

Emotional Intelligence as an Antecedent to Stress Management and Job Satisfaction of Elementary Teachers

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Abstract

The main objective of the study was to determine the role of emotional intelligence as an antecedent to stress management and job satisfaction among public elementary school teachers in the Dapdapan District, Schools Division of San Pablo City. Specifically, the levels of Emotional Intelligence, Stress Management, and Job Satisfaction were examined, and significant relationships between these variables were identified, including the mediating role of Stress Management in the relationship between Emotional Intelligence and Job Satisfaction. The study used descriptive correlational research design among one hundred seventy (170) elementary teachers. A researcher-developed questionnaire was used for the collection of data on teachers' emotional intelligence, stress management, and job satisfaction. The data were analyzed through standard deviation, Pearson product-moment correlation, multiple regression analysis and SPSS PROCESS macro. The findings showed that teachers had "High" to "Very High" levels of emotional intelligence and stress management and "High" levels of job satisfaction. Furthermore, the results showed significant relationships between emotional intelligence, stress management, and job satisfaction. Finally, emotional intelligence was found to be a significant predictor of stress management and job satisfaction of elementary teachers.

Keywords: emotional intelligence; stress management; job satisfaction; antecedent

1. Introduction

In the educational process, the teachers' role is vital, for they are the key in shaping the coming generations. In every education system worldwide, they are generally responsible for educational institutions' performance and achievement, which are of utmost concern in education (OECD, 2020; Swennen, 2022; Matteucci-Tomasetto, 2018). Despite the vital role of teachers, there is a growing concern about the challenges they face in today's educational landscape, particularly on how teachers are able to cope with professional demands and achieve a sense of fulfilment in their work. As such, understanding the factors that influence these conditions has become an important area of investigation.

Since 2015, several surveys have painted a nuanced picture of teacher stress and job satisfaction (Farley-Chamberlain, 2021). In a survey of sixty-eight studies conducted in twenty-one countries, including countries in Asia, the main factors affecting teachers' job satisfaction were found to be favourable working conditions,

opportunities for promotion, fair pay, support from head teachers, colleagues and the community, teacher empowerment and friendships, while the major variables affecting job dissatisfaction were found to be an autocratic management style, lack of trust, a non-transparent system, imbalance between work and life, an inadequate teaching and learning environment, and lack of resources (Sahito-Vaisanen, 2020).

The day-to-day interaction with learners, the pressure to meet educational requirements, and the demands of administrative tasks can create stress that affects not only teachers' professional satisfaction but also their overall job satisfaction. However, in studies in educational management, the inner welfare of teachers was seldom addressed as a priority. (Kamboj-Garg, 2021). The evidence pointed to the fact that the relationship between psychological intelligence and personal welfare was positive. Emotional exhaustion and job satisfaction were also mediators of the relationship between emotional intelligence and personal welfare. (Lee et al., 2020) However, this association has not been well explored among elementary school teachers.

Teachers in the Schools Division of San Pablo City especially in the Dapdapan District considered the workload in terms of classroom conditions, institutional policies and career progression as stressful. Teachers always experienced optimism, and they often had opportunities for professional development and organizational support, as well as job resources concerning autonomy, personal resources related to self-efficacy, and organizational-based self-esteem (Estebesa, 2023). It is shown that there is a significant relationship between work stress and job performance of teacher-respondents, but the researcher wants to dig deeper into the role of emotional intelligence as a potential antecedent factor in managing stress and improving job satisfaction.

Emotional intelligence (EI) is the most important predictor of superior performance in every job and field of study. It is a skill in recognizing, expressing, thinking about and handling feelings. Being a teacher is not a simple job; teachers are often observed experiencing stress, demotivation, and burnout. As a result, emotional intelligence is necessary for teachers to manage the stress of their job effectively. (Krishnan-Awang, 2020).

In addition, teachers deal with learners from diverse backgrounds; therefore, Emotional Intelligence (EI) is necessary for them to handle the difficulties in certain situations. (Nagaraj-Ramesh, 2020). As evidence suggests, emotional intelligence affects job satisfaction. Being aware of interpersonal emotions helps control negative emotions, resulting in enhanced job performance, which in turn lays the foundation for job satisfaction.

The development of Emotional Intelligence is an essential issue that is currently increasing in parallel with competence and efficiency, as a result of inevitable rapid social revolutions, existing and new difficulties, high social standards, and the foundation of high professional standards. (Safina et al., 2020). Emotions were found to be the primary moderators of the relationship between teacher stress and work satisfaction, whether positive or negative. This verified the significance of teachers' job-related emotions. (Parveen and Bano, 2019).

