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The Mediating Role of Emotional Intelligence Between Work-Related Stress and Work Engagement

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Abstract

Teachers are called to foster critical thinking and the passion for lasting learning going beyond textbooks, research, and the sets of standardized tests, needed to enhance future professionals in their respective fields and pave the way for their success. However, teaching is a stressful job, as they deal with emotions and the need to design a supportive learning environment. This complex correlational research method was adopted by the researcher to describe the mediating role of emotional intelligence between teachers' work-related stress and engagement in their work environment. The selected 144 respondents were from various allied health courses from different Higher Education Institutions. Three instruments were adopted by the researcher: the "Wong and Law Emotional Intelligence Scale (WLEIS)," the "Work-related version of Burnout Assessment Tool" (BAT), and the "Utrecht Work Engagement Scale (UWES)". Results showed that work-related stresses and work engagements are inversely significant as work stresses increase work engagement decreases. Values showed that EI mediates with work related stress and work engagement as EI increases the work engagement increases too that makes work related stress decrease. It is recommended that educational administrators should create and execute extensive stress management initiatives, prioritize professional development programs, cultivate a constructive work environment, establish mentoring initiatives, resolve workload issues. Moreover, conducting a longitudinal and comparative research investigation on the changes in teacher's well-being from time to time in various educational systems.

Keywords: Emotional intelligence, work-related stress, work engagements, medical allied health faculty.

Introduction

Teachers today not only bear the responsibility of imparting knowledge, but also shoulder the burden of various administrative and managerial tasks, which inevitably lead to stress and hinder their ability to effectively carry out their duties. The teaching profession is widely regarded as one of the noblest vocations, as individuals who possess the passion for cultivating and refining eager minds for the acquisition of knowledge, skills, and understanding, particularly in their specialized fields, rarely hesitate to embrace the role of an educator according to Banal and Ortega-Dela Cruz (2022).

For a non-education graduate, it takes time to learn all the requisites of being an effective teacher. This implies that a considerable adjustment is needed to fully appreciate the teaching profession. Consequently, it is expected that subject matter experts may experience stress in their teaching roles. While it is true that every profession may cause a certain degree of work-related burnout, professional teaching is currently becoming increasingly strenuous because of heightened obligations and demanding target dates.

Furthermore, practitioner educators, such as those in the medical field hired as medical faculties, face an additional challenge. Their background in teaching-learning strategies is limited or non-existent. Thus, their transition into teaching requires even more substantial adjustments and learning curves. These factors contribute to the perception that teaching, particularly for non-education graduates, is an occupation characterized by high levels of stress and pressure (Dahal & Pradhan, 2018).

Agyapong, et al. (2022) studied that misery and desolation were effects of educators' constant episodes of burnout and stress worldwide. Burnout was liable for having negative personal and emotional health of educators that will truly have an effect on a teacher's life. To cope with these problems, it was critical to check the relationship and variations of these negative aspects that teachers feel. The researcher believes that if the teacher educators experienced these indicators of burnout, it may also be the same indicators that may be experienced by those who were non-education graduate teachers like those health teachers. On the other hand, teaching beliefs had causal outcomes on giving loads of intention under conditions of job stresses. If they have limited years of teaching experience, they were found to be more vulnerable to job burnout. Mahmoodi-Shahrebabaki (2019) further recommended that the relationship between teaching beliefs, physical exhaustion, job satisfaction, and turnover be further investigated.

According to De Beer, Schaufeli, and Bakker, A.B. (2022), job performance will always oppose stresses and burnout, same as González-Roma, Schaufeli, and Bakker et al. (2006) as measured by the MBI-GS conclusion to emotional worn-out and skepticism, and of capability and worn-out as conducted with the Utrecht. The two opposing dimensions on the work engagement scale were vigor and recognition. This means that whereas engagement was defined as a greater degree of vigor, stress with burnout was distinguished by exhaustion and less recognition of individual performance. These demonstrate how professional competence was positively correlated with work engagement rather than being a contributing factor to burnout. A widely used tool designed for checking stresses in individuals is Burnout Assessment Tool (BAT). A concise and reliable measure to assess burnout in various work-related settings was developed by Demerouti (2001). BAT consists of nine items; the three dimensions of stress were exhaustion, professional efficacy, and cynicism. Utrecht Work Engagement Scale (UWES), a self-disclosed tool, was designed by Schaufeli and Bakker (2003) to measure work engagement identifying absorption, dedication, and vigor of an individual's job. The UWES is a tool created to discuss the degree to which individuals were employed and invested in their work. In conclusion, it was reasonable to assume that BAT and UWES scores were inversely connected.

