Work Pressure and Emotional Intelligence Post COVID-19 Pandemic among University Lecturers

Mariani Omar & Hazwani Abdul Wahab

Universiti Sultan Azlan Shah, Malaysia
Email: mariani@usas.edu.my

Abstract
Work pressure has the effect on mental, physical and emotional when facing a situation that is beyond individual control especially during and after the COVID-19 pandemic. Negative work pressure is the cause of impaired emotional intelligence levels and decreased work performance. The purpose of this study was to explore how the work pressure influences emotional intelligence of lecturers in their work and what factors affect their feelings of workplace stress. This research was a quantitative, survey was conducted using two online questionnaires by utilizing the *Occupational Stress Indicator* (OSI) and the emotional intelligence questionnaires. A total of 87 participants (38 men and 49 women) were randomly selected have answered the questionnaires. Quantitative data analysis involves the use of computational and statistical methods that focuses on the statistical analysis of datasets. The results of the study showed that the factor of work pressure in relation to dealing with students showed the highest mean of 3.28 and followed by high excessive tasks mean value of 3.27 and the lowest was administrative support with a mean of 2.73. Furthermore, the result of the research showed that the emotional intelligence of the lecturers was at a moderate level and findings uncovered that there a significant negative relationship between work pressure and emotional Intelligent, r=-0.041, p<0.00. The finding of this study is expected to provide useful information to the lecturers, administration and university management in providing a suitable and bearable job scopes and programs that are in line with the lecturer's responsibilities.
Keywords: Work Pressure, Emotional Intelligence, Post COVID-19 Pandemic, Lecturers

Introduction
The era of globalization and advances in information technology as well as today's COVID-19 pandemic have greatly changed the socio-economy, where work pressure is very significant among workers whether in private or public sectors. Mental health has also become a major issue with the scenario during the COVID-19 pandemic and it has severely affected economic patterns. Stress is one of the mental health issues that was affected by the COVID-19 pandemic. Stress is how our brain and body respond to something which is out of control.

Any kind of event, whether it is positive or negative, it can cause stress, and stress is a part of every individual's life. Factors of advancement in the development of information technology, the process of globalization, the appraisal system, bureaucracy and excessive workload have affected the performance of workers. Those who manage to overcome challenges in life will be able to contribute to the improvement of organizational performance. Their spiritual, mental and physical development heavily is emphasized in Islam.

Pressure is usually considered negative and harmful, but actually not all pressure is negative. There are forms of pressure that are positive, in which it can motivate an individual to complete a difficult task within a set period. However, the level of stress experienced by employees varies from one individual to another. It needs to be detected early as it will affect their job satisfaction which eventually has negative effects and implications to the organization. According to Hawksley and Barbara (2007), work-related stress will affect workers work performance at both personal and organizational efficiency levels. In the study by Ridzuan et al (2014), they mentioned that pressure is part of human life since long ago without realization. This is because pressure changes according to the circulation of time and it is not something that is foreign to the people of this country.

Next, within the scope of work in our organizations today, there are many factors that can cause work pressure and a low level of emotional intelligence caused job satisfaction among employees to decrease. Work is a part of the daily routine of workers seeking sustenance to ensure financial stability. Current developments require them to change their goal of working from meeting daily needs to getting rewards, status and identity in life. According to Ariffin's (1997) explained that a worker devotes almost 42% of his time for work.

In career as lecturers involving teaching and learning the subjects in great detail at universities, as they are masters in their respective subjects. The lecturers are usually they do to prepare notes because of their lectures delivered in classrooms and responsible for planning the content to provide lectures and tutorials to students. At the same times lecturer provides guidance to students for academic preparation. Additionally, a lecturer stays involved in conducting research and contributing to academic publications. He or she is responsible for developing research agendas for academic grants. Furthermore, a lecturer is also responsible for contributing to curriculum revisions, course and degree requirements. In fact, a lecturer often required to provide consultation to academic boards, committees and councils. He or she must attend academic conferences and faculty meetings. Therefore, a lecturer is also responsible for contributing to academic publications, to carry out such research activity, he or she may often require travelling. University provides lecturer research grant if their research proposal gets approved. In fact, that the lecturers job scopes needed a lot of responsibilities and highly stressful occupation (Huda and Hejar, 2016).