Hence, prior studies recommend further exploration expanded to involve other professional profiles. Exploration of the mediating functions of other socio-demographic variables and of intervening variables, such as teachers' stress management when they encounter problems, is also recommended, (Lucas-Mangas et al., 2022), while also highlighting emotions as strong predictors of workplace outcomes (D'Amico et al. 2020). In several countries, the number of teachers retiring is increasing. This issue, combined with global teacher shortages, suggests that highly satisfied teachers will provide a solid foundation for school administrations because they are in better health and more energetic, and are more likely to stay in their jobs in the long term. (Dreer, 2024).

These suggest a more focused investigation into the role of emotional intelligence in managing stress and job satisfaction. Thus, this study aimed to provide a targeted investigation by examining the relationships through which emotional intelligence serves as an antecedent to stress management and job satisfaction among elementary teachers, and provide practical implications for educational administrators, who should play a vital role in increasing teachers' job satisfaction and providing appropriate resources, particularly to improve elementary teachers' emotional intelligence.

2. Conceptual Framework

2.1. Emotional Intelligence

The model of emotional intelligence by Daniel Goleman (1998) was used in this study. Daniel Goleman, a well-known scientific journalist, author and psychologist, popularized the concept of emotional intelligence. Emotional intelligence is the ability to understand and manage one's own emotions and the emotions of others. He is the developer of a model of emotional intelligence that includes five elements: self-awareness, self-regulation, motivation, empathy, and social skills. All these factors play a role in teachers' involvement, well-being and job satisfaction (Singh et al., 2022). The main framework used in testing and interpreting the levels of emotional intelligence of the elementary school teachers in Dapdapan District was the Emotional Intelligence Theory. Thus, this study sought to examine the influence of these elements of emotional intelligence on teachers' experiences and sense of fulfillment as emotional intelligence is significant to teachers' health and well-being in general.

2.2. Stress Management

The Transactional Model of Stress and Coping, developed by Richard S. Lazarus and Susan Folkman in 1984, is a psychological framework that examines how people perceive and respond to stressors in their environment. It examines how people feel about their surroundings and the coping mechanisms they adopt. This model consists of three types of appraisals, such as Primary Appraisal, Secondary Appraisal, wherein the coping mechanisms come into play, which can be Problem-Focused Coping or Emotion-Focused Coping, and lastly, the Reappraisal, which is the process of continuously assessing and changing the conclusions drawn from primary or secondary appraisals (Kivak, 2024).

By integrating the Transactional Model of Stress and Coping within the context of Goleman's Theory of Emotional Intelligence, this study sought to examine how emotional intelligence is an antecedent to teachers' job fulfillment through the mediation of stress management.

2.3. Job Satisfaction

Job satisfaction was defined by Newstrom and Davis (1993) as an employee's level of happiness and unhappiness with their work. (Samancioglu et al., 2020). In a literature review on teachers' satisfaction with their work by Sahito-Vaisanen (2020), the most important factors that promote job satisfaction among teachers are an encouraging workplace, promotional opportunities, reasonable pay, supportive school heads, co-teachers, community, empowerment, and relationships.

In this study, elementary teachers' overall job satisfaction was assessed using Herzberg's Two-factor Theory (also known as the Motivation-Hygiene Theory), developed by Frederick Irving Herzberg in 1959, which posits two sets of factors of job satisfaction: intrinsic and extrinsic. Achievement, recognition, appreciation, and advancement are intrinsic factors that promote satisfaction, while extrinsic factors, such as salary and fringe benefits, working conditions, and quality of relationships, are called hygiene factors and must exist in the workplace to avoid discontent.

The study was conceptually guided by the paradigm, which focuses on emotional intelligence, stress management, and job satisfaction among public elementary school teachers. The basis of the research paradigm are the theories and concepts presented above. The theories led to the formulation of the current study.

