett, and Barnes, (1996) employee performance is negatively affected by work stress.

There is a dire need to study the effects of stress on different aspects of job performance. Job performance is based on two main aspects such as dimensional performance and general performance (Scullen, Mount, & Goff 2000). According to Rubina et.al (2008) mainly job or employees' performance consists of the nature of the working condition, efforts, and set of skills. Bartlett and Ghoshal (1995) work in Ahmed and Ramzan (2013) that the success of organizational performance depends on employee performance. Besides this, Mimura and Griffith's (2003) research in Shah et.al (2012) stated that both employee performance and company performance get influenced by stress, stress also affects employees' health.

Along with this, Rubina et.al (2008); and Ahmed and Ramzan (2013) also found stress negatively affecting job performance. In local context studies based on universities and other firms show the inverse relationship of stress on employees' performance (Dar et al., 2011; Shah et al., 2012; Imtiaz & Ahmed, 2009; Wu, 2011). Based on the mentioned empirical evidence it can be narrated that stress and employee performance are adversely associated. However, Hamlett and Media, (n.d) stated that a certain level of stress can increase the performance.

Regarding responsiveness to the impact of stress on emotional intelligence, Scholarly evidence such as Anthony-McMann, Ellinger, Astakhova, and Halbesleben (2017); Bell, Rajendran, and Theiler (2012); Bowen et.al (2014); McCraty, Atkinson & Tomasinov(2013) stated insistent effect of stress on psychological, behavioral and physical outcomes. These show the adverse side of stress. In continuation of this, stress has also a negative association with emotional intelligence (Mohammed & Nagy 2016; Yamani & Colleagues (2014). Based on this researches, again this can be inferred that a high level of work related stress brings a low level of emotional intelligence. Hence it can be deduced that work related stress has strong adverse effects on emotional intelligence which ultimately affects employee performance. This means that higher stress lowers the emotional intelligence which ultimately lowers the employee performance.

Emotional intelligence is treated as a novel idea to be used in management and psychology. Emotional intelligence; a type of intelligence through which emotions can be understood. It is a wise use of intellectual abilities to bring a positive approach in behavior and thought for the achievement of desired goals (Goleman 1998). Goleman (1998) further narrated emotional intelligence as a multi-dimensional construct in a work environment such as motivation, social skills, empathy, self-regulation, and self-awareness. A high level of emotional intelligence helps employees in assessing and adapting emotions and show higher job satisfaction levels in comparison with an employee with a lower level of emotional intelligence. According to Shimazu, Shimazu, and Odahara (2004) high emotional intelligence helps employees to increase interaction level which ultimately increases individual and group morale leading towards job satisfaction.

Along with this, is the problematic state narrated in the introduction regarding the low performance of teachers. Emotional intelligence also plays a vital role in helping teachers for controlling emotions and dealing with societal issues that harm their emotions. According to Law, Wong, and Song (2004); VanRooy and Viswesvaran (2004); Sy Tram and O'Hara (2006) individuals with high emotional intelligence show more performance in comparison with individuals with low emotional intelligence.

The association between emotional intelligence and performance is explored by many researchers. Research evidence shows a positive result of emotional intelligence on employee performance (Fox & Spector 2000; Carmeli, 2003; Day & Carroll 2004). According to Offermann, Bailey, Vasilopoulos, Seal, and Sass (2004) that, emotional intelligence supports individuals in forecasting their performance mainly in teamwork.

Although, technological advancement and educational changes have improved the education system of Pakistan teachers are facing issues to recognize their roles as service providers in a society. Moreover, the societal demands make it difficult for them to balance their emotions at work. Therefore, there is room to improve their emotional intelligence so that the performance could be increased and the desired outcomes can be achieved.

As the literature related to the effect of work related stress provided both negative and positive relationship with employee performance and negative effects on emotional intelligence, there is an urge for its comprehensive study. So keeping in view the varying evidence and recommendation of Barron and Kenny (1986) current study examined the mediation of emotional intelligence between the relationship of work related stress and employee performance and current study hypothesized that:

H1: Work-related stress has a significant and negative relationship on employee performance among government colleges of region Sukkur.

H2: Work-related stress has a significant and negative relationship on emotional intelligence among government colleges of region Sukkur.

H5: Emotional intelligence has a significant and positive relationship with employee performance among government colleges of region Sukkur.

