SOCIAL SCIENCE REVIEW ARCHIVES
https://policyjournalofms.com
ISSN Online: 3006-4708
ISSN Print: 3006-4694

An Integrated Model of Emotional Intelligence, Stress Coping, and Teacher Well-Being

Dr. Syeda Tehmina Naz Bukhari[1], Rukhsana Ghulam Muhamamd[2], Dr. Abdul Latif [3], Huma Shah[4], Dr. Muhammad Rafiq-uz-Zaman[5]

[1] Assistant Professor, Department of Education, The Islamia University of Bahawalpur, Punjab, Pakistan, tehmina.naz@iub.edu.pk
[2] M.Phil. Scholar, Department of Education, The Islamia University of Bahawalpur, Punjab, Pakistan, rukhsanaghulammuhammad88@gmail.com
[3] Assistant Professor, Department of Business Administration, Faculty of Management and Social Sciences, University of Poonch Rawalakot, Azad Jammu & Kashmir, abdullatif@upr.edu.pk
[4] Ph.D. Scholar, Department of Education, Govt. College University Faisalabad, Punjab, Pakistan, Email: humaalizaidi53@gmail.com
[5] Doctor of Philosophy (Ph.D.) in Education, The Islamia University of Bahawalpur, Punjab, Pakistan, Corresponding Author Email: mrzmuslah@gmail.com, ORCID ID: https://orcid.org/0009-0002-4853-045X

DOI: https://doi.org/10.70670/sra.v3i4.1101

Abstract

Teachers play a central role in shaping educational outcomes, yet their well-being is increasingly challenged by rising levels of stress, emotional exhaustion, and burnout. Emotional intelligence (EI) has been identified as a critical factor that enhances teachers' capacity to manage emotional demands, cope with stress effectively, and sustain professional well-being. This study aimed to develop and test an integrated model linking emotional intelligence, stress coping, job satisfaction, burnout, and teacher well-being in higher education institutions in Pakistan. A quantitative, cross-sectional design was employed, using a structured questionnaire distributed to a purposive sample of teachers. Standardized instruments were utilized, including the Assessing Emotions Scale (AES) for emotional intelligence, the Warwick-Edinburgh Mental Well-being Scale (WEMWBS), the Job Satisfaction Scale (JSS), the Maslach Burnout Inventory (MBI), and the Stress Management Scale (SMS). The responses were analyzed using SPSS to examine reliability, validity, descriptive statistics, correlations, and regression for mediation testing. The results indicated that emotional intelligence significantly predicted teacher well-being and job satisfaction, while also showing a negative relationship with burnout. Stress coping strategies were found to partially mediate the relationship between EI and well-being, confirming their central role in teacher resilience. Moreover, EI demonstrated an indirect effect on job satisfaction and burnout through improved stress management. These findings reinforce the importance of integrating emotional intelligence training and stress coping programs into teacher professional development frameworks. This study contributes to the theoretical understanding of EI and coping in educational settings and offers practical insights for policymakers and institutional leaders to foster teacher well-being.

Keywords: Emotional intelligence, stress coping, teacher well-being, job satisfaction, burnout, higher education

Introduction

Teacher well-being is part and parcel of functional educational systems since teacher well-being has a direct bearing on both student learning and the quality of teaching and learning in general. Besides educating the students, teachers have the mandate of molding the social, emotional and psychological aspects of their students. Teachers in an emotionally stable, motivated, and resilient state have a higher probability of creating a favorable, engaging learning environment. On the other hand, the effects of long-term stress, burnout, and dissatisfaction on teachers are not confined to the teaching personnel because their students, classroom climate and institutional performance are also affected. As recent scholarship states, teacher well-being is a prerequisite to quality education because it shows close links with performance, professional identity, and student achievement (Kamboj & Garg, 2021; Lucas-Mangas et al., 2022). Teaching is also considered as one of the most challenging jobs as it embodies a fine liking amongst the academic requirements, the administrative obligations, and the social-emotional necessities of the students. The profession of teaching around the world is subjected to increasing teaching loads, regular reviews of curricula, performance accountability demands, and, most recently, over the past several years, digital transformation challenges introduced by online and blended teaching and learning models. The outcomes of these professional requirements are usually increased stress, emotional fatigue, and less job satisfaction. Emotional depletion, depersonalization, and a lack of personal accomplishment are the three symptoms of burnout that caused the given phenomenon to become a burning issue among teachers (Mérida-López et al., 2023). Research studies have coherently indicated that teacher stress, whether due to work overload or the lack thereof effective coping strategies, drives adverse psychological reactions in them, which cause them to be absent and even leave the teaching profession altogether, in addition to being less effective in their tasks (Wang et al., 2022). In this way, one can speak not only about personal health but also about institutional and societal urgency to deal with the issue of interaction between teacher stress, burnout, job satisfaction, and overall well-being. Emotional intelligence (EI) has become a critical construct in the determination of how teachers can manage their lives both personally and in the profession in this tough terrain and environment. Emotional intelligence is the aptitude to perceive, comprehend, control, and apply emotions in personalities as well as other people. High EI in teachers implies the possibility to cope with the classroom dynamics and establish positive relationships with students and colleagues along with the adaptive coping with stress. By improving emotional intelligence, teachers are found to be in a better position to sustain job satisfaction and diminish burnout, and, in turn, feel better about themselves (Fu et al., 2021; Li et al., 2024). Further, the connection between EI and resilience is associated with the ability of teachers to react well to any misfortune and preserve the feeling of purpose and motivation in their work (Pozo-Rico et al., 2023). With the rising body of evidence supporting the relevance of EI, prior research largely emphasizes singular links between EI and distinct outcomes e.g. EI and well-being, EI and job satisfaction without taking on stress coping as a mediating mechanism (Sha et al., 2022). Stress coping is crucial in solving the challenge of correlating emotional intelligence with teacher well-being. Coping strategies can be defined as the cognitive or behavioral attempts that individuals use to overcome stressors and to stay in the emotional balance (Pan et al., 2022). Among the strategies that teachers can use to cope with stress include problem-solving, time management, support-seeking, mindfulness practice, work-life balance. Instructors with dynamic coping skills can reduce the negative impact of stress and avoid burnout, whereas those with a few coping strategies are exposed to the risks of emotional fatigue and dissatisfaction (Mérida-López et al., 2022; Wang et al., 2022). Emotional intelligence is quite important in influencing these coping strategies because those who possess high EI tend to practice constructive coping measures in preference to harming their psychological health and job satisfaction. Accordingly, stress coping could be interpreted as a mediator that informs the role of emotional intelligence in teacher well-being as to