Merida-Lopez, Extremera, and Rey (2020) posit that, in terms of emotional intelligence, EQ and work engagement are related to each other. A negative relationship reflected ambiguity and conflict with energy and dedication. The interaction of ambiguity and emotional intelligence (EI) was considerably connected with work engagements. Emotional intelligence increased job satisfaction if the quantity of ambiguity was increased. Based on the results, they suggested that there was a need to study work hazard's effect on the association of emotional quotient and teachers' job-related well-being indicators.

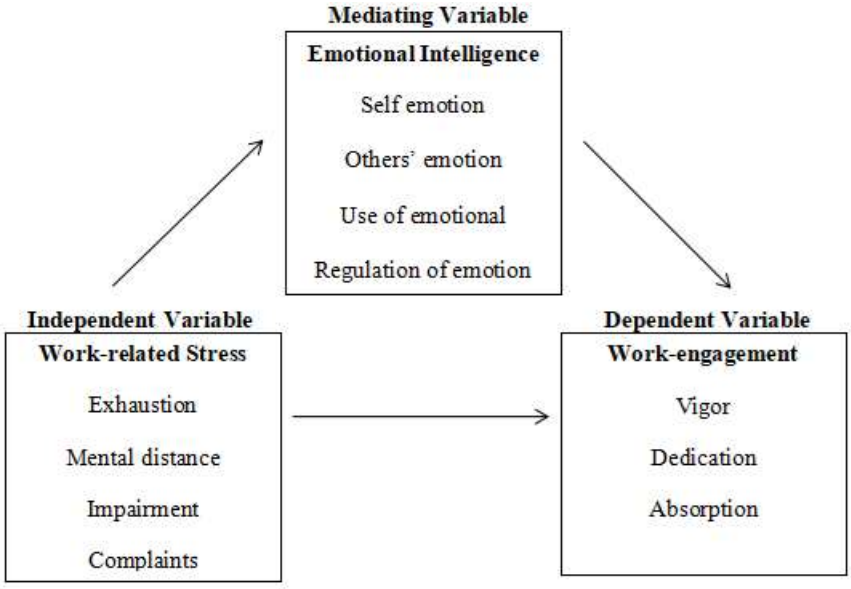
The study conducted by Schoeps, Tamarit, and Castilla (2021) showed that there were notable effects on common sense and emotional healing on an individual's exhaustion, but attention to teachers was not noticeable in regard to teacher's stresses. Eagerness to work and emotional quotient have a good relationship but the emotional quotient and work-related stress have a contradicted relationship. The research also signified that greater emotional intelligence is exactly connected to decreased work exhaustion.

According to Wong and Law (2020), employees with high EQ manage emotions in difficult circumstances, enabling them to engage professionally and successfully while still achieving job objectives. High EQ employees contextually improved the performance and quality because they are more able to comprehend and fit into the norms and culture of a business. They are also perceived as being highly sensitive and having no trouble following the rules. Salovey's and Mayer's (1997) defined that of emotional intelligence is a composition of skills relatively concerning "the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth" was used in this study.

From the review of related literature and studies, the researcher noticed that there were no studies conducted dealing with the interactions between work engagement and work-related stress with emotional intelligence as its mediating roles which make up the main issue of the present study. More specifically, the respondents would be those who were not bachelor of education graduates; rather, they were teaching but they are in the medical field of specialization. Thus, the research gap is pegged on emotional intelligence as a mediator to work-related stress and work engagement among the respondents who are the allied health faculties in various fields of medical science disciplines. Moreover, the researcher has been teaching in the tertiary for quite a number of years now. But every now, a self-assessment of the effectiveness was made of the author's teaching as to whether the researcher has given much of the expectations of the students, although no complaints from the students were received. Due to this, the researcher became more conscious of the teaching styles, strategies, and contributions to the holistic development of the students. Seemingly, there was a role conflict that lead the author to be more anxious about the teaching environment since the author works in the dental profession. Emotional intelligence clearly according to related literature has a positive outcome in association with work engagement; the researcher tend to identify if stress would impact job satisfaction even if emotional intelligence mediated these roles. These initial mind-blowing queries motivated the researcher to conduct this study with the end in mind of determining work-related stress, their engagement, and their feelings towards their responsibilities in educating the learners in their field of specialization.