H6: Emotional intelligence can mediate the relationship between work-related stress and employee performance among government colleges of region Sukkur.

### **Training and development, emotional intelligence, and employee performance**

Sparrow et al., (2001) has delineated the employee performance can be assessed and evaluated by the completion of the different tasks of the individuals which are being shown that how individuals fulfill the requirement of the job. Few factors including, motivation, stress, satisfaction, organizational culture and commitment, and leadership influence employee performance. Besides these factors related to the improvement of employee performance especially teachers' performance are training and development. It is one of the most important factors which positively contribute to increased performance. Based on the need and well-designed training programs and sessions in the education industry, Training and development variable has been incorporated in the current study. Training is the process that enables updated and latest technological skills in the employees to have the optimum level of performance which helps to attain organizational objectives and purposes (Rodriguez *et al.*, 2002). Further explanation regarding training session is provided by Noe and Peacock, (2002), who stated that training is the well-planned work which is comprised of different sessions according to the need of the audience who are ready to attend that training to achieve their performance to the optimum level of the firm or institutions.

Al-qout (2017) has argued regarding numerous effects that occur after training sessions in the performance of the employees including confidence level to perform the same work, strengthening the human relations, enlightening employee attitudes, progress in sense of belongingness, devotion to organizations, reduction in the absenteeism and turnover. An empirical investigation on employee training and performance by different researchers has resulted in a positive effect of employee training on employee performance (Elnaga& Imran, 2013; Asfawet *al.*, 2015). In Pakistan, Tahir et.al (2014) narrated

that significant positive influence of training sessions occurred on the performance of the employees. Sultana, et.al. (2012), also narrated that training is a good predictor of employee performance. The education sector of Pakistan reflects a significant positive effect on job training sessions on the performance of teachers (Junejo, Sarwar, & Ahmed 2017). However, due to the less arrangement of the training sessions and in job training support, teachers cannot progressively progress in the right direction and fail to the extent that they assume or adopt the focus of students (Ahmed, 2011). Conclusively, through training and development employee performance will be increased, but in real terms, it is difficult to predict how much training and development can increase performance.

It can be found through literature that, training and development have a significant positive impact on emotional intelligence in the different organizational levels of employees. Groves, McEnrue, and Shen (2008) has delineated that employees which are having 11 weeks training session and more certified training program on their related job are more competent to perform their work rather than those employees who don't have any work-related training session yet.

Training and development also contribute to increasing emotional intelligence in the long run (Grant, 2007). According to Goleman et al., (2002) most of the firms have invested huge amounts to arrange the training which is based on emotional intelligence and in the time of decision making they could harvest in terms of best steps taken by employees for the organization. Nevertheless, it is very surprising that little contribution has been done by researchers in most of the fields, teaching is one of them where it contributes very little and the specialty of this variable can be altered according to the situation.

Besides the positive effect of training sessions and development programs on the performance of the employees and emotional intelligence Cobbala and Walt (2016) found that training and development alone are unable to contribute to staff effectiveness. They added that training can only be beneficial when its outcomes meet the objectives, so the effectiveness of training can only be possible when learned behavior and skills are properly utilized and are transferred to a specific job. Conclusively, training and development need some other factors to make it effective for higher productivity and performance.

The relationship between training and development with employee performance yields mixed results. Hence in such situations, implementing the recommendations of Barron and Kenney (1986), a potential mediator can be placed in-between the independent and dependent variables to bring a more robust relationship and result. So, the current study examined the mediating effect of the emotional intelligence between the relationship of training and development with employee performance. It is narrated that, employees with high emotional intelligence can perform well and can utilize learned skills and knowledge in the best possible way (Shimazu, Shimazu, & Odahara, 2004; Law, Wong, & Song, 2004; VanRooy&Viswesvaran, 2004).

Employees need to utilize properly the skills and knowledge learned through training and development. Emotional intelligence can be a helpful tool to help employees achieve targets and increasing performance. Similarly, in the education industry high emotional intelligence aids teachers in challenging societal environments to control emotions (Asrar-ul-haq et al 2017). So performance is maintained and enhanced by using emotional intelligence that also helps in utilizing acquired skills and knowledge acquired through training and development.

So based on the evidence's relationships were hypothesized as

H3: Training & Development has a significant and positive relationship on employee performance among government colleges of region Sukkur.