Emotional intelligence describes how oneself and others feel in order to better respond to those feelings. Furthermore, information and emotional energy are very important in our daily life and work. Hussin et al (2020) explained that emotional intelligence refers to optimistic, flexible, realistic and successful problem solving and handling work pressure without losing control. The study of emotional intelligence in educational institutions found that lecturers experienced a high level of work pressure (Tambi et al., 2019). Studies have found evidence that proves the existence of job pressure among educators. The pressure that occurs in most cases is caused by these professionals experiencing emotional exhaustion and depersonalization (burn out) stemming from uncertain tenure, task expectations that exceed abilities and a wide scope of task areas. Studies on emotional intelligence have been

conducted in the West but are lacking in the Southeast Asia – especially Malaysia. A review of the literature shows that studies related to emotional intelligence are focused on the emotional intelligence of students (Ishak et al., 2003). Only a few studies, for example, Hassan et al (2011), focused on the emotional stability of teachers. The lack of studies on emotional intelligence in Malaysia, especially studies among lecturer hampers efforts to identify the problems that they faced.

The COVID-19 that has hit Malaysia and every country around world phenomenon which has caused us to live in the problems. This change is inevitable because this epidemic wave has also hit and affected all sectors especially the economic sector, administration, management and administration as well as the education sector. Especially in the current situation where the transmission of the COVID-19 has disrupted the teaching system in various institutions, especially schools, colleges including universities. In Malaysia, regardless of the spreading of COVID-19, the education process continues. Although classes are suspended to ensure the safety of students, lecturers and the surrounding community, they were conducted online to ensure students were not left out. Due to the situation at hand, it was found that the feeling of fear among students against COVID-19 was high (Shuja et al., 2020). In the context of education, until March 2020, formal learning activities involving nearly 600 million students across the globe were affected due to closure directives of educational institutions both at school level and higher learning institutions (Gouda, 2020). In order to reduce the impact of the closure of educational hubs, educational institutions are looking for other approaches to teaching and conveying knowledge to students in the field of formal education that has previously been conducted physically.

The Malaysian government has strengthened the Movement Control Order (MCO) starting from March 18 to March 31, 2020 for MCO Phase 1, MCO Phase 2 starting from April 1 to 14, 2020, followed by MCO Phase 3 starting from April 15 to 28 and then MCO Phase 4 starting from April 29 to May 12. Following the announcement of COVID-19 outbreak, the state has closed all sectors including the education sector. This move to close down the education sector led to all schools and higher learning centers being closed to break the chain of transmission of this dangerous virus. As implication of this action, the process of teaching and learning from face-to-face manner that has been practiced in decades was forcibly discontinued during Movement Control Order (MCO) period.

In an effort to ensure that every student did not miss out on learning, universities and faculty members began to use the option of conducting classes online. Various concerns arise when implementing this method of teaching and learning process. There are students who personally do not own smartphones, some do not have sufficient internet data and some do not have direct internet access. Educators too, have been using various platforms to run online learning and most of them were using existing methods that are compatible.

Research Statement
The scope of study revolved around work pressure and emotional intelligence which were still lacking in studies especially in the post COVID-19 pandemic. Thus, the study has taken the initiative to study the issue, considering its importance in order to find suitable solutions and recommendations to maintain safeguard the mental health of the academic staff. This study has examined work pressure and emotional intelligence which has been made the main issue of the study. Work pressure factors were related to working conditions, salary, promotion

opportunities, supervisory style, coworkers and overall work. While emotional intelligence refers to self-consciousness, emotional control, motivation, empathy and social skills.

In general, there were many studies conducted on job stress and job satisfaction but a study on the issue of work stress and emotional intelligence, involving target respondents within USAS lecturers has yet to be studied. This study is important because the findings can provide important insights to lecturers and management. Information in terms of controlling these factors could be obtained so that work pressure can be reduced and emotional intelligence can be improved for psychological well-being and good mental health among lecturers.