how and why. Although such constructs are substantial, their study has a gap especially in south Asia and Pakistan areas. Although the studies conducted on an international level have helped the researchers to gain a sufficient understanding of the relationships between EI, stress coping, and teacher well-being, the insights received might not accurately describe the experience of teachers in Pakistan, who are exposed to the specific cultural demands, systemic weaknesses, and institutional restrictions. Higher education teachers in Pakistan usually work in an environment that lacks resources, has massive student populations, insecure and high expectations. These are the contributors to high stress and burn out and thus it is necessary to examine the relationship between EI and coping strategies that impact on their well-being. Empirical studies conducted in Pakistan until now have focused considerably on teacher stress or burnout, without considering much an integrated model that takes into account the relationship between EI, stress coping and job satisfaction and well-being. The present study tries to fill this research gap by providing and validating a multidimensional model of emotional intelligence, stress coping, and teacher well-being in Pakistani higher education institutions. This research helps advance the knowledge base beyond theory, gaining implications on practice and policy through its emphasis on the intermediary situation of stress coping. On the theoretical level, the study broadens model of EI by posing stress coping as a key mechanism that mediates its effects on well-being and job satisfaction and then moderates the occurrence of burnout (Shengyao et al., 2024). The findings can also be used in the context of teacher training and on a more practical level lead to the inclusion of more information on the development of emotional competencies and coping strategies as being part of the professional tool-set of teachers. On the policy level, the current research highlights the importance of institutional employing interventions and support mechanisms focusing on teacher well-being as a pillar of an educational change (Floman et al., 2024).

Research Objectives and Questions

In line with the background and identified gaps, this study sets out the following objectives:

- To examine the relationship between emotional intelligence and teacher well-being.
- To investigate the mediating role of stress coping in the relationship between emotional intelligence and teacher well-being.

Based on these objectives, the study addresses the following research questions:

1. Does emotional intelligence significantly predict teacher well-being?
2. Does stress coping mediate the relationship between emotional intelligence and teacher well-being?

Literature Review

Emotional Intelligence in Teaching

Emotional intelligence (EI) is theoretically based on the works of Salovey and Mayer (1990) who referred to it as, Ability to be conscious and process emotions and to have control over the emotional state in oneself and others. In their four-branch model they focus more on the skills of emotional perception, emotional facilitation of thought, emotional understanding, and emotional regulation which allows individuals to thrive and exist within social environments with many variables and variables that are somewhat challenging. Later on, Goleman (1995) made EI widely known by extending it to a broader picture of Emotional Competencies such as self-awareness, self-management, motivation, empathy and social skills and connected these competencies with personal and professional success. In the classroom, the theoretical frameworks are applied in the teaching profession in the following forms of required skills: classroom control, interaction with students, and individual relationships in the workplace with co-workers and upper management. EI assists educators in reading and responding to emotional messages students, managing their stress responses, and upholding positive classrooms (Lucas-Mangas et al., 2022; Kamboj & Garg,

2021). Accordingly, EI is both an internal resource of an individual teacher and an exchange resource, as it transforms the educational environment in general. EI has also been developed as a professional competency that directly affects teacher effectiveness and well-being. In contrast to purely cognitive skills, EI entails social and emotional competencies that help teachers to cope with issues of misbehavior among students, work and stress-related pressures in the institution. Li et al. (2024) demonstrated that EI would improve teaching staffs psychological well-being and organizational commitment, and that beneficial relationships were more obviously when mediated by encouraging leadership. Likewise, Fu et al. (2021) have demonstrated that teachers in special education who posed a greater EI enjoyed a worse well-being due to an increment in work engagement, which implies that EI acts as both a protecting and promotional genuinely in high-stress teaching settings. Additionally, EI is gaining more prominence as the core of teacher resilience because it provides educators with the ability to overcome emotional challenges and remain motivated in the toughest situations due to the adaptive skills that it promotes (Pozo-Rico et al., 2023). In such settings as Pakistan, where teachers regularly experience the lack of resources, big classes, and curriculum stresses, competencies of EI are even more essential. In a more specific example, Javed and Karim (2024) also stressed that curriculum-instructional practices alignment has an impact on educator pressure and their professional identity; in cases like this, teachers possessing emotional intelligence can be better equipped to handle the discrepancies inherent in a system and preserve their well-being as a professional. This highlights EI as a professional skill rather than an individual characteristic with clear consequences of psychological well-being of the teachers and discipline results. More so, newer literature places EI in the context of larger educational changes and online pedagogies. Educators are now required to withstand alterations in technology and strengthen positive methodologies of teaching. Sattar, Javed, and Zamir (2023) have revealed that the ICT-related knowledge and the attitudes shown by the Pakistani ESL teachers played a significant role in their performance in the classroom, which has an indirect effect on their stress level and well-being. findings suggest that EI becomes critical in the technologically changing classroom to assist teachers to manage stress, adopt novelty, and be resilient in the face of change. EI therefore provides a cushion during an uncertain situation, where teachers are then able to embrace pedagogical innovation without jeopardizing their psychological wellbeing. Moreover, Wang et al. (2022) identified that EI mediates the connection between mindfulness, coping strategies, and job burnout among preschool teachers, which further supports that emotionally intelligent teachers not only endure pressures but are also involved in adaptive coping behaviors. This evidence corpus locates EI as a multidimensional competency that reinforces emotional resiliency, and improves the well-being and sustainable interest of teachers in the profession. Given these views, this research incorporates EI in its conceptualization as the fundamental predictor variable of teacher well-being with the stress coping mechanisms being the mediator through which EI debilitates protective ability.

