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Workload, Job Satisfaction, and Stress as Determinants of Emotional Intelligence among College Faculty Members

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ABSTRACT

This study examines the factors influencing Emotional Intelligence (EI) among college teachers, with a particular focus on workload, job satisfaction, and occupational stress. Emotional Intelligence, defined as the ability to perceive, regulate, and manage emotions in oneself and others, plays a crucial role in enhancing teaching effectiveness and fostering healthy academic environments. The research investigates three hypotheses: (i) the association between weekly teaching workload (hours/week) and EI, tested using Spearman correlation; (ii) the relationship between job satisfaction and EI, examined through Pearson correlation and multiple regression analysis with EI as the dependent variable; and (iii) the impact of occupational stress on EI, with the hypothesis that higher stress levels are negatively related to EI, tested through mediation analysis and structural equation modeling (SEM). By adopting these analytical approaches, the study aims to determine the extent to which workload, satisfaction, and stress contribute to or hinder the development of EI among teachers. The findings are expected to provide empirical insights for higher education institutions to design interventions that promote teacher well-being, balance workload, enhance job satisfaction, and mitigate stress, thereby strengthening emotional competencies that are essential for effective teaching and learning.

KEYWORDS: Emotional Intelligence, College Teachers, Workload, Job Satisfaction, Occupational Stress, Spearman Correlation, Pearson Correlation, Multiple Regression, Mediation Analysis, Structural Equation Modeling.

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1. INTRODUCTION

In recent years, the concept of Emotional Intelligence (EI) has gained significant attention in educational research, particularly in relation to the teaching profession. Emotional Intelligence refers to the capacity to perceive, understand, regulate, and manage emotions effectively in oneself and in interactions with others. Within the academic environment, where teachers encounter a variety of challenges ranging from classroom management to student engagement and institutional expectations, EI becomes a critical attribute that shapes not only professional effectiveness but also personal well-being. High levels of EI enable teachers to cope with stress, sustain motivation, and foster positive relationships, which in turn enhance both teaching outcomes and organizational climate.

Among the multiple factors that may influence EI, workload, job satisfaction, and occupational stress have emerged as crucial determinants. Teachers in higher education institutions are often burdened with heavy teaching schedules, administrative tasks, and research responsibilities. Excessive workload may limit opportunities for self-reflection and emotional regulation, thereby diminishing EI. Conversely, a manageable workload may allow teachers to devote greater attention to emotional competencies, enabling them to connect more meaningfully with students and colleagues. Understanding

the relationship between weekly teaching hours and EI is therefore important to ensure that teachers are not overstretched to the detriment of their emotional capacity.

Job satisfaction is another essential factor linked to EI. Teachers who are satisfied with their work environment, career growth opportunities, and recognition tend to experience positive emotions more frequently, which contributes to greater emotional awareness and regulation. Previous research has suggested that job satisfaction enhances motivation, resilience, and interpersonal effectiveness, all of which are key components of EI. Investigating this relationship helps to identify whether satisfaction at the workplace not only improves teacher morale but also strengthens their emotional intelligence.

At the same time, occupational stress is a growing concern in higher education. Teachers often face stress due to high academic expectations, administrative workload, pressure to publish, and student demands. Chronic stress may impair emotional awareness and regulation, leading to burnout and reduced EI. On the other hand, teachers with higher EI may be better equipped to handle occupational stress, suggesting a possible bidirectional relationship. Mediation models exploring the link between stress, EI, and associated outcomes such as well-being or teaching effectiveness can provide deeper insights into this complex interaction.

Given these perspectives, the present study aims to examine how workload, job satisfaction, and occupational stress influence Emotional Intelligence among college teachers. Specifically, the study tests the following hypotheses: (i) weekly teaching workload is associated with EI, (ii) job satisfaction is positively associated with EI, and (iii) higher occupational stress is negatively associated with EI. Appropriate statistical tools such as Spearman correlation, Pearson correlation, multiple regression, and mediation/SEM analysis will be applied to evaluate these hypotheses. By addressing these relationships, the study seeks to contribute to the understanding of psychosocial and organizational factors that shape EI, and to provide actionable insights for policymakers and administrators in higher education to enhance teacher well-being, improve job satisfaction, and design effective workload management strategies.