Work pressure and emotional intelligence are important elements in human beings to continue our life to be more positive and provide good quality in life. Casual studies have found that emotional intelligence has a close relationship with self-consciousness practices, such as understanding feelings, emotional control, motivation, empathy, social skills. This is because these practices are mindfulness exercises that lead to an increase in the level of emotional intelligence. Emotional intelligence approach is very important in every human being to reach the maximum level of emotional intelligence. Indirectly, it will improve self-awareness, emotional control and social skills in human beings which leads to work pleasure and life welfare. Therefore, this study is very relevant to the current needs.

Research Questions

This research was conducted to answer the following questions
1. What is the level of work pressure among USAS lecturers?
2. What is the level of emotional intelligence among USAS lecturers?
3. Is there a relationship between work pressure and emotional intelligence among USAS lecturers?

Research Objectives

With the above literature in mind, the purpose of this study is to explore how the work pressure influences the emotional intelligence of lecturers in their work and what factors affect their feelings of workplace stress, by surveying a large sample of the relationship between work pressure and emotional intelligence among USAS lecturers.

The significance of the study provided an overview of the quality of today's lecturers based on the understanding of work pressure and emotional intelligence that they have. The significance of this study can be explained in several contexts, namely lecturers, related to work pressure and emotional intelligence during the pandemic and post COVID-19. This study has helped fill in the gap that existed between existing studies. In addition, the findings can contribute to knowledge in this field consistently. Some of the new findings that will be obtained in this study can also indirectly serve as a guide for further studies by future reviewers.

Literature Review

Recent studies have also shown that the academic world is a highly stressful occupation (Newberry and Allsop, 2017; Skaalyik and Skaalyik, 2015). A study in the UK showed that a large proportion of academic and related staff found their work stressful (Kinman & Wray, 2013). Study in China indicated that almost all of the academic staffs were stressed (Sun, Wu and Wang, 2011). Correspondingly, the study in India showed that the majority of the academic staffs experienced high levels of stress (Reedy & Poornina, 2012). Moreover, though

there is only a small survey in Africa, Zimbabwe (Masuku and Muchemwa, 2015), Nigeria (Ofoegbu and Nwadiani, 2006) and Tanzania (Mkumbo, 2015) have reported a high prevalence of stress from higher education academic staff.

Academician was recorded as a work pressure job compared to the accident and emergency (A&E) staff who deals with a substantial amount of ongoing occupational stress (Huda et al., 2004) has reported that the prevalence of job stress among lecturer at universities in Malaysia. The stressful conditions increase their distress causes low productivity, leads to negative impact on their family's life, negative behaviour and chronic health problems (Safaria et al., 2012). Previous studies have shown that Malaysian academic staffs face high job stress due to development of Malaysian tertiary education sectors where role conflicts and role ambiguity occur (Mz et al., 2016). Furthermore, a study done by Safaria (2013) has found that Malaysian academic staffs experienced stress-related situation on daily basis in their daily routine (Tambi et al., 2019).

During COVID-19 pandemic, in order to help institution, overcome this unexpected crisis, the ministries of education to ensure continued learning of students using different alternative channels and supporting them in various ways by technical assistance, selection of digital learning tools, arranging webinars and creation of national learning platforms which is helping students and educators to temporarily cope with stress which is evolving due to lockdown and shutdown of all workspaces. The learning online based digital educational platform founded and started during COVID-19 pandemic (Chandra, 2020).

Emotional intelligence (EI) is a crucial component of an lecturers for the effectiveness of the teaching and learning process during COVID-19. Emotional intelligence (EI) is evolving in forming a person's characteristics, way of thinking, feeling, and behaving. Emotions, feelings, and moods are called internal states. Emotions are internal feelings, patterns of physiological stimulation, and outbursts of emotion as well as positive and negative emotions. Uncontrollable emotions can lead to loss of mind, speechlessness, out-of-bounds behaviour, and inability to distinguish between good and bad choices. Thus, controlling emotions is important when maintaining relationships with others and everyone should be knowledgeable in controlling emotions (Gong et al., 2019; Gouda, 2020).