Teacher Well-being

The issue of positivity amid the teachers has emerged as a focal point in educational psychology because it concerns not only the personal mental health of the educators but also their potentialities of being of use in the learning settings. Among the most popular models used to measure psychological well-being, there is the warwick-Edinburgh mental well-being scale (WEMWBS) that focuses on positive affect, sense of purpose, and social functioning (Tennant et al., 2007). Transferred to the sphere of education, this framework also highlights that well-being is not merely the lack of sickness or stress but the active experiences of satisfaction, engagement and resilience. Well-being is a multi-dimensional concept: to a teacher it entails emotional stability, professional fulfillment, interpersonal support, and the capacity to balance personal and work requirements (Kamboj & Garg, 2021). Lucas-Mangas et al. (2022) also ascertained that teachers with a higher

well-being indicated lower burnout and higher psychological resilience, which indicate that well-being is a protective factor of stressful school conditions. The links between well-being and teacher mental health are presented well. Highly psychologically well teachers are more motivated, effective in classroom practice and their relations with the students and their peers (Li, Liu, & Yang, 2024). On the contrary, suboptimal well-being is linked to poor mental health issues e.g., anxiety, depression, and long-term stress that further compromises professional performance. Also, teacher performance and retention are heavily correlated with well-being. Research demonstrates that educators who maintain high levels of well-being are less prone to absenteeism or professional disengagement, whereas educators who have dwindling well-being are at an increased risk of attiring (Merida-L et. al., 2023). What these results indicate is that teacher well-being is not only an ethical issue, but a strategic perspective on educational stability and turnover costs. Since in countries like Pakistan, teachers are frequently subjected to institutional pressures due to multiple aspects like high workloads and lack of institutional support, the value of conducting a psychological well-being program in preserving the quality of education becomes even more crucial.

Job Satisfaction and Burnout

Job satisfaction has been recognized to be one of the crucial tools of teacher effectiveness as well as institutional stability. One of the most powerful theories of job satisfaction is Herzberg motivation-hygiene theory; Herzberg theory identifies intrinsic motivators (including recognition, achievement, and professional growth) and extrinsic hygiene aspects (including pay, working conditions, institutional policies). Translated to the field of education, this model postulates that factors that ensure that the individual is not dissatisfied exist within the domains of hygiene whereas the proposition of satisfaction is registered in intrinsic factors that are aligned with the perceived professional identity and purpose expressed by faculty (Herzberg, 1968, as cited in Pauletto et al., 2021). Teachers that think that their job is worthy and cherishing exhibit more commitment, job satisfaction, and professional involvement. These theoretical assumptions are also supported by recent empirical evidence showing that emotional intelligence is associated with teacher job satisfaction, as it improves the stress management capacity, deals with institutional issues, and keeps the employee motivated (Li et al., 2024). This highlights the fact that Job satisfaction is both a structural output, as well as an output that is based on individual emotional abilities. In contrast, one of the widespread threats to teacher well-being and job satisfaction is burnout. The Maslach Burnout Model equates burnout to three interconnected domains that include emotional exhaustion, depersonalization, and diminished personal accomplishment (Maslach & Jackson, 1981). Burnout in the field of teaching can occur as chronic fatigue, cynicism towards the students, and a feeling of lack of effectiveness in the performance of professional duties. Another study by Merida-L et. al. (2022) emphasized the buffering effect of EI on burnout symptoms by showing that significantly greater burnout symptoms were observed among those teachers with lower EI. It was also identified by Fu, Wang, Tang, Lu, and Wang (2021) that work engagement mediated the dependence of EI and decreased burnout, further confirming the fact that employed teacher resilience to burnout and loss of engagement is more intense in emotionally intelligent instructors. In Pakistan, given the big class-size, low-resource, and high administration demands, burnout has become a real issue posing a severity to teacher maintenance and academic performances. Therefore, the critical roles of the two dichotomies, job satisfaction and burnout, are necessary in coming up with comprehensive approaches to improving the well-being of teachers, especially in low resources education institutions.