Conceptual/ Theoretical Framework

Figure 1: Schematic diagram of the study



Adopted the IV-MV-DV model whereby the independent variable is represented in frame 1, dependent variable in frame 2, and mediating variable in frame 3. The independent variable, frame 1, covers the work-related stress with the subvariables: mental distance, exhaustion, complaints, and impairment. Frame 2, the dependent variable, is the work engagement, and its subvariables included dedication, absorption, and vigor. Finally, emotional intelligence is the moderating variable, and its subvariables are regulation of emotions, self-emotion, the others' emotions, and the use of emotions.

The arrow emanating from frame 1 pointing directly to frame 2 shows that stress has a direct influence to work engagement. On the other hand, the arrows emanating from frame 3 pointing at the procedure of independent and dependent variables showing EI as the mediator of the work engagement and stress.

Methods

The research design, data collection, the instrument, the respondents, and ethical considerations are presented.

Research Design

The complex correlational research method was adopted by the researcher. An exploration of possible relationships among variables using techniques such as multiple regression was emphasized in this method. Such designs can express patterns of relationships that are aligned with some causal interpretations and inconsistent with others, but they cannot establish that one variable causes another; the author used questionnaires to collect numerical data; and the data were arranged in charts, other non-textual forms, and tables.

The reason why the researcher adopted this design and the model was to describe the role of emotional intelligence between teachers' work-related stress and engagement in their work environment. These have interpreted and analyzed the numerical data which were gathered on how the mediating variables caused by the independent variable influence the dependent variable as cited in this study.

The mediation analysis was adopted by the proponent. This is a method of finding whether a variable is a mediator weighted mean. A mediator is a way in which an independent variable impacts a dependent variable. It is part of the casual pathway of an effect; it tells why or how an effect takes place. If something is a mediator, it is caused by the independent variable. It influences the dependent variable. And when it is taken into account, the statistical correlation between the independent and dependent variables is higher than when it is not considered. To be able to address the cited problems in the study, the researcher used the structural equation model as mentioned in the research design to test the indirect and direct relationships of the identified variables of the study. Such results were interpreted and analyzed.

Respondents of the Study

The data collection process from a research population that was effortlessly reachable to the researcher was described by convenience sampling. MacNealy (1999) defined a convenience sample as a sampling technique that requires the researchers to go to the public "locations and ask passersby to participate" by distinguishing between probability and non-probability sampling. According to wu Suen, Za Zhi, et al (2012) that convenience sampling is a non probabilistic sampling technique applicable to qualitative and quantitative studies, although it is most frequent used in quantitative researches. It was preferred to use a convenience sampling technique to choose respondents from different medical fields in Bulacan due to the significant persons who may provide useful information to test the hypotheses of this research study. The respondents were all the allied health faculty members teaching in the different Higher Education Institutions in Bulacan whether they are holding a permanent or temporary/part-time or consultancy work status. These health teachers are not limited to nursing courses, but rather, this will also include medical courses such as medicine, dentistry, pharmacy, midwifery, medical technology, physical therapy and other allied courses.

Instrument

The author in the course of his readings and review of related literature and studies came across instruments that can be adopted in this study. Having analyzed the instruments, the researcher took the most related instruments that are adoptable to the research' statement of the problem. Thus, the researcher used three different instruments from three different sources. For work-related stress, the researcher will adopt the instrument entitled "Work-related version of Burnout Assessment Tool" (BAT). The instrument is expected to elicit the right responses to the problem of work-related stress such as mental distance, teachers' exhaustion, emotional impairment, psychological and psychosomatic complaints, and cognitive impairment. The second instrument is Wong and Law Emotional Intelligence Scale (WLEIS); this instrument will be used to gauge the emotional intelligence (EI) of the respondents in areas pertaining to four skills of the EI. Finally, Utrecht Work Engagement Scale (UWES), the third instrument, measures the work engagement of the respondents. The researcher have been granted permission from proponents of the instruments for ethical considerations and to avoid plagiarism.