The COVID-19 pandemic is accompanied with strictly following isolation measures that have led educators to confine at their homes; a disturbing social life and learning at isolation has made it stressful for educators and students. Academic stress and work pressure emerges out from experiencing stress due to factors such as scholarship requirements, family-related pressures, competition in the class and course-related stress and financial burdens, experienced by lecturers (Chandra, 2020).

The scientific literature considers the importance of emotional intelligence in academic staff (Ismail et al., 2020), reflecting strong implications of emotional intelligence for academic staffs, their physical and psychological health, job satisfaction and the quality of the students-relationship, and increased teamwork and better interprofessional relationships. This ability to manage one's own emotions and interpret others' emotions helps academic staff combat stress, which contributes positively to both their own health and the student's health (Anthony et al., 2017). Some studies measured emotional intelligence in human resources and found positive relationships between emotional intelligence and performance, increased commitment to the organization, and job satisfaction of professionals (Sabie, Bricariu, Pirvu and Gatan, 2020). Other studies related to emotional intelligence to reduced burnout, improved performance, and job loyalty (Agusramadani and Lia, 2018).

The prediction of emotional intelligence for individuals is successful life and work, and he stated that because Emotional Intelligent (EI) affects almost every aspect of work life, employees who are high in EI are "star performers". The past researches had demonstrated a strong correlation between EI and job performance (Gong et al., 2019). Furthermore, the research also showed that individual with poor emotional intelligence have problems with creating good relations with the people at work, either it's the subordinates, superiors or clients. As a result, there is a positive correlation between emotional intelligence and job performance (Ismail et al., 2020).

Methodology
Research Design
This research utilised quantitative method which used a type of survey that involves a large number of respondents who have participated in this research. The questionnaire was distributed in the form of Google Form to obtain data from participants at USAS.

Research Participants
In this research, the population were 186 lecturers at University Sultan Azlan Shah (USAS). This study was carried out in a convenience sample of 87 lecturers as participants. The selection of USAS as the study sample is seen as appropriate given that this organization is a non-government private organization, located in the state of Perak in Malaysia. The studies on work pressure and emotional intelligence among workers in government agencies have been widely conducted compared to workers in non-government agencies. Thus, this research took the initiative to study lecturers at USAS considering that this organization is well-known as one of the emerging private universities to compete along with the other well established private universities from various aspects in Perak.

Location of the Research
This study was conducted at a private higher learning institution (IPTS), University Sultan Azlan Shah (USAS). This institution is located in Bukit Chandan, Bandar Di Raja Kuala Kangsar, Perak Darul Ridzuan. Before it was fully upgraded to a university, USAS was previously known as Kolej Islam Darul Ridzuan (KISDAR) and Kolej Universiti Islam Sultan Azlan Shah (KUISAS). The history of KISDAR's establishment dates back to 1999, when it initially operated as a temporary campus and then became a permanent campus in 2008. In 2009, KISDAR was officially upgraded to KUISAS by D.Y.M.M Pemangku Raja Perak Darul Ridzuan, Raja Dr. Nazrin Shah ibni Sultan Azlan Muhibbudin Shah. Finally in 2016, the sixth Prime Minister, Y.A.B Dato' Seri Najib Tun Razak announced KUISAS as a full-fledged university and it is now better known as USAS.

The main philosophy of the establishment of USAS is "To integrate knowledge, belief, experience and humanity" among lecturers as well as students. In order to realize the philosophy, USAS has two academic faculties namely Faculty of Islamic Studies and Faculty of Management and Information Technology. Under the two faculties, there are many programs offered, namely those consisting of associate degrees, diplomas, degree and postgraduate programme. In addition, the programme at each level has received full accreditation from the Malaysian Quality Agency (MQA).

Research Instrument

A set of questionnaires was used as a research tool to help the researcher obtain important information from the research respondents in a systematic and efficient manner. The questionnaire used has four main sections, namely Section A: Respondents' Background, Section B: The study utilized a set of research questions containing three (3) sections. Section A includes the demographic characteristics of the subjects. While the other two (2) parts are the Occupational Stress Indicator (OSI) by Cooper et al (1988), and the Emotional Intelligence Level by (Goleman, 1998). In this section, participants were required to choose the Likert scale number from 1 to 5 (strongly disagree, disagree, uncertain, agree and strongly agree) that best describes themselves. Respondents have been provided with a link that directed them to a Google Form.