H4: Training & Development has a significant and positive relationship on emotional intelligence among government colleges of region Sukkur.

H7: Emotional intelligence fully mediates the relationship between training & development and employee performance among government colleges of region Sukkur.

## **2.4 Framework of the study**

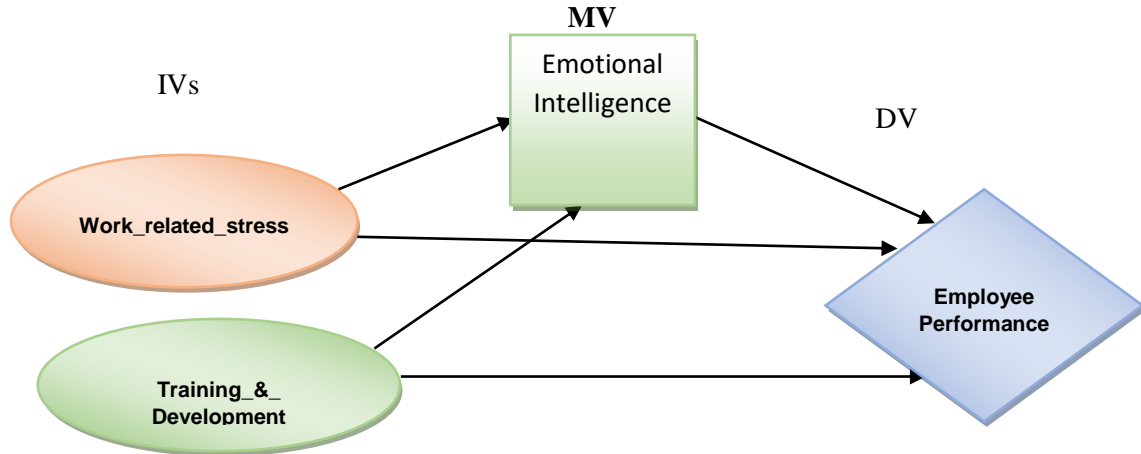


Figure 1. Research Framework

### Methodology sampling and data analyses tools

This study intends to choose a quantitative method that is appropriate to test the developed research framework and hypothesis in the current study. Keeping in view the objectives of the study, from the population of 1218 faculty members of 39 government colleges of the Sukkur region of Sind, 278 faculty members were selected as a sample through stratified random sampling technique. For the collection of data self-administrative questionnaire comprised of different questions adapted from reliable sources such as for work related stress (ten items/questions) from (Jeff springer, 2011), for training and development (ten items) from (Lucy C. Licombe, 2018), emotional intelligence (16 items) from (Wong, C. S., & Law, K. S. 2002) and for employee performance (13 items) from (AsilazaNodel, 2016) was used.

A total of 320 questionnaires were distributed and recollected 300 questionnaires response rate was 93.75%. Out of 300 questionnaires, 278 instruments were used for data analyses which shows a valid response rate of 86.87%, and remaining were excluded due to half-filled and containing more missing data. Collected data were screened out through SPSS 25, and model analyses were done through AMOS22.

### Data analyses

In this regard, the current study model is observed through structural equation modeling (SEM). The SEM analysis contains confirmatory factor analysis for work-related stress, training & development, emotional intelligence, and employee performance. Moreover, the structural model is also analyzed through AMOS to test the direct and mediational effects and to assess the hypotheses of the study. The hypotheses structured based on Barron & Kenny, (1986).

Table 1. Validity and reliability

Construct	Cronb:alfa	AVE	CR
Work-related stress	0.85	.519	.874
Training and development	0.74	.479	.851
Emotional intelligence	0.92	.531	.791
Employee Job performance	0.85	.551	.841

The above table shows that work-related stress (WRS) has AVE .519 and CR.874 which are above from the criteria (AVE>.50, CR>.70). Moreover, training & development (T&D) contains (AVE=.479, AVE>.50) and (CR=.851, CR>.70). Furthermore, EI and EP shows (AVE=.53, AVE>.50) and

(AVE=.551, AVE>.50), and their Composite reliability shows (CR= .79, CR>.70) and (CR=.84, CR>.70) respectively. Hence, it is concluded that the convergent validity of work related stress, training & development, emotional intelligence, and employee performance is being established as per the criteria suggested by Fornell & Larcker, (1981).