Data Collection

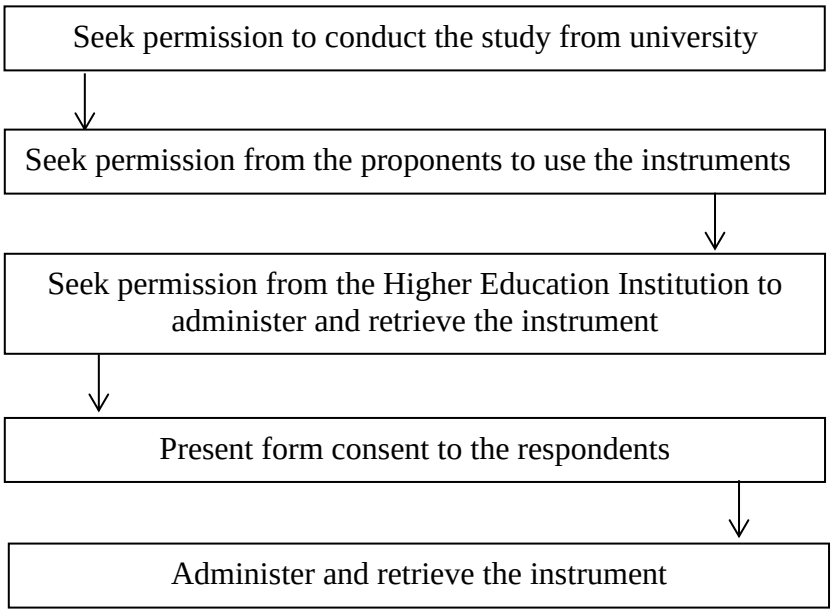
In data collection, the researcher forwarded a letter of permission to the university officials to conduct this study. After the permit was granted, a letter of permission from the proponents of the instruments were forwarded for its use in the study. Then another letter seeking to conduct the study in every Higher Education Institution was forwarded to administer and retrieve the instruments. It was noted that access

to people and sites requires permission from people who were handling the sites. More often than not, the involved persons are those at different levels such as medical director, hospital administrator, and the staff participating in the study. These permissions are required whether the study is quantitative or qualitative. Furthermore, in quantitative research, the investigators collected data using instruments that measure individual attitudes or performance.

Ethical Consideration

For ethical considerations, all the names of the respondents will not be referenced. The gathered data and information will not identify the individual respondent; rather, they will be treated as a whole. This means that the researcher have adhere to the data privacy law and have treated every data with utmost confidentiality and anonymity. Furthermore, informed consent was given to the respondents, and participation was voluntary and not against their will.

Figure 2: Illustration of data collection process



Data Analysis /(Statistical Treatment)

Percentage and frequency distribution for the respondents' population. The instruments adopted the prescribed numerical scale for rating the items in the questionnaire. To determine the work-related stress, the researcher will adopt the full version of Burnout Assessment Tool scale. The scale is from 1.0 to 5.0 numerical rating with five adjectival descriptions.

Burnout Assessment Tool scale

Scale	Adjectival Description
1	Never
2	Rarely
3	Sometimes
4	Often

5	Always

To use statistical norms, the obtained BAT score(s) can be compared with the average scores of the Flemish or Dutch workforce. More specifically, four categories exist: low, medium, high, and very high. They are interesting because they provide information about how the score of an individual or group compares to a specific reference group. Therefore, statistical norms might be relevant for organizations that want to know whether their employees score better or worse than the national workforce.
Statistical norms (BAT-23)

	Total-core	**Exhaustion**	**Mental distance**	**Emotional impairment**	**Cognitive impairment**	**Secondary symptoms**
Low	1.00-1.60	1.00-1.75	1.00-1.20	1.00 –1.20	1.00 –1.80	1.00 -1.70
Average	1.61-2.40	1.76-2.70	1.21-2.40	1.21 –2.19	1.81 –2.59	1.71- 2.75
High	2.41-3.29	2.71-3.74	2.41-3.59	2.20 –3.19	2.60 –3.39	2.76 -3.50
Very high	3.30-5.00	3.75-5.00	3.60-5.00	3.20 –5.00	3.40 –5.00	3.51-5.00

A different weighted mean and its corresponding standard deviation was used in different parts of the instrument. The instrument uses 7 scales, where 1 is never and 7 is always, to measure the work engagement and emotional intelligence of the respondents. For purposes of completing the scale, the researcher decided to fill in the gaps.