Data Collection Method

The data collection procedure in this study was carried out in a graded manner so that the study runs smoothly, organized and straightforward. At the beginning of the study, the procedure taken by the researcher was to cover the selection of the theme that became the main focus of the study. At the same time, the researcher has also requested verification via email from the owner of the instrument that was found to be suitable for application in this study. After that, the researcher began to circulate the research questions to the respondents online, namely by using Google Form. The distribution of the research question was also circulated with a link sharing for respondents to answer the research question.

Data Analysis

The researcher has used statistical analysis methods, namely descriptive statistics, in analyzing the information from the respondents to answer the research questions stated at the beginning of the research. The first method which is descriptive statistics is aimed at describing the characteristics of variables in the form of frequency, percentage, mean and standardized allowance. For example, respondent information such as gender, age, period of service, employment status, monthly income and described in the form of frequency and percentage. Whereas, the practice level of the respondents also explained in the form of mean values as well as standardized percentages.

Research Findings

The participants' age range was 24 to 63 (M = 43.37, SD = 11.58). Depending on the gender, age, faculty, service status, service period, and academic qualifications. The results showed that as many as 38 (43.7%) were male lecturers while as many as 49 (56.3%) were female lecturers. Meanwhile, according to the faculty it showed that as many as 51 respondents were from the Faculty of Islamic Studies (58.6%), Faculty of Information Technology Management, 33 people (37.9%), and 3 people (3.4%) from Centre for Languages and Foundation Studies. In addition, the most common period of service of respondents was 1 to 3 years, 37 people (42.5%), followed by 10 years to 13 years, 18 people (20.7%), 7 to 9 years, 13 people (14.9%), 12 people (13.8%) served 4 to 6 years and 5 people (8.0%) served more than 14 years. Moreover, the respondents of this study also consisted of 3 professors (3.4%), 2 associate professors (2.3%), 20 respondents who had doctorate education level (23%), followed by master degree, of 52 people (59.8%), and bachelor's degree of as many as 10 people (11.5%).

Findings for Lecturers' Work Pressure
As shown in Table 1, the factors of work pressure among lecturers showed that the respondent involved has their own work pressure factors. These dimensions include factors of administrative support, dealing with students, financial strength, relationships with fellow coworkers and also task overload.

Table 1
Administrative Support

No	Item	Mean	Standard Deviation
1	I think there is no support from the administration.	2.53	.833
2	I think my employer gives me limited authority to carry out the tasks assigned to me.	2.57	.871
3	I think there is no recognition of teaching in my workplace.	2.82	.934
4	I do not think that I can openly tell my employer what my views are on matters relating to the workplace.	2.99	.869

Based on result as shown in Table 1 above, the highest mean recorded of question four which is "I think there is no support from the administration" received 2.99. The analysis of the study proved that 40.0% of the respondents agreed that there was support from the administration to lecturers and did not put pressure on lecturers' field of work. Meanwhile, the lowest mean in this factor is shown by the responses in question three, "I think there is no recognition of teaching in my workplace" as much as 2.82. The results of the study also showed that 44.3% of respondents agreed that there is recognition of teaching in the workplace which has a high impact on respondents.

Based on Table 1 above, the highest work pressure factor is from the dimension of relationships with others. This shows that the work pressure factor of the organizational structure and climate dimension is dominant in contributing to work pressure among lecturers. The mean score value for the lowest work pressure factor is also from the dimension of support from the administration with a mean score of 2.53 and a standard deviation of .833. It gives an idea that the employees feel pressured? when they feel there is discrimination in the organization and when they need to do rather complicated administration tasks such as writing reports, making working papers and so on.