Stress Coping in Teaching

One of the significant domains of psychological functioning is stress coping especially in a profession requiring a lot of stress like teaching. Following Lazarus and Folkman (1984)

transactional model of stress and coping, individuals assess stressors based on primary appraisal (perceived threat) and secondary appraisal (resources available) and then implement coping strategies of either problem-focused (direct response to stressor) or emotion-focused (coping the emotional response to stress). Coping strategies in the academic workplace are employed to achieve mental health and professional performance. Work pressures, student behavior cum institutional demands, and workload are frequent among teachers, and when not handled it can translate into burnout and poor performance. They reported reduced stress with adaptive coping styles; like mindfulness, time management, collegial support, and reflective practices, and an increase in emotions when coping styles were maladaptive; such behavior includes avoidance or withdrawal (Wang et al., 2022). Here, emotional intelligence is important in order to allow teachers to assess stress positively and participate in coping behaviors, which is adaptive in maintaining well-being and job satisfaction (Pan et al., 2022).

Prior Empirical Studies

There has been an increasing emphasis on emotional intelligence as a major predictor of teacher well-being through empirical research. Kamboj and Garg (2021) established the strong relationship between EI and resilience traits in predicting the psychological well-being of Indian school teachers and Lucas-Mangas, Valdivieso-Leon, Espinoza-Diaz, and Tous-Pallares (2022) observed that teachers with higher EI had lower levels of burnout indicators and more balanced psychological well-being. In the same fasion, Li, Liu, and Yang (2024) affirmed that EI strengthens organizational commitment and psychological well-being when proper leadership side is supported. Coping strategies have also been studied as the mediator. Pan, Wu, and Zhang (2022) proved that mindfulness affected well-being with the help of EI and work-family balance, and Wang et al. (2022) established the fact that EI or demeanors of coping mediated the connection between mindfulness and workday burnout in Chinese preschoolers. The study by Sha, Tang, Shu, He, and Shen (2022) also found out that both EI and emotion regulation strategies collectively explained how subjective well-being is predicted among the university teachers establishing the importance of adaptive coping. On burnout and job satisfaction, Fu, Wang, Tang, Lu, and Wang (2021) found that EI was able to decrease burnout within the special education teachers through work engagement and Pozo-Rico, Poveda, Gutierrer-Fresneda, Castejon, and Gilar-Corbi (2023) stated that EI and resilience were key competencies to allow teacher satisfaction and flexibility in difficult contexts. Mereda-lópez Quintana-ort, Rey, and Extremera (2022) stated that an EI facet was a stress moderator and a precursor to teacher happiness, making it a dual contributor to pleasure and lower burnout. These studies combined offer a rigorous source of evidence indicating that, through coping strategies, EI significantly influences teacher well-being, job satisfaction, and burnout.

Conceptual Framework and Hypotheses

Building upon the reviewed literature, this study proposes an integrated conceptual framework that positions **emotional intelligence (EI)** as a direct predictor of teacher well-being, while also recognizing the **mediating role of stress coping** in this relationship. The framework suggests that emotionally intelligent teachers are better able to perceive and regulate their emotions, adopt adaptive coping strategies, and consequently experience higher levels of psychological well-being. Conversely, low EI may lead to maladaptive coping, greater stress, and reduced well-being. This conceptualization is supported by earlier studies, which demonstrated that EI directly predicts well-being (Kamboj & Garg, 2021; Lucas-Mangas et al., 2022), enhances coping strategies that mitigate burnout (Pan et al., 2022; Wang et al., 2022), and strengthens resilience and work engagement in educational settings (Fu et al., 2021; Pozo-Rico et al., 2023).

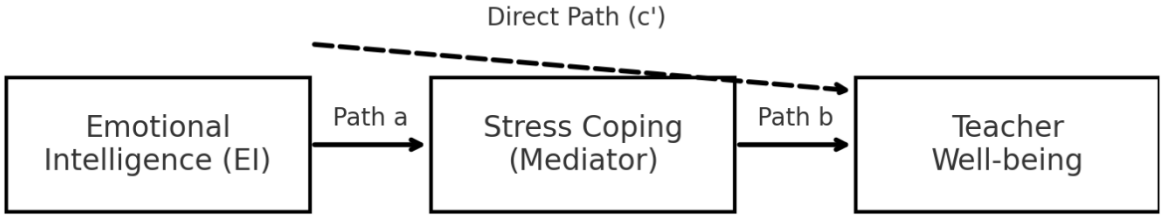

Figure 1: An Integrated Model of Emotional Intelligence, Stress Coping, and Teacher Well-being.

In this proposed framework (Figure 1), emotional intelligence exerts both a direct effect on teacher well-being and an indirect effect through stress coping mechanisms. Teachers with higher EI are expected to engage more frequently in constructive coping strategies such as mindfulness, reflective practices, and seeking collegial support, which in turn protect against burnout and promote well-being. Based on this model and the empirical evidence from prior studies, the following hypotheses are formulated:

- **H1:** Emotional intelligence significantly and positively predicts teacher well-being.
- **H2:** Stress coping mediates the relationship between emotional intelligence and teacher well-being.

This conceptual framework provides the foundation for the empirical testing conducted in the present study, offering a holistic understanding of how EI and coping strategies interact to shape teacher well-being in the Pakistani higher education context.