**Table 2. Discriminant validity**

Construct	Factor corr:	Corr:Sqrd	AVE1	AVE2	Discriminant validity
WRS---T&D	-.24	0.05	.51	.47	Established
WRS---EP	-.25	0.06	.51	.55	Established
WRS---EI	-.31	0.09	.51	.53	Established
T&D---EP	.29	0.08	.47	.55	Established
T&D---EI	.20	0.04	.47	.53	Established
EP---EI	.21	0.04	.55	.53	Established

Model Fit Indices

CMIN/DF=2.18, GFI=0.91, AGFI=0.89, RFI=0.80, TLI=0.92, CFI=0.91, RMSEA=0.09

the table shows the discriminant validity for every possible couple of constructs. Moreover, at the bottom of the table model fit indices show the goodness of fit of the model. It is often necessary for making the view of the given model.

**Table 3. Descriptive**

Category	Number	Percentage	Total
Male	142	51.1	278
Female	136	48.9	
Professors	5	2	278
Associate Profs:	33	12	
Assistant Profs:	59	21	
Lecturers	181	65	
PhDs	2	0.70	278
M Phil	69	24.8	
Masters	190	68.3	
BS	17	6.1	

**Table 4.4**

*Correlation analyses*

Variables	WRS	T&D	EI	EP
WRS	1	-.211**	-.391**	-.323**
T&D		1	.313**	.392**
EI			1	.365*
EP				1

\*Correlation is significant at the .05 level.

\*\*Correlation is significant at the .01 level.

WRS= Work-related stress, T&D= Training & Development,  
 EI= Emotional Intelligence, EP= Employee Performance

The above table depicts that there is a negative relationship between work-related stress and training & development at the 0.1 level of significance ( $r = -.211$ ,  $p < .01$ ). Moreover, work related stress is negatively



linked with emotional intelligence and employee performance, the Pearson movement shows ( $r = -.391$ ,  $p < .01$ ) and employee performance ( $r = -.323$ ,  $p < .01$ ). Training & Development has also positive association with emotional intelligence ( $r = .313$ ) and employee performance ( $r = .392$ ). The values for both relationships found at .01 level of significance ( $p < 0.1$ ).

Finally, it is observed in the above table that emotional intelligence is positively linked with employee performance ( $r = .365$ ,  $p < .05$ ). The Pearson correlation analysis ensures that there is no issue of multicollinearity among the study variables and the relationships among them direct a way forward to carry further analysis. It should be noticed here that the outcomes of the above-given table give the inclination that the hypotheses of the study are rightly developed. However, structural equation modeling (SEM) is applied in this study to decide whether to retain the hypotheses or the outcomes come up with a failure in retaining the developed hypotheses.

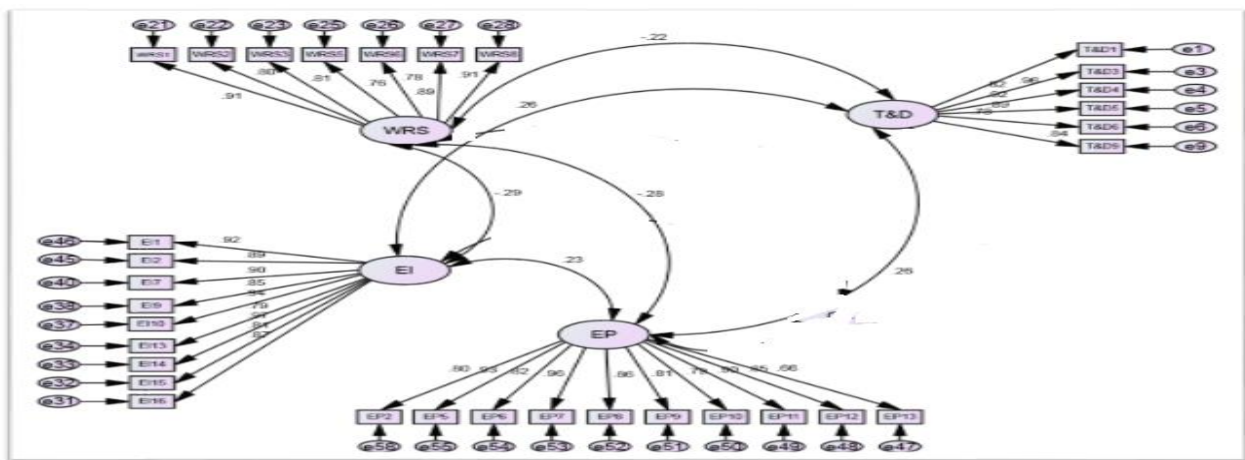


Figure 4.1 Confirmatory Factor Analysis (Modified Model)