Work Engagement and Emotional Intelligence scale

Scale	**Adjectival Description**
1	Never
2	Rarely
3	Seldom
4	Occasionally
5	Sometimes
6	Often
7	Always

Multiple regression analysis were also employed to test the hypotheses at a 0.05 significance level and to determine the associations of the variables. A multivariate statistical analysis technique that is used to analyze the structural relationships is the structural equation modeling. This technique is a combination of factor analysis and multiple regression analysis; it is used to analyze the structural relationships between measured variables and latent constructs. This estimates the interrelated and multiple dependence in an analysis. Used are two types of variables: the dependent and independent variables.
The Wong and Law Emotional Intelligence Scale — WLEIS (Wong & Law, 2002) is a self-report measure composed of four dimensions and 16 items: four items for each dimension. It uses an ordinal response format (7-point Likert scale); participants answered agree or disagree with the affirmation presented in each item from 1 (very low) to 7 (very high). The four sub-scales or factors are the following: (1) Self-

emotion appraisal (SEA), (2) Other's emotion appraisal (OEA), (3) Use of emotion (UOE), and (4) Regulation of emotion (ROE).

By adding the scores on the particular scale and dividing the sum by the number of items of the sub-scale involved, the mean scale score of the three UWES sub-scales was computed. The same process was followed for the total score. Hence, the UWES yields three sub-scale scores and/or a total score that ranges from 1 to 7. UWES will be scored by assigning numerical values to answers on a Likert scale, then adding up the scores. The resulting total mean would indicates the respondent's level of work engagement.

7-Point Likert Scale Mean

Likert scale	**Interval**	**Interpretation**
1	1.00-1.85	Very Low
2	1.86-2.71	Rather Low
3	2.72-3.57	Low
4	3.58-4.43	Neutral
5	4.44-5.29	High
6	5.30-6.15	Rather High
7	6.16-7.00	Very High

In addition to means, also scoring percentages may be compared. In order to make this possible, the scores on the (dimensions of the) UWES have been recorded as follows:

0 to 0.99 = 1
1 to 1.99 = 2
2 to 2.99 = 3
3 to 3.99 = 4
4 to 4.99 = 5
5 to 6 = 6

	Vigor	**Dedication**	**Absorption**	**Total score**
Very low	≤2.17	≤1.60	≤1.60	≤1.93
Low	2.18 – 3.20	1.61 – 3.00	1.61 – 2.75	1.94 – 3.06
Average	3.21 – 4.80	3.01 – 4.90	2.76 – 4.40	3.07 – 4.66
High	4.81 – 5.60	4.91 – 5.79	4.41 – 5.35	4.67 – 5.53
Very high	≥5.61	≥5.80	≥ 5.36	≥ 5.54

Results and Discussions

1. Level of Teacher's Work-Related Stress

Table 1. Work -Related Stress Summary

Variables	**Mean**	**Interpretation**	**Arbitrary Description**
Exhaustion	3.45	Often	Very High
Mental Distance	3.36	Often	Very High
Cognitive impairment	3.70	Often	Very High

Emotional impairment	3.13	Sometimes	High
Psychological complaints	3.30	Sometimes	Very High
Psychosomatic complaints	3.65	Sometimes	Very High
Grand Mean	3.43	Often	Very High

Table 1 presents the teacher's work-related stress summary. Based on the table presented, it shows that cognitive impairment is perceived to have contributed the most to heightened work-related stress as implied with the highest mean of 3.70, interpreted as Often with description of Very High.

According to Klusmann et al. (2022), teachers would work inefficiently and probably will have an increasing emotional and cognitive distance while working. These may become critical to students' achievements and would be hard to encourage them. On the contrary, emotional impairment is perceived as having the least contributing factors towards work-related skills. But still, teachers may become over reactive and retributive under high levels of stress, resulting in uncontrolled behaviors among students and a sense of being unsupported by them. Students and parents would assume that their teachers are less supportive. For instance, if teachers are emotionally impaired and unable to become involved with their students, this is more probably to influence their perceptions of the students, which may lead to increased misbehavior at school. Moreover, it may affect the kind of behavior management styles teachers use, whether individual or group reprimands or redirection (Hershorin, 2024).