2. PROBLEM STATEMENT

Emotional Intelligence (EI) is increasingly recognized as a critical factor influencing the effectiveness, adaptability, and well-being of teachers in higher education. Despite its importance, many college teachers face challenges such as heavy workload, fluctuating job satisfaction, and high occupational stress, which may negatively impact their EI. Excessive teaching hours and administrative responsibilities can overwhelm teachers, leaving little room for self-reflection and emotional regulation, potentially lowering their EI. Job satisfaction, which is closely tied to motivation, recognition, and work environment, is often inconsistent across institutions, and its role in shaping EI is not well established in current research. Occupational stress is pervasive among college teachers due to rising academic demands, pressure to publish, and balancing multiple roles; its potential to undermine EI remains underexplored. While existing studies have examined EI in general, there is a lack of comprehensive empirical evidence linking workload, job satisfaction, and occupational stress specifically to EI among college teachers in the Indian higher education context. The absence of such empirical insights limits the ability of policymakers and administrators to design interventions that can effectively support teachers' emotional competencies. Without adequate EI, teachers may struggle with stress management, student engagement, and interpersonal relations, ultimately affecting the quality of teaching and learning outcomes. Addressing this gap requires rigorous statistical analysis (correlation, regression, and mediation/SEM) to identify the extent to which these organizational and psychological factors influence EI.

3. RESEARCH OBJECTIVES

- To examine the relationship between workload (weekly teaching hours) and Emotional Intelligence (EI) among college teachers.
- To analyze the influence of job satisfaction on the EI of college teachers.
- To investigate the negative association between occupational stress and EI among college teachers.
- To evaluate the combined predictive power of workload, job satisfaction, and occupational stress on EI using appropriate statistical models.
- To explore whether occupational stress mediates or moderates the relationship between job-related factors and EI.
- To identify key organizational and psychological factors that significantly enhance or hinder EI among college teachers.
- To provide empirical evidence that can guide policymakers and educational administrators in designing strategies to reduce stress, balance workload, and improve job satisfaction for fostering EI.

4. RESEARCH METHODOLOGY

The present study adopts a quantitative, descriptive, and correlational research design to investigate the factors influencing Emotional Intelligence (EI) among college teachers. The population of the study comprises teachers working in government and private colleges, from which a sample of 450 respondents was selected using stratified random sampling to ensure adequate representation of gender, age groups, institution types, and academic disciplines. A structured questionnaire was employed as the primary tool for data collection, consisting of three sections: demographic profile, standardized Emotional Intelligence scale, and items measuring independent variables such as workload, job satisfaction, occupational stress, work–life balance, leadership style, peer support, and organizational climate. The Emotional Intelligence scale was adapted from validated instruments (e.g., Schutte Self-Report EI Test or Goleman's EI framework) to ensure reliability and validity, while Cronbach's alpha was computed to assess internal consistency. Data collection was carried out both through online surveys and in-person distribution to maximize response rates. The collected data were coded and analyzed using SPSS/AMOS. Descriptive statistics (mean, standard deviation, frequency, and percentage) were used to summarize respondent characteristics, while inferential statistics were applied to test the formulated hypotheses. Specifically, t-tests and ANOVA were used for group comparisons (e.g., gender, marital status, institution type), Pearson and Spearman correlations for examining associations between continuous variables (e.g., workload, stress, job satisfaction), and multiple regression analysis and Structural Equation Modeling (SEM) for identifying the predictive influence of multiple factors on EI. Mediation analysis was also conducted to examine the indirect role of occupational stress on EI. Ethical considerations, including informed consent, voluntary participation, confidentiality, and anonymity, were strictly adhered to throughout the study. This systematic methodological approach ensures both the rigor and validity of findings, thereby providing valuable insights into the determinants of EI among college teachers.

4.1 Research Hypotheses

Workload and Emotional Intelligence

H_{01} (Null): Weekly teaching/work hours are not significantly associated with Emotional Intelligence among college teachers.

H_{11} (Alternative): Weekly teaching/work hours are significantly associated with Emotional Intelligence among college teachers.

Job Satisfaction and EI
H_{02} (Null): Job satisfaction does not significantly influence Emotional Intelligence among college teachers.
H_{12} (Alternative): Job satisfaction significantly influences Emotional Intelligence among college teachers.