Table 4. Convergent validity

Criteria	WRS	T&D	EI	EP
AVE > .50	.569	.559	.591	.571
CR > .70	.864	.831	.881	.872
	Established	Established	Established	Established

Table 4. Discriminant Validity

Construct	Factor corr:	Corr:Sqrd	AVE1	AVE2	Discriminant validity
WRS—T&D	-.22	.04	.56	.55	Established
WRS---EP	-.24	.05	.56	.61	Established
WRS---EI	-.29	.08	.56	.59	Established
T&D---EP	.26	.06	.55	.57	Established
T&D---EI	.26	.06	.55	.59	Established
EP---EI	.23	.05	.57	.59	Established

Model Fit (CMIN/DF=1.38, GFI=0.96, AGFI=0.95, RFI=0.94, TLI=0.93, CFI=0.96, RMSEA=0.03)

Once again this study has established the discriminant validity and the criteria to establish this validity when the squared correlation of every possible couple of constructs should not be greater than the AVE score of each of that construct (Fornell & Larcker, 1981). The further model fit index shows that model is being improved after certain modifications.

### Hypotheses Testing

Structural equation modeling (SEM) is a significant tool to assess hypotheses. The study model is comprised of five variables. Work-related stress (WRS), training & development (T&D) are exogenous variables and Employee performance (EP) is considered as an endogenous variable. Moreover, the study model shows the mediating influence of emotional intelligence (EI) in relationship with work-related stress (WRS), training & development (T&D), and employee performance (EP). In this regard, this study has developed the hypotheses as suggested by Baron and Kenny, (1986). Following hypotheses were established

*H1: Work-related stress has a significant and negative relationship on employee performance among government colleges of region Sukkur.*

*H3: Training & Development has a significant and positive relationship on employee performance among government colleges of region Sukkur.*

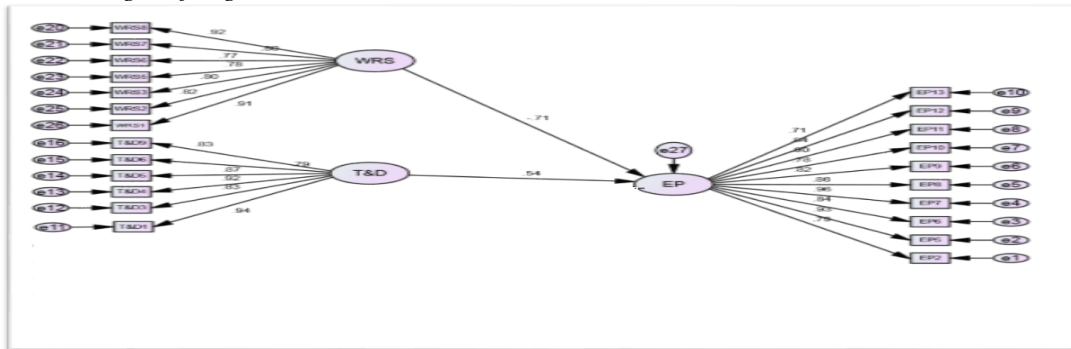


Figure 2. path model direct relationship

Table 5. Path coefficients

Contents	SRW	P-value
EP---WRS	-.71	***
EP---T&D	.54	***

Model fit (CMIN/DF=1.67, GFI=0.99, AGFI=0.98, RFI=0.92, TLI=0.94, CFI=0.90, RMSEA=0.04)

The first path coefficient  $EP \leftarrow WRS$  shows that work-related stress is adversely related to employee performance having a standardized beta value of  $-.71$  which is a suitable magnitude and besides that, the relationship is statistically significant. Second path coefficient  $EP \leftarrow T\&D$  shows training & development as a positive association with employee performance about the standardized beta value of  $.54$  at  $<0.01$  level of significance. Hence, H1, H3, stands accepted.