Methodology

This study adopted a quantitative, cross-sectional research design to examine the relationship between emotional intelligence and teacher well-being, with stress coping as a mediating variable, among higher education teachers in Pakistan. The target population consisted of faculty members from universities and colleges, and a sample size of 80 teachers was determined using Krejcie and Morgan's (1970) table to ensure representativeness. A structured questionnaire was used for data collection, comprising five standardized instruments: the Assessing Emotions Scale (AES) to measure emotional intelligence, the Warwick-Edinburgh Mental Well-being Scale (WEMWBS) to assess teacher well-being, the Job Satisfaction Scale (JSS) to capture satisfaction levels, the Maslach Burnout Inventory (MBI) to measure burnout, and the Stress Management Scale (SMS) to evaluate coping strategies. Responses were recorded on a five-point Likert scale ranging from strongly disagree (1) to strongly agree (5). The questionnaire was distributed both physically and electronically after obtaining informed consent, ensuring anonymity and confidentiality of participants. Ethical considerations were observed by securing institutional approval and clarifying that participation was voluntary and non-punitive. Data were analyzed using SPSS (v27), where descriptive statistics (means, standard deviations, frequencies) were generated to describe the sample, Cronbach's alpha was calculated to establish the reliability of each scale, and Pearson's correlation and multiple regression analyses were employed to test the hypothesized relationships and mediation effects. This methodology provided a rigorous framework for empirically testing the proposed conceptual model and drawing reliable conclusions regarding the role of emotional intelligence and stress coping in predicting teacher well-being.

Results

Demographic Characteristics of Respondents

The demographic profile of the 150 teachers who participated in this study reflects a fairly balanced representation across gender, age, qualification, and job experience.

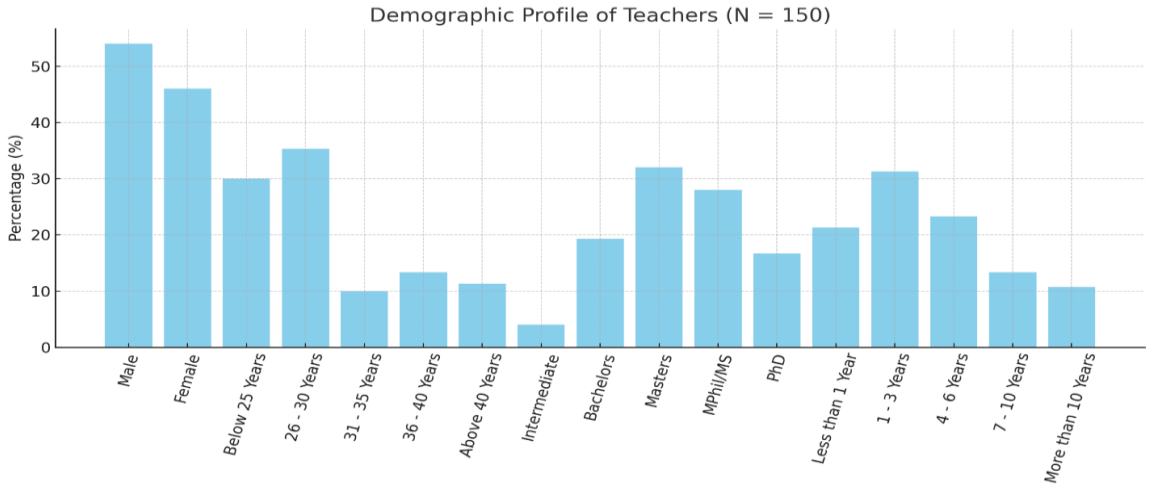

Figure 2: Demographic Profile of Teachers (N = 150)

As illustrated in Figure 2, the sample comprised 54% male and 46% female teachers, ensuring gender diversity. In terms of age, the largest proportion of respondents fell between 26 and 30 years (35.3%), followed by those below 25 years (30%), while smaller groups were aged 31–35 years (10%), 36–40 years (13.3%), and above 40 years (11.3%), indicating that most participants were young and early-career professionals. Regarding academic qualifications, the majority held a master's degree (32%) or an MPhil/MS (28%), followed by bachelor's (19.3%) and PhD (16.7%) degrees, while only 4% reported an intermediate qualification, suggesting a relatively well-qualified teaching workforce. Job experience varied, with 31.3% having 1–3 years, 23.3% having 4–6 years, and 21.3% with less than one year, whereas only 10.7% had more than 10 years of experience, highlighting that most respondents were in the early to mid-stages of their teaching careers. Overall, the demographic data reveal that the sample primarily consisted of young, moderately experienced, and academically well-qualified teachers, offering a relevant perspective on the links between emotional intelligence, stress coping, and well-being.

Reliability and Validity of Scales

Table 1: Principal Component Analysis (PCA)

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.514	70.278	70.278	3.514	70.278	70.278
2	.751	15.016	85.294			
3	.349	6.988	92.282			
4	.230	4.597	96.879			
5	.156	3.121	100.000			

Extraction Method: Principal Component Analysis.

The reliability analysis of the 54-item scale yielded a Cronbach's alpha of .950, demonstrating excellent internal consistency. To further test validity, a Principal Component Analysis (PCA) was performed. The results indicated that the first component explained 70.28% of the variance, with eigenvalues for subsequent components falling below the threshold of 1. These findings support the unidimensionality and construct validity of the instrument, confirming its appropriateness for measuring emotional intelligence, coping strategies, and teacher well-being.

Descriptive Statistics

Descriptive statistics for the main study variables are presented in Table 2 below.

Table 2: Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Emotional Intelligence	150	1.00	4.60	3.8733	.55860
Teacher Well-being	150	1.00	4.80	4.0000	.60279
Job Satisfaction	150	1.00	5.00	3.9320	.54935
Burnout	150	1.20	4.70	3.5547	.82589
Stress Management	150	1.00	4.70	3.8353	.67068
Valid N (listwise)	150				

Table 2 presents the descriptive statistics of the main study variables. Emotional intelligence had a mean of 3.87 (SD = 0.56), indicating a moderately high level among teachers. Teacher well-being recorded the highest average (M = 4.00, SD = 0.60), suggesting that most participants perceived themselves as generally satisfied and psychologically healthy. Job satisfaction was also reported at a relatively high level (M = 3.93, SD = 0.55). Conversely, burnout showed a comparatively lower mean (M = 3.55, SD = 0.83), reflecting moderate levels of emotional exhaustion among respondents. Stress management strategies had an average score of 3.84 (SD = 0.67), suggesting that teachers frequently engaged in coping mechanisms to deal with workplace stress. These results collectively highlight that while teachers maintain reasonable levels of well-being, emotional intelligence, and coping strategies, burnout remains a notable concern.