Occupational Stress and EI
H_{03} (Null): Occupational stress is not significantly related to Emotional Intelligence among college teachers.
H_{13} (Alternative): Occupational stress is significantly related to Emotional Intelligence among college teachers.

5. DATA ANALYSIS AND INTERPRETATION

5.1 Result obtained for Workload and Emotional Intelligence

This table 1 presents the Spearman correlation coefficient between Workload Hours and Emotional Intelligence. The value of the correlation is -0.159, which indicates a negative relationship. Interpretation of value: Since the coefficient is negative, it means that as workload hours increase, the emotional intelligence of teachers tends to decrease, although the strength of the correlation is weak (close to zero).

Table 1: Correlations

	Workload Hours	Emotional Intelligence
Workload Hours	1	-0.159
Emotional Intelligence	-0.159	1

This table 2 provides the p-values associated with the correlations in Table 1. The significance level for the correlation between Workload Hours and Emotional Intelligence is 0.001. Since this p-value is less than the conventional threshold of 0.05, the result is statistically significant.

Table 2: Sig. (2-tailed)

	Workload Hours	Emotional Intelligence
Workload Hours	-	0.001
Emotional Intelligence	0.001	-

The analysis shows that Workload Hours are significantly but weakly negatively correlated with Emotional Intelligence (r_s = -0.159, p = 0.001). This means that teachers who work longer weekly teaching/work hours tend to report lower levels of Emotional Intelligence. Although the strength of the relationship is not very strong, the statistical significance indicates that the finding is not due to chance. In practical terms, the result suggests that excessive workload might reduce teachers' ability to effectively manage and regulate their emotions, which is a core aspect of Emotional Intelligence. Therefore, the null hypothesis (H_{01}) — Weekly teaching/work hours are not significantly associated with Emotional Intelligence — is rejected. The alternative hypothesis (H_{11}) — Weekly teaching/work hours are significantly associated with Emotional Intelligence — is accepted.

5.2 Result obtained for Job Satisfaction and Emotional Intelligence

This table 3 tests the overall significance of the regression model. The Regression Sum of Squares (9470.515) shows the amount of variation in Emotional Intelligence (EI) explained by Job Satisfaction. The Residual Sum of Squares (43948.912) represents the unexplained variation. The F-value = 96.539 with p = 0.000 indicates the regression model is statistically significant. In other words, Job Satisfaction significantly predicts Emotional Intelligence.

Table 3: ANOVA Table (Model Fit)

Model	Sum of Squares	df	Mean Square	F	Sig.

Regression	9470.515	1	9470.515	96.539	0
Residual	43948.912	448	98.1		
Total	53419.426	449			

This table 4 presents the regression coefficients of the model. The constant (intercept) = 77.592 is the baseline EI score when Job Satisfaction is zero. The unstandardized coefficient (B = 6.749) means that for every 1-unit increase in Job Satisfaction, Emotional Intelligence increases by 6.749 units, holding other factors constant. The standardized Beta (0.421) indicates a moderately strong positive effect of Job Satisfaction on Emotional Intelligence. The t-value = 9.825, p = 0.000 confirms that the effect of Job Satisfaction is statistically significant.

Table 4: Coefficients Table

Model	**Unstandardized B**	**Std. Error**	**Standardized Beta**	**t**	**Sig.**
(Constant)	77.592	2.456	-	31.594	0
Job Satisfaction	6.749	0.687	0.421	9.825	0

The ANOVA results (F = 96.539, p < 0.001) confirm that the regression model is a good fit, meaning Job Satisfaction significantly contributes to predicting Emotional Intelligence among college teachers. The coefficient for Job Satisfaction (B = 6.749, p < 0.001) shows a positive and significant effect, suggesting that teachers with higher job satisfaction levels tend to have higher emotional intelligence scores. The standardized beta (0.421) indicates a moderate positive relationship, implying Job Satisfaction is an important factor influencing Emotional Intelligence but not the sole determinant. Practically, this means teachers who are more satisfied with their work environment, roles, and recognition are likely to be more emotionally intelligent, better at managing stress, and more effective in interpersonal interactions. Thus, the null hypothesis (H_{02}) — Job satisfaction does not significantly influence Emotional Intelligence among college teachers — is rejected, and the alternative hypothesis (H_{12}) is accepted.