### Structural Model

However, the structural model is also the path model but it contains a causal chain of the constructs by which one can identify the mediating relationship of the certain variable(s). Thus the structural model confirms the outcomes related to path-A & B and mediating effect as suggested by (Baron & Kenny, 1986). In this regard, this study has set work-related stress (WRS), training & development (T&D), as exogenous/independent variables. Moreover, emotional intelligence (EI) used as a mediating construct and employee performance (EP) is set as an outcome/criterion or endogenous variable. Thus, the following hypotheses have been developed to test through structural equation modeling.

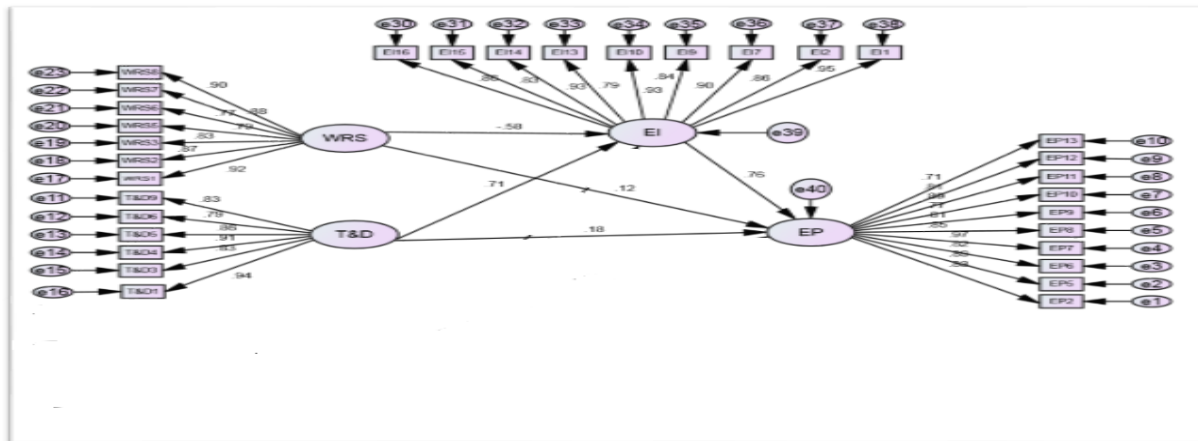
*H2: Work-related stress has a significant and negative relationship on emotional intelligence among government colleges of region Sukkur.*

*H4: Training & Development has a significant and positive relationship on emotional intelligence among government colleges of region Sukkur.*

*H5: Emotional intelligence has a significant and positive relationship with employee performance among government colleges of region Sukkur.*

*H6: Emotional intelligence can mediate the relationship between work-related stress and employee performance among government colleges of region Sukkur.*

*H7: Emotional intelligence fully mediates the relationship between training & development and employee performance among government colleges of region Sukkur.*



**Figure 4. Full Model With Mediation**

**Table 6. Path coefficients**

Contents	SRW	P-value
EI ← WRS	-.58	***
EI ← T&D	.71	***
EP ← EI	.76	***
EP ← WRS	.12	0.24
EP ← T&D	.18	0.31

Model Fit (CMIN/DF=1.14, GFI=0.97, AGFI=0.96, RFI=0.94, TLI=0.94, CFI=0.97, RMSEA=0.02).

The above structural model has been shown in both graphical and tabular formats. The factor loadings and inter-construct relationships are tabulated. All the mentioned items of WRS contains the <.01 level of significance. All measured items for construct T&D found at <.01 level of significance.

The path coefficient  $EI \leftarrow WRS$  shows that work-related stress (WRS) has a negative link with emotional intelligence and the beta coefficient value is  $-.58$  which is significant at  $<.01$  level. The second path  $EI \leftarrow T\&D$  directs a significant and positive link between training & development (T&D) and emotional intelligence (EI) the coefficient value shows  $.71$  at  $<.01$  level of significance. These three paths confirming the significance levels of Path-A as recommended by Baron and Kenny (1986) and in this regard the H2, H4 considered accepted.

Meanwhile, path-B shows  $EP \leftarrow EI$ , which illustrates the significant and positive relationship between emotional intelligence (EI) and employee performance (EP). The path  $EP \leftarrow EI$  confirms the significance level  $<.01$  and the beta coefficient value measured as  $.76$ . Thus, hypothesis H5 stands accepted. Now, the mediating effects of emotional intelligence are measured through  $EP \leftarrow WRS$ ,  $EP \leftarrow T\&D$ . These paths illustrate that in the previous path model the relationships between  $EP \leftarrow WRS$ ,  $EP \leftarrow T\&D$  were significant.