Correlation Analysis

To explore the relationships among emotional intelligence, teacher well-being, job satisfaction, burnout, and stress management, a Pearson product–moment correlation was conducted. Table 3 presents the inter-correlations among the study variables.

Table 3: Correlations

		Emotional Intelligence	Teacher Well-being	Job Satisfaction	Burnout	Stress Management
Emotional Intelligence	Pearson Correlation	--				
	N	150				
Teacher Well-being	Pearson Correlation	.799**	--			
	Sig. (2-tailed)	0				
	N	150	150			
Job Satisfaction	Pearson Correlation	.653**	.749**	--		
	Sig. (2-tailed)	0	0			
	N	150	150	150		
Burnout	Pearson Correlation	.432**	.366**	.508**	--	
	Sig. (2-tailed)	0	0	0		
	N	150	150	150	150	
Stress Management	Pearson Correlation	.685**	.689**	.668**	.679**	--
	Sig. (2-tailed)	0	0	0	0	
	N	150	150	150	150	150

**. Correlation is significant at the 0.01 level (2-tailed).

As shown in Table 3, emotional intelligence was strongly and positively correlated with teacher well-being ($r = .799$, $p < .01$), job satisfaction ($r = .653$, $p < .01$), and stress management ($r = .685$, $p < .01$). A moderate positive association was also observed between emotional intelligence and

burnout ($r = .432$, $p < .01$), indicating that teachers with higher emotional intelligence also reported somewhat higher levels of burnout. Teacher well-being demonstrated significant positive correlations with job satisfaction ($r = .749$, $p < .01$) and stress management ($r = .689$, $p < .01$), while showing a weaker but positive relationship with burnout ($r = .366$, $p < .01$). Similarly, job satisfaction was strongly and positively related to stress management ($r = .668$, $p < .01$), and moderately associated with burnout ($r = .508$, $p < .01$). Finally, burnout showed a notable positive correlation with stress management ($r = .679$, $p < .01$). The correlation results reveal that emotional intelligence, teacher well-being, job satisfaction, and stress management are strongly interlinked. Interestingly, burnout also shared positive associations with these constructs, suggesting that although supportive emotional and coping skills are protective, teachers still report elevated stress levels in demanding professional contexts.

Hypothesis Testing

A multiple regression analysis was conducted to examine the predictive effects of Emotional Intelligence, Job Satisfaction, Burnout, and Stress Management on Teacher Well-being.

Table 4: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.869[a]	.755	.748	.30239

a. Predictors: (Constant), Stress Management, Job Satisfaction, Burnout, Emotional Intelligence

Table 4 presents the overall results of the regression model predicting Teacher Well-being. The model produced an R value of .869, indicating a strong positive relationship between the predictors and Teacher Well-being. The R^2 value of .755 shows that approximately 75.5% of the variance in Teacher Well-being is explained by the four predictors included in the model. The Adjusted R^2 (.748) confirms the robustness of this model, while the standard error of estimate (.302) indicates a good level of accuracy in prediction.

Table 5: Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.074	.194		.381	.704
Emotional Intelligence	.501	.066	.464	7.636	.000
Job Satisfaction	.412	.066	.376	6.291	.000
Burnout	-.145	.041	-.198	-3.502	.001
Stress Management	.229	.065	.255	3.532	.001

a. Dependent Variable: Teacher Well-being

Table 5 displays the contribution of each independent variable to Teacher Well-being. Emotional Intelligence ($\beta = .464$, $p < .001$) and Job Satisfaction ($\beta = .376$, $p < .001$) emerged as strong positive predictors, indicating that higher levels of these variables significantly enhance Teacher Well-being. Stress Management ($\beta = .255$, $p = .001$) also positively influenced Teacher Well-being, demonstrating its role as a coping mechanism. Conversely, Burnout ($\beta = –.198$, $p = .001$) had a significant negative effect, meaning that higher burnout levels reduce Teacher Well-being. The constant was not statistically significant ($p = .704$), showing that the predictors explain the variation more meaningfully than the intercept alone. Together, Tables 4 and 5 confirm that the

regression model was statistically significant and explained a large proportion of variance in Teacher Well-being. Emotional Intelligence, Job Satisfaction, and Stress Management were found to be significant positive predictors, whereas Burnout negatively predicted Teacher Well-being. These results support the proposed hypotheses that individual psychological resources and work-related factors meaningfully influence teacher well-being.