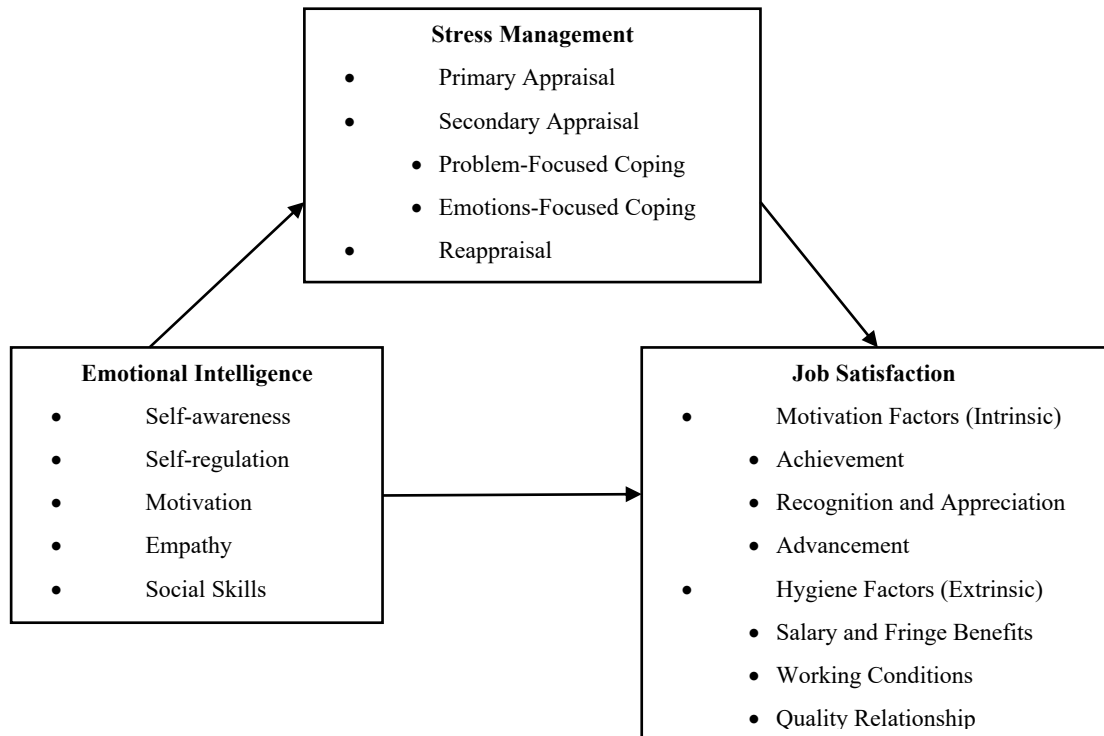


Fig. 1. Research Paradigm

3. Methodology

This study employed a descriptive-correlational research design to examine the relationships among elementary teachers' emotional intelligence, stress management, and job satisfaction in the Dapdapan District, Division of San Pablo City. The quantitative approach appropriately described and determined the degree of relationship among variables. In this study, emotional intelligence was treated as a potential antecedent influencing teachers' stress management and job satisfaction.

A census approach was utilized, wherein all teachers in the district were included as participants, consisting of 170 public elementary school teachers. This comprehensive approach ensured a holistic understanding of the relationships among emotional intelligence, stress management, and job satisfaction across the entire population. The study adhered to ethical considerations by seeking approval from the Schools' Division Superintendent of San Pablo City, the District Supervisor, and the School Heads; and obtaining informed consent from the respondents, ensuring the confidentiality of participant data before conducting the research.

A researcher-developed questionnaire was used to gather the necessary data. To ensure content validity, the questionnaire was reviewed by experts ensuring the clarity and accuracy of the instrument. A pilot test was conducted to determine the reliability of the questionnaire, then the results were analyzed using Cronbach's Alpha, which indicated acceptable to excellent levels of internal consistency across all subscales.

Data was gathered online by distributing a survey link. The gathered data were analyzed using both descriptive and inferential statistical techniques. Frequency and percentage were used to describe the

respondents' profile, while mean and standard deviation were utilized to determine the levels of emotional intelligence, stress management, and job satisfaction. Further steps were carried out: Pearson product-moment correlation was employed to examine the relationships among variables, multiple regression analysis was conducted to determine the predictive influence of emotional intelligence and job satisfaction, while SPSS PROCESS macro was used to test the mediating role of stress management in the relationship between emotional intelligence and job satisfaction. These statistical treatments enabled a comprehensive analysis of the interactions among variables in the study.

4. Results and Discussion

The study aimed to determine the role of emotional intelligence as an antecedent to stress management and job satisfaction among public elementary school teachers in the Dapdapan District, Schools Division of San Pablo City.