2. EQ Level of the Teachers

Table 2. Level of Emotional Intelligence Summary

Emotional Intelligence Dimensions	**Mean**	**Verbal Interpretation**	**Arbitrary Description**
Self- Emotion	4.32	Occasionally	Neutral
Others' Emotion	4.14	Occasionally	Neutral
Use of Emotions	4.34	Occasionally	Neutral
Regulation of Emotion	4.04	Occasionally	Neutral
Grand Mean	4.21	Occasionally	Neutral

Table 2 presents the summary of the level of teachers' different emotional intelligence dimensions. Based on the results, respondents perceived that use of emotion was mostly exhibited by the respondents as observed from the highest mean of 4.34, which is interpreted as Neutral, Self emotion having a mean of 4.32 almost same as high as the use of emotion and same verbal interpretation and description, while the lowest pertains to the regulations of emotion with a mean of 4.04 which is also interpreted as occasionally with statistical norm of Neutral. The grand mean in the level of emotional intelligence have a neutral arbitrary description with the mean of 4.21 and a verbal interpretation of occasionally. Su, Zhang, and Xie et al. (2022) state a unique proof that instructors' EQ and work engagement have a greater impact on the improvement of students' resourcefulness. In this case, interventions with the aim to develop allied medical faculties' emotional intelligence and work engagement may be beneficial in developing teaching for creativity. The results were expected to help instructors and educational managers strengthen teachers' well-being, promote better teaching performance, enhance students' creativity, and develop teachers' positive emotions.

3. Work Engagement Level of the Teachers

Table 3. Level of Work Engagement Summary

Dimensions	Mean	Verbal Interpretation	Arbitrary Description
Vigor	4.89	Sometimes	High
Dedication	4.92	Sometimes	High
Absorption	4.95	Sometimes	High
Grand Mean	4.92	Sometimes	High

Table 3 presents the summary of the level of work engagement. Based on the results, work engagement in terms of absorption has a high mean of 4.95 and an interpretation of Sometimes but with description of High. The level of work engagement summary has a grand mean of 4.92, which is interpreted as Sometimes.

Kristiana, Ardi, and Hendriani (2020) stated that management of enhancing work engagement is not primarily an educator's individual duty, but broadens to the practical environment, such as the school and institution system. Therefore, it is valuable for this matter to be taken into thought when stakeholders and policymakers wish to increase the quality of teachers' professionalism. Organizational support (e.g., coaching, a supportive organizational climate, and training availability), family and social support, and leadership are also associated with teachers' work engagement.

4. Relationship between Work -Related Stress and Work-Engagement

Table 4. Correlation between Work -Related Stress and Work-Engagement

Independent Variables	Beta Coefficient	Std. Error	t	Sig
Work –related stress	-0.083	0.205	0.406	0.686

Dependent Variable: Work Engagement

Table 4 presents the linear regression results to determine if work-related stress influenced work engagement, with −0.083 Beta coefficient, meaning an increase of work-related stress is associated with decrease value of work engagement. The p-value of .686 is higher than p = 0.05, therefore accepting the null hypothesis (Ho). This indicates that the regression model is statistically slightly significant at 5% level of significance (p = .05). Although the results have shown no significance, the study agreed with the findings of Bravo et al. (2022) reiterating that stressed employees would exhibit a decrease in their work engagement, revealing a negative relationship between work engagement and work-related stress, such that too much stress will influence work engagement.

5. Relationship work -related stress and work-engagement

Table 5.1. Correlation between Work-Related Stress, Emotional Intelligence and Work-Engagement

Effects	Path	Estimates (β)	Std.Error	p-value	Interpretation
Direct	WRS→ Work Engagement	0.2313	0.195	0.235	Insignificant

Indirect	WRS → EI → Work Engagement		-0.3205	0.114	0.005	Significant
Total	WRS→ Engagement	Work	-0.0892	0.203	0.661	Insignificant

Table 5.2. Mediation Testing

Test	Test Statistic	Std Error	P-value
Sobel Test	-2.97632414	0.10173827	0.00291726
Aroian Test	-2.94576554	0.10279368	0.00322156
Goodman Test	-3.00785392	0.1006718	0.002631

Table 5 shows the coefficient table for statistical value to determine if emotional intelligence mediates between work-related stress and work engagement. Results showed correlation between work-related stress and work engagement with Emotional Intelligence as a mediator indirectly having p value of 0.005, meaning that the work engagement as the dependent variable relies to the work-related stress which is the dependent variable with the emotional intelligence as its mediator. These interpret therefore rejecting Ho. Results indicate that work-related stress has a weak significant inverse correlation with emotional intelligence and emotional intelligence has significant positive correlation. The Sobel test was used in determining if emotional intelligence mediates between work-related stress and work engagement as shown in Table 5.2. There are comparative results on the mediating effect of emotional intelligence between work-related stress and work engagement using Sobel test with p value = 0.00291726, Aroian test with p value = 0.00291726, and Goodman with p-value = 0.002631; therefore, it can be concluded that emotional intelligence fully mediates between work-related stress and work engagement.