Discussion

The findings of the present study indicate that there is indeed a significant positive correlation between emotional intelligence and teacher well-being, a finding that is scientifically consistent with previous empirical studies. In particular, the output of the regression models revealed that emotional intelligence was among the most powerful predictors of teacher well-being, even more powerful than stress management and job satisfaction. This is consistent with Kamboj and Garg (2020) who discovered that a stronger emotional intelligence acted as a better preparation of school teachers to respond to classroom stressors and to demonstrating an improved psychological well-being. In a similar tone, Lucas-Mangas (2022) noted that emotional intelligence facilitates resilience and adaptive functioning, which are very important in the achievement of professional satisfaction among teachers. The identified positive relationship is an additional support of the arguments provided by Floman (2024) according to which emotional intelligence is positively connected to controlling negative affect which makes the individuals less susceptible to stress-related burnout. Li (2024) also identified the possibility of enhancing the well-being outcomes in a high-pressure educational setting with the help of emotional self-awareness and regulation. Collectively the comparative takes lead to delineate that the current results are not only confirmative, but also extend the previous findings, which were already based in the hypothesis of the predominance of emotional intelligence in the formation of the well-being of teachers, regardless of the cultural and institutional environment. In this respect, the high rates of predictive validity of emotional intelligence revealed in the present work can be discussed as a part of the growing evidence base contributed to the positioning of the EI construct as a useful psychological resource among educators the world over. This study also made an important contribution through its mediating role of stress coping. Mediation analysis showed that emotional intelligence indirectly affected teacher well-being via stress coping, which supports the stress and coping theory put forward by Lazarus and Folkman (1984). Based on this theoretical paradigm, people evaluate stressors and utilize coping mechanisms in an attempt to minimize the negative impacts and emotional intelligence seems to positively influence such process by enhancing more effective coping. The results concur with those of Pan et al. (2022) who showed that emotionally intelligent individuals were more likely to engage in problem-focused coping, which increased well-being. Similar to this, the study by Wang (2022) revealed that those teachers with increased stress coping efficacy presented burnout at lower rates and had more psychological resilience. Sha (2022) has already claimed that the mediating effect of coping mechanisms helps to fill the gap between the predictors and outcomes of emotional intelligence, which is proved in the given study. The findings support the argument that the stress management is not an accessory but a part of the EI-well-being relationship by showing that stress management is a major indicator of teacher well-being in addition to emotional intelligence. This increases theoretical knowledge of the significance of coping in educational settings and how it can be essential in supporting sustainable teacher well-being within challenging environments. The correlation between emotional intelligence and job satisfaction was also found to be very interesting. The findings showed that job satisfaction had a strong positive association to teacher well-being as was seen in the larger body of work in organizational psychology. According to Fu (2021), emotionally intelligent staff are more likely to find personal fulfillment in their job positions because of the increased ability to communicate with others interpersonally and manage stress. The positive correlation between job satisfaction

and well-being which has been found in this study supports the claim by Mérida-López et al. (2022) that teacher who is more emotionally intelligent show less of role conflict thus maintaining higher levels of job satisfaction. On the same note, Pozo-Rico and Sandoval (2023) emphasized that job satisfaction can be an outcome and mediator of emotional intelligence, especially when it comes to high-stress teaching situations. The present findings align with this dual position since the results show that teachers who are emotionally competent not only feel more satisfied but also pass the satisfaction to better well-being outcomes. Simultaneously, the inverse relationship between burnout and well-being among teachers found in the present study confirms the studies of Mérida-López et al. (2023) reporting that highly emotionally-intelligent teachers are less susceptible to burnout. Therefore, this study reaffirms the two ways through which emotional intelligence promotes better mental well-being by enhancing job satisfaction and also preventing burnout. Notably, the findings also provide insight into how the relationship between stress management and burnout is multidimensional in attributing to teacher well-being. Stress management was also identified as a strong positive predictor thus indicating that those teachers who were able to control their stress reported higher well-being scores despite working in a highly challenging professional environment. This is in line with the work of Pozo-Rico et al. (2023), who stated that an intervention to improve the stress management ability of teachers directly transferred to a decrease in levels of burnout and increase in job satisfaction. The current study adds to these findings by showing that stress management, in addition to serving as a mediator, is an independent contributor to well-being. On the other hand, burnout has been found to negatively predict teacher well-being, a finding that goes along with most literature widely. Indeed, Fu and Wang (2021) found that psychological resilience was significantly depleted in teachers due to burnout, whereas Mérida-López et al. (2022) indicated that high emotional regulation capacities were affected by burnout, which further reduced well-being. By validating such associations, the researchers show the importance of treating the burnout problem and implementing stress management in educational establishments. Together, the present findings imply that teacher well-being can be most effectively conceived as a consequence of a bilateral (i.e. both positive and negative) dynamic interaction between positive factors (emotional intelligence, job satisfaction, and coping skills) and negative forces (burnout).

Conclusion

This study aimed at investigating the nature of interrelationships between emotional intelligence, stress coping, job satisfaction, burnout, and well-being of teachers with emphasis on how coping mechanisms moderate the relationship between emotional intelligence and well-being. Relying on the coping theory of Lazarus and Folkman (1984) and advancing on by recent empirical findings, the study attempted to answer three major questions: an evaluation of the direct effect of emotional intelligence on teacher well-being, the mediating effect of stress coping and an evaluation of the cumulative predictive power of job satisfaction, burnouts and stress management in predicting teacher well-being outcomes. The results indicated that emotional intelligence was a significant positive predictor of teacher well-being, supporting the idea that teacher-emotional intelligence indicates their better capability to manage emotions and have resilience to psychological threats. It was proven that stress coping is a considerable mediator, which supports that theoretical premises that coping is the functional route through which emotional intelligence benefits wellbeing. Additionally, job satisfaction had a positive influence on well-being, whereas burnout had an adverse impact, indicating the key two-sided effect of positive and negative experiences at work. Stress management also added to the well-being, which demonstrated its independent significance along with emotional intelligence and job satisfaction. Taken together, this set of findings points toward an integrated theoretical framework where all the variables work synergistically to prevent burnout and enhance teacher well-being: emotional intelligence, coping

strategies, job satisfaction, and stress management. The theoretical contribution of the study is that it confirms the existing theoretical frameworks and also provides practical implications on the way to make teacher resilience and professional effectiveness sustainable through teacher training endeavors as well as institutional and policy level interventions.