Therefore, the outcomes for  $EP \leftarrow WRS$  show beta coefficient as  $.12$  which is reduced from the previous path model and significance level shows  $.24$  which  $>.05$  level of significance. Thus it is confirmed here that emotional intelligence fully mediates the relationship of work-related stress (WRS) with employee performance. Moreover,  $EP \leftarrow T\&D$  shows an insignificant relationship between training & development (T&D) and employee performance. The beta value has been reduced to  $.18$  compared with the path model and its p-value shows  $.31$  that becomes insignificant. Thus, again it is established that emotional intelligence fully mediates the relationship between training & development and employee performance.

## Discussion

The current study extended an emerging body of research regarding employee performance at the workplace through examining the connotation between training and development, work related stress, and employee performance along with the mediating role of emotional intelligence. Results show the importance of employee performance, which is measured as results or job outcomes of the staff. Role emotional intelligence which is operationalized in the current study as a helping factor to deal with and have control over different situations, and training and development measured as process activity for an increase of knowledge and development in employees career in the education industry.

Current research resulted in showing the positive impact of training and development on employee performance in line with the literature (Noe & Peacock, 2002; Al-qout 2017; Elnaga & Imran, 2013; Tahir et al., 2014), and on emotional intelligence (Grant, 2007; Goleman et al., 2002) and positive effect of emotional intelligence on employee performance (Shimazu, Shimazu, & Odahara, 2004; Ramirez & Beilock 2011) of the teaching faculty of government colleges of Sukkur region. While work related stress which has been measured as negative factors which adversely affect the performance, and negative effect of work related stress has been seen employee performance (Montgomery, Blodgett & Barnes, 1996; Rubina et al., 2008) and emotional intelligence (Anthony-McMann, Ellinger, Astakhova, & Halbesleben, 2017; Bell, Rajendran, & Theiler, 2012).

The current study finds out that in hypothesis one, there are negative effects of work related stress on employee performance, and the same relationship has been evident in the empirical evidence mentioned earlier. Besides this, hypothesis two, that work related stress has inverse effects on emotional intelligence which is aligned with the empirical literature evidence. While talking about hypothesis three, training and development has positive effects on employees' performance, hypothesis four also predicted and found the positive effects of training and development on emotional intelligence. Hypothesis five is also found in the line of literature and showing positive effects of emotional intelligence on employee performance (Bono and Vey (2007; Brotheridge 2006; Offermann, Bailey, Vasilopoulos, Seal & Sass, 2004).

The factors such as training and development are very necessary for bringing up the employees in the education industry for more positive employee performance. Training and development programs are necessary to be arranged periodically to keep the teachers updated as training and development have a greater role in the long run. Besides this, the teachers must maintain a high level of emotional intelligence

to control the stress related to work and having good control over the different situations to deal with students and colloquies.

The further framework of the current study is a way forward towards government college teachers related to enhancing employee performance of college teachers. Based on social exchange theory when any organization suggests positive practices like training and development, employees (teachers) recognize it as the gratitude for employees' efforts. Skills acquired through training and development to be utilized properly and for long period sustainability, their emotional level helps them to achieve desired outcomes beneficial for better performance. Furthermore, based on social exchange theory notions', institutions provide suitable support, like training and development for academic staff (teachers) (Tansky & Cohen, 2001), and help them to increase their emotional level in a better way for better performance.

## Conclusion

Based on the evidence and results this can be concluded that training and development is a vital parameter and necessary for having positive performance, and necessary for increasing knowledge and information about teaching and developmental changes in employees. Similarly, emotional intelligence plays an important role in increasing employee performance as it has been measured in the current study as a factor that helps to deal in different situations. While work related stress also major effects which can be harmful for both employee and organization and can affect the performance negatively.

Based on the results regarding mediation that emotional intelligence mediated the relationship of training and development and work related stress with employee performance it indicates the importance of emotional intelligence in controlling different situations like stress and this can help deal with students with different backgrounds and behaviors.

Further employee performance especially teachers get influenced by a set of mentioned variables, and employee performance can also be measured through other variables like communication barriers, leadership styles.

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