This findings support recent studies of Obuobisa-Darko et al. (2024), which shows that emotional intelligence positively influences work engagement. The ability to manage one's emotions significantly impacts work engagement, with psychological needs at the workplace negatively affecting employees' emotions. Bradberry (2023) emphasized that emotional awareness is important for people to understand their feelings and recognize their needs. Most people are not aware of their emotions, making it difficult to label their feelings. Emotional intelligence goes beyond personal awareness, as it helps people understand their emotions and how to help them overcome them. Encouraging employees to use emotions can reduce work-related psychological issues, enhancing work engagement and promoting emotional intelligence.

Conclusion and Recommendation

Conclusion.

Teachers' comprehensive analysis of their well-being, work engagement, and emotional intelligence has come up with the following conclusions:

1. Cognitive impairment has the highest influence on teachers' work-related stress. The findings emerge from other assessments of work-related stress dimensions such as Exhaustion, Emotional Impairment, Mental Distance, and Psychosomatic Complaints.
2. Emotional awareness highly influenced respondents' emotional intelligence. Emotional intelligence further positively influences work engagement, thereby proving to mediate between work-related

stress and work engagement. Leveraging and further developing these emotional strengths could serve as a valuable asset in mitigating the impact of stressors and enhancing overall well-being.

3. Lower engagement in vigor, dedication, and absorption according to the summary of results implies lower commitment, enthusiasm, and pride that implicate quality of education among teachers in allied medical colleges.
4. Although the results have shown no significance, the study agreed with Miranda et al. (2020) reiterating that stressed employees would exhibit a decrease in their work engagement, concluding that too much stresses to allied health teachers would influence work engagement.
5. The comparative results on the mediating effect of emotional intelligence between work-related stress and work engagement using different test results therefore conclude that emotional intelligence fully mediated between work-related stress and work engagement.
6. According to related literature, enhancement strategies are needed to be encompassed to boost emotional intelligence that could gain better engagement to teachers especially individuals with high work-related stresses.

Recommendations

Provided herein are the proponent's recommendations based on the conclusions made from the results of the study.

1. Management of initiatives that provide teachers with intensive ways to address stress from resources, skills, and methods to effectively manage and diminish job-related stress. This may include seminars, counseling services, and wellness activities aimed at cultivating a caring and resilient teaching community.
2. Prioritizing professional development programs that specifically target the improvement of teachers' emotional intelligence. Providing training sessions and seminars aimed to assist teachers in developing self-awareness, proficient communication abilities, and techniques for handling difficult emotional circumstances in both their professional and personal lives.
3. Cultivating a supportive work environment that acknowledges and values the efforts made by teachers by establishing a platform that recognizes accomplishments, commemorates significant events, and encourages the feeling of togetherness among educators to enhance morale and motivation.
4. Establishing a mentoring program that matches seasoned educators with their less experienced counterparts by providing useful counsel, assistance, and a feeling of solidarity, therefore mitigating the feelings of seclusion and strain sometimes encountered by educators.
5. To equip the teachers with achievable tasks and adequate tools to achieve effective learning through effective lesson planning, grading, and other administrative tasks through efficient evaluation and management of instructor's workloads to resolve workload issues. Fostering a culture that is characterized by transparent communication and frequent constructive feedback between administrators and instructors to gain useful insights to work for growth, achievements, and a collaborative and supportive work atmosphere.
6. To implement specific programs that can help the teachers' holistic wellness, including their physical and psychological well-being as well as achieving a harmonious equilibrium between work and personal life.
7. To conduct comparative research from various educational systems to determine the impact of different cultural, institutional, and organizational variables on teacher well-being, their stress levels,

and the level of emotional intelligence to provide specific therapies that are suited to individual requirements and difficulties.

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