

Study Aims to Investigate the Mediating Role of Emotional Intelligence Between Occupational Stress and Work Performance Among Nursing Teachers in Selected Colleges at Madurai

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INTRODUCTION

Occupational stress is widely recognized as a significant factor that negatively influences job performance among nursing professionals. Nursing educators, in particular, face multiple stressors such as workload, time constraints, organizational demands, and emotional challenges, which may impair their effectiveness. Emotional intelligence (EI), defined as the ability to perceive, understand, and regulate emotions, has emerged as a critical factor that can buffer the effects of stress and enhance professional performance.

Previous studies suggest that individuals with higher emotional intelligence demonstrate better coping strategies, improved interpersonal relationships, and enhanced job performance. However, limited research has explored the mediating role of emotional intelligence in the relationship between occupational stress and work performance among nursing teachers.

KEYWORDS: Occupational Stress, Emotional Intelligence, Work Performance, Nursing Teachers, Mediation

OBJECTIVES

1. To assess the relationship between occupational stress, emotional intelligence, and work performance among nursing teachers.
2. To determine the mediating role of emotional intelligence between occupational stress and work performance.
3. To examine the association between selected demographic variables and occupational stress, emotional intelligence, and work performance.

HYPOTHESES

- H1: Occupational stress is negatively associated with work performance among nursing teachers.
H2: Emotional intelligence is positively associated with work performance.
H3: Emotional intelligence mediates the relationship between occupational stress and work performance.
H4: There is a significant association between demographic variables and occupational stress, emotional intelligence, and work performance.

MATERIALS AND METHODS

A correlational research design was adopted. The study was conducted among 621 nursing teachers in selected colleges at Madurai using convenient sampling. Data were collected using a structured online questionnaire.

Instruments used included the Nurses' Occupational Stressors Scale (NOSS), Emotional Intelligence Scale (EI-PcSc), and Work Performance Scale, all demonstrating good reliability.

Data were analyzed using Pearson correlation, regression analysis, mediation analysis, and t-tests.

RESULTS

Out of 671 questionnaires, 621 were completed (88.7% response rate). The mean age was 33.55 ± 8.49 years, and mean experience was 9.36 ± 7.93 years.

Occupational stress showed a negative correlation with work performance ($r = -0.162$) and emotional intelligence ($r = -0.127$). Emotional intelligence showed a positive correlation with work performance ($r = 0.262$). Emotional intelligence partially mediated the relationship between occupational stress and work performance.

Age and experience were positively associated with emotional intelligence and work performance.

DISCUSSION

The findings confirm that occupational stress negatively affects work performance, while emotional intelligence enhances performance. Emotional intelligence acts as a protective factor, helping nursing teachers manage stress effectively.

The mediating role of emotional intelligence suggests that strengthening EI can improve resilience and professional effectiveness among nursing educators.

CONCLUSION

Emotional intelligence significantly mediates the relationship between occupational stress and work performance. Training programs focusing on emotional intelligence and stress management can improve both well-being and performance among nursing teachers.

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