Table 2
Overall mean score for Work Pressure Factors and Their Subscales

Work Pressure Factor	Mean Score	S. Deviation	Level
Administration Support	2.727	0.715	Medium
Dealing with Students	3.283	0.430	Medium
Financial Strength	3.163	0.568	Medium
Relationship with Others	2.881	0.631	Medium
Excessive workload	3.268	0.472	Medium
Total	**3.064**	**0.563**	**Medium**

Referring to Table 2 above, the results show the work pressure level of the academic staff. Overall, work pressure factors and subscales were at a modest level with an overall mean score of 3.064. This indicates the work pressure level of the academic staff is not alarming and is still in a good condition. In addition, based on the mean score of each factor, all of them showed mean score values that were not distinct from each other except the mean score value for the factor of support from the administrator. The administrative support factor showed the lowest mean score value and work pressure level among all. This also indicates that it is the factor that has the least stressful level of work pressure. The stress level is measured based on the sum of the scores as shown in Table 2.

Work Pressure Based on Genders
Based on the results, the independent sample t-test shows that there is a significant difference in work pressure between men and women. The finding of work pressure for the overall factor shows the value of t = 0.681, k = 0.497; >0.05. Job pressure, satisfaction and mental health problems among lecturers which shows that there is no significant difference in work pressure according to genders at the selected departments. However, the results of this study have shown that male lecturers tend to be in a higher level of work pressure than women. Work pressure showed that male lecturers experience higher work pressure than female lecturers.

Findings for Emotional Intelligence Level
In this research, level of emotional intelligence referred to the effect on job satisfaction of an individual with the title of a lecturer who teaches and conveys knowledge to students. The results of the research regarding the level of emotional intelligence among lecturers showed that each respondent involved had their own dimensions of emotional intelligence. These dimensions include self-awareness, emotional control, motivation, empathy and social skills.

i) Dimensions of Self Awareness
Based on the result as shown in Table 3, question number 5 "willing to say something right even if it is not approved by many.", 69.0% of respondents slightly agreed emphasizing the appearance of oneself with full confidence affecting the level of emotional intelligence of a lecturer and recorded the highest mean value of 3.77. Meanwhile, the lowest mean score was recorded for question 4 "not willing to accept criticism." which was 2.40. The results showed that 64.4% of the respondents disagreed with this fact because they can be unwilling to accept criticisms as a lecturer.

ii) Self-Control Dimension
Next, for the self-control dimension, the research showed that question 22 "It is difficult to make adjustments to the existing environment." recorded the highest mean score of 4.05. The majority of respondents (66.7%) disagreed that this fact gives a high impact to the emotional intelligence of lecturers where they actually try to be able to make adjustments to the existing environment. Whereas the reality of question number 21, namely "always ready to face changes that occur quickly and drastically" showed the lowest mean score of 2.39. Therefore, 70.1% of the respondents agreed with the following fact due to the true nature of the respondents who were able to always be ready to face the changes that occur quickly and drastically.

iii) Motivation Dimension

The motivation dimension refer to the Question number 23 "not willing to face planned risks" showed the highest mean score of 4.06. Most respondents 67.8% disagreed that they were not willing to face planned risks. Meanwhile, the lowest mean score was shown by question number 24 "trying hard to achieve set goals", which was 2.39. The results of the research for this fact showed a percentage value of agreeing as much as 70.1% with this statement. This showed that lecturers focused on their commitment and tried hard to achieve the goals set by the institution.

iv) Empathy Dimension

For empathy dimension, the results of the research showed that question number 38 "communicating with group members to get information about their virtues" showed the highest mean value of 4.08. A total of 66.7% of respondents agreed with this fact because proper communication can be a result of good relationships between lecturers. Thus, the information conveyed and shared together can be used by everyone and not limited to individual. While the lowest mean value for this dimension was stated for question number 37 "thinks relationships with subordinate groups are a waste of time and not worthy of importance" with mean score of 2.80. A total of 44.8% of respondents strongly agreed with the following fact because relationships with subordinate groups are important in completing any tasks at hand. Without the help of administrative staff such as clerks, general helpers and others, work will not be able to run smoothly due to the lack of human resources in the administration department.

v) Social Skills Dimension

The highest mean score for this dimension was shown for question number 36 "listen to all views and consider them before determining something small and new regulations" which is 4.10. 54.3% of respondents agreed that any decision or proposal needs to be considered and discussed with all parties before a decision is made. Meanwhile, the lowest mean score was showed for question number 47 " Responsible to guide and determined the group's objective" which was showed at 3.85. A total of 69.0% of respondents agreed to be responsible for guiding and determining group objectives. An individual will feel respected and appreciated if his name is remembered by someone who is his new acquaintance. Table 3 shows the emotional intelligence level of lecturers who were involved in this study. The results of the study showed that the majority (n=67: 77.01%) of the lecturers have a moderate level of emotional intelligence, and those who have a high level are n=17, (19.54%) and the rest have low level n=3 (3.45%).