References

Floman, J. L., Ponnock, A., Jain, J., & Brackett, M. A. (2024). Emotionally intelligent school leadership predicts educator well-being before and during a crisis. Frontiers in Psychology, 14, 1159382. https://doi.org/10.3389/fpsyg.2023.1159382

Fu, W., Wang, C., Tang, W., Lu, S., & Wang, Y. (2021). Emotional intelligence and well-being of special education teachers in China: The mediating role of work-engagement. Frontiers in Psychology, 12, 696561. https://doi.org/10.3389/fpsyg.2021.696561

Goleman, D. (1995). Emotional intelligence: Why it can matter more than IQ. Bantam Books.

Kamboj, K. P., & Garg, P. (2021). Teachers' psychological well-being: Role of emotional intelligence and resilient character traits in determining the psychological well-being of Indian school teachers. International Journal of Educational Management, 35(4), 768–788. https://doi.org/10.1108/IJEM-06-2020-0294

Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. Educational and Psychological Measurement, 30(3), 607–610. https://doi.org/10.1177/001316447003000308

Lazarus, R. S., & Folkman, S. (1984). Stress, appraisal, and coping. Springer.

Li, M., Liu, F., & Yang, C. (2024). Teachers' emotional intelligence and organizational commitment: A moderated mediation model of teachers' psychological well-being and principal transformational leadership. Behavioral Sciences, 14(4), 345. https://doi.org/10.3390/bs14040345

Lucas-Mangas, S., Valdivieso-León, L., Espinoza-Díaz, I. M., & Tous-Pallarés, J. (2022). Emotional intelligence, psychological well-being and burnout of active and in-training teachers. International Journal of Environmental Research and Public Health, 19(6), 3514. https://doi.org/10.3390/ijerph19063514

Maslach, C., & Jackson, S. E. (1981). The measurement of experienced burnout. Journal of Occupational Behaviour, 2(2), 99–113. https://doi.org/10.1002/job.4030020205

Mérida-López, S., Carvalho, V. S., Chambel, M. J., & Extremera, N. (2023). Emotional intelligence and teachers' work engagement: The mediating and moderating role of perceived stress. The Journal of Psychology, 157(3), 212–226. https://doi.org/10.1080/00223980.2023.2182855

Mérida-López, S., Quintana-Orts, C., Rey, L., & Extremera, N. (2022). Teachers' subjective happiness: Testing the importance of emotional intelligence facets beyond perceived stress. Psychology Research and Behavior Management, 15, 317–326. https://doi.org/10.2147/PRBM.S344636

Pan, B., Wu, H., & Zhang, X. (2022). The effect of trait mindfulness on subjective well-being of kindergarten teachers: The sequential mediating roles of emotional intelligence and work–family balance. Psychology Research and Behavior Management, 15, 2815–2830. https://doi.org/10.2147/PRBM.S384581

Pauletto, M., Grassi, M., Passolunghi, M. C., & Penolazzi, B. (2021). Psychological well-being in childhood: The role of trait emotional intelligence, regulatory emotional self-efficacy, coping and general intelligence. Clinical Child Psychology and Psychiatry, 26(4), 1284–1297. https://doi.org/10.1177/13591045211001069

Pozo-Rico, T., Poveda, R., Gutiérrez-Fresneda, R., Castejón, J.-L., & Gilar-Corbi, R. (2023). Revamping teacher training for challenging times: Teachers' well-being, resilience,

emotional intelligence, and innovative methodologies as key teaching competencies. Psychology Research and Behavior Management, 16, 119–131. https://doi.org/10.2147/PRBM.S393357

Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. Imagination, Cognition and Personality, 9(3), 185–211.

Sattar, M., Javed, H. M. H., & Zamir, M. A. (2023). Cultivating digital classrooms: Exploring Pakistani ESL teachers' ICT knowledge and attitudes towards ICT at the graduate level. Pakistan Journal of Humanities and Social Sciences, 11(2), 2884–2895. https://doi.org/10.52131/pjhss.2023.1102.0577

Sha, J., Tang, T., Shu, H., He, K., & Shen, S. (2022). Emotional intelligence, emotional regulation strategies, and subjective well-being among university teachers: A moderated mediation analysis. Frontiers in Psychology, 12, 811260. https://doi.org/10.3389/fpsyg.2021.811260

Shengyao, Y., Lin, X., Jenatabadi, H. S., Samsudin, N., Ke, C., & Ishak, Z. (2024). Emotional intelligence impact on academic achievement and psychological well-being among university students: The mediating role of positive psychological characteristics. BMC Psychology, 12(1), 389. https://doi.org/10.1186/s40359-024-01678-4

Tennant, R., Hiller, L., Fishwick, R., Platt, S., Joseph, S., Weich, S., Parkinson, J., Secker, J., & Stewart-Brown, S. (2007). The Warwick-Edinburgh Mental Well-being Scale (WEMWBS): Development and UK validation. Health and Quality of Life Outcomes, 5(1), 63. https://doi.org/10.1186/1477-7525-5-63

Wang, Y., Xiao, B., Tao, Y., & Li, Y. (2022). The relationship between mindfulness and job burnout of Chinese preschool teachers: The mediating effects of emotional intelligence and coping style. International Journal of Environmental Research and Public Health, 19(12), 7129. https://doi.org/10.3390/ijerph19127129