5.3 Result obtained for Occupational Stress and Emotional Intelligence (EI)

This regression model shows how Occupational Stress predicts Job Satisfaction. The coefficient B = -0.019, p < 0.001 indicates that higher levels of stress significantly reduce job satisfaction. Interpretation: For every 1-unit increase in stress, job satisfaction decreases by 0.019 units.

Table 5: Model 1: Path a (Occupational Stress → Job Satisfaction)

Predictor	B	Std. Error	t	Sig.
(Constant)	3.493	0.074	47.187	0
Occupational Stress	-0.019	0.001	-13.408	0

This model tests the total effect of Stress on Emotional Intelligence (EI) without considering the mediator. The coefficient B = -0.358, p < 0.001 shows a significant negative relationship: higher stress predicts lower EI. Interpretation: For every 1-unit increase in stress, EI decreases by 0.358 units

Table 6: Model 2: Path c (Occupational Stress → EI, Total Effect)

Predictor	**B**	**Std. Error**	**t**	**Sig.**
(Constant)	118.074	1.965	60.096	0
Occupational Stress	-0.358	0.038	-9.308	0

This regression includes both Stress and Job Satisfaction as predictors of EI. Stress (B = -0.314, p < 0.001): Even after controlling for job satisfaction, stress significantly reduces EI. Job Satisfaction (B = 2.259, p = 0.072): The effect is positive but not statistically significant at the 0.05 level. Interpretation: Stress remains a strong predictor of EI, while job satisfaction does not independently predict EI once stress is accounted for.

Table 7: Path b & c' (Stress + Job Satisfaction → EI, Direct Effect)

Predictor	B	Std. Error	t	Sig.
(Constant)	110.182	4.789	23.01	0
Occupational Stress	-0.314	0.045	-6.917	0
Job Satisfaction	2.259	1.251	1.806	0.072

Total Effect (c): -0.358, $p < 0.001$ → Stress significantly reduces EI overall. Direct Effect (c′): -0.314, $p < 0.001$ → Even when including job satisfaction, stress still reduces EI significantly. Indirect Effect (a × b): -0.043, $p = 0.085$ → The mediating effect of job satisfaction is negative but not statistically significant.

Table 8: Mediation Analysis Summary

Path	Effect (B)	SE	t / z	Sig.
Total Effect (c): Stress → EI	-0.358	0.038	-9.308	0
Direct Effect (c'): Stress → EI	-0.314	0.045	-6.917	0
Indirect Effect (a × b): Stress → Job Satisfaction → EI	-0.043	0.025	-1.72	0.085

Path a (Stress → Job Satisfaction): Teachers experiencing higher occupational stress report significantly lower job satisfaction, confirming stress undermines workplace contentment. Path c (Stress → EI, Total Effect): Stress has a strong, negative, and statistically significant total effect on emotional intelligence, meaning stressed teachers are less likely to regulate emotions effectively. Path b & c′ (Stress + Job Satisfaction → EI): When both stress and job satisfaction are considered together, stress continues to have a significant negative impact on EI. Job satisfaction shows a positive trend, but its effect is not statistically significant ($p = 0.072$). Mediation Test (Indirect Effect): The indirect effect (a × b = -0.043) was not statistically significant ($p = 0.085$). This means job satisfaction does not significantly mediate the relationship between stress and EI.

6. CONCLUSION

The results of the regression analysis indicate that the model is statistically significant, as evidenced by the high F-value (96.539) and the corresponding significance level ($p < 0.05$). This confirms that Job Satisfaction exerts a meaningful impact on Occupational Stress. The coefficients table further strengthens this finding, showing that Job Satisfaction is a significant predictor, with a standardized beta value of 0.421 and a strong t-value (9.825).

Interestingly, the unstandardized coefficient (B = 6.749) reveals a positive relationship between Job Satisfaction and Occupational Stress. This implies that as employees report higher job satisfaction, their occupational stress levels also tend to increase. While counterintuitive, this result may reflect organizational contexts where increased job satisfaction is tied to greater involvement, responsibilities, or performance expectations, which in turn elevate stress levels.

Overall, the analysis underscores the complex interplay between satisfaction and stress in workplace environments. These findings suggest that organizations must recognize that enhancing job satisfaction alone may not automatically reduce stress levels. Instead, a balanced approach is needed—ensuring that while employees are satisfied, adequate support systems, stress management practices, and workload balancing measures are also in place.

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