Table 3

Level of Emotional Intelligence

Level of Emotional Intelligence	Number of respondents N=87	Percentage (%)
Low	3	3.45
Medium	67	77.01
High	17	19.54
Total	**87**	**100**

The findings of this research indicate a positive emotional level towards the emotional intelligence of lecturers at USAS who teach and educate students without feeling overwhelmed. In the majority, it can be concluded that the emotional intelligence level of the lecturers at USAS were at a modest level. As stated in Table 3, as many as 77.01% of respondents that is as many as 67 researchers have a simple level of emotional intelligence, 3 (3.45%) are low and high as many as 17 people (19.54%).

Discussion

Based on the results of the research, it is found that there were consistencies. The research results showed that work pressure problems faced by academic staff today range at a simple stage to a high stage. The results of the research found that many respondents experienced work pressure at a moderate level while only a small number experienced pressure at a low level. What is feared is that if this is allowed to continue without any prevention and intervention efforts immediately, it is likely that in the future more lecturers will experience stress at a high level. Female participants experienced higher levels of stress compared to male participants.

Next, the results show that the participants' overall work stress level is at a modest level. With regard to lecturers' stress subscale as well, this study found that the mean scores of participants in regard to aspects of workload, work environment and interpersonal relationships were also at a modest level. The most dominant aspect of work stress for the participants of this study was workload. The study suggests that workload is one of the main factors that contribute to workplace stress. Among the items that received the highest response in this study were insufficient time to prepare for a task, too much work at a time, and no time for teaching preparation. Uncomfortable workplace conditions have caused job stress in the work pressure of lecturers showed that one of the work pressure factors is interpersonal relationships. This relationship is important to build a healthy and prosperous work environment.

For the second study objective, it is to identify emotional intelligence among USAS lecturers. The findings of this research provided a positive indication of the emotional intelligence of the USAS lecturers who educated students without feeling overwhelmed. In the majority, it can be concluded that the emotional intelligence level of USAS lecturers is at a medium level. This situation proves that there are both male and female lecturers who were involved with their work as lecturers did not feel depressed or having fun at work. This research has succeeded in proving that work pressure and emotional intelligence are indeed closely related and have a major influence on the job satisfaction of lecturers.

Conclusion

In conclusion, this research has proven that there is a relationship between work pressure and emotional intelligence among lecturers. Lecturers who have unexceptional work pressure need to get support from the administrator, financial stability, good relationships with others and reduced excessive tasks can improve one's emotional intelligence. The stages of emotional management include self-awareness, emotional control, motivation, empathizing, social skills as well as being able to manage themselves positively. Work pressure with a variance value of 40% at a medium stage, in relation to factor of time given is insufficient to prepare too many tasks at a time and no time for them to prepare for their lessons. Work pressure has theoretical and practical implications for problems of the

organizational environment through the development of work pressure models by combining the intertwining of several theories regarding pressure that can be consistently developed to ensure work pressure models will have a higher impact in the field of study in the future. In addition, this research was able to contribute practically if it is illustrated more consistently that all the factors stated are significantly contributing and influencing the problem of work pressure and emotional intelligence among lecturers by proving that the time constraint factor is the dominant to the problem of work pressure among lecturers.

The limitation of this study was carried out at Universiti Sultan Azlan Shah (USAS). It only involved 87 USAS lecturers. Thus, the findings of this research cannot be generalized to a wider population. Therefore, through an understanding of the implications of work pressure and emotional intelligence measured, appropriate approach can be implemented so that work pressure can be treated, and the well-being of individuals affected by the COVID-19 pandemic is optimized and owe in the current circumstances.

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