Table 1: Summary Table on the Levels of Emotional Intelligence

Indicators	Mean	SD	Interpretation
1. Self-awareness	4.502	.4555	Very High
2. Self-regulation	4.248	.5354	High
3. Motivation	4.565	.4627	Very High
4. Empathy	4.546	.4599	Very High
5. Social Skills	4.438	.5249	High
Overall	4.4598	.42054	High

Legend: 1.0-1.49 (Strongly Disagree) Very Low; 1.50-2.49 (Disagree) Low; 2.50-3.49 (Moderately Agree) Moderately High; 3.50-4.49 (Agree) High; 4.50-5.0 (Strongly Agree) Very High

Table 1 displays the perceived levels of emotional intelligence of teachers in terms of self-awareness, self-regulation, motivation, empathy, and social skills, with an overall mean score of 4.45 which indicates that the respondents possess high levels of emotional intelligence.

Motivation obtained the highest mean score of 4.56 (SD:.4627) which indicates that teachers' very high motivation in terms of passion and commitment to their profession make them even more dedicated and optimistic. Türk-Korkmaz (2022), determined that teachers who are passionate and committed to their work tend to be more dedicated and have positive attitudes towards their work, and these qualities are closely connected.

Empathy obtained the second highest mean score of 4.546 (SD:.4599), indicating that teachers strongly agree that they understand and respond well to others' emotions, demonstrating strong empathy skills, including emotional understanding, sensitivity to others' needs, and supportive responses. Cruz et al. (2025)

emphasized the importance of empathy as well for a positive work environment. This implies that the respondents are likely to have a supportive working environment, which may enhance their well-being and effectiveness, thus, leading to higher job satisfaction.

Self-awareness, with the mean score of 4.502 (SD:4555) obtaining very high interpretations suggests that the respondents possess a strong element of emotional intelligence as they perceive themselves as having a strong understanding of their own emotions, strengths, weaknesses, biases, and how to learn from their experiences. Saodi et. al., (2024) found that self-awareness is one of the psychological factors that influence teachers' personalities and behaviors that can improve their relationships with students. It means that if teachers are more aware of their own self, they can respond to students' needs more sensitively and, thus, build better connections and better learning outcomes.

Social skills obtained high level interpretations with the mean score of 4.438 (SD:.5249). This reflects a supportive culture among the schools within the district having solid relationships as evident on gathering events such as Gender and Development activities, professional development training and workshop where good camaraderie is evident, and other out of school activities. This also implies that the district fosters a positive organizational environment not just within teachers but also with the stakeholders in the school community, as evident in the results of the study. He et al. (2024) emphasized that professional development programs that enhance social skills for primary teachers can strengthen teachers' resilience, improve well-being, and contribute to effective teaching practices in elementary education.

Self-regulation, which obtained the lowest mean score of 4.248 (SD:.5354), still indicates high level of emotional intelligence. This suggests that teachers generally agreed that they were good at managing their emotions, making decisions, staying calm under pressure, taking responsibility for their actions and managing their workload efficiently.

According to Brandão (2025), teachers who struggle to regulate their emotions are more likely to experience higher levels of stress and burnout. On the other hand, Li (2023) emphasized that educational institutions should provide teachers with the required resources, such as professional development opportunities and counseling services, to help them to control and regulate their emotions properly.

The mean score of 4.4598 for the general emotional intelligence indicates high levels of emotional intelligence. The findings indicate that the respondents have high emotional intelligence to be effective in teaching and managing the classroom. They know themselves, can regulate themselves, are motivated, empathize with others, and have good social skills.

Table 2: Summary Table on the Levels of Stress Management

Indicators	Mean	SD	Interpretation
Primary Appraisal	4.304	.5090	High
Secondary Appraisal (Problem-Focused Coping and Emotion-Focused Coping)	4.3653	.47546	High
Reappraisal	4.412	.5157	High
Overall	4.3602	.47240	High

Legend: 1.0-1.49 (Strongly Disagree) Very Low; 1.50-2.49 (Disagree) Low; 2.50-3.49 (Moderately Agree) Moderately High; 3.50-4.49 (Agree) High; 4.50-5.0 (Strongly Agree) Very High

The table shows that teachers exhibit a high level of stress management in all the indicators with an overall mean score of 4.3602 (SD: .47240). The results indicate consistently high levels of stress management skills in terms of primary appraisal, secondary appraisal, and reappraisal.

The levels of primary appraisal skills among teachers obtaining the mean score of 4.304 (SD: .5090) may be attributed to their length of experience, knowing the demands of being a teacher and overcoming difficult circumstances that come with the profession. According to study, teachers' emotional well-being is significantly determined by their perceptions and how they discuss stressful situations. On the other hand, it was also found that teachers who frame events negatively likely to experience lower levels of burnout (Clarà et al., 2023). The results suggest that teachers' high primary appraisal skill levels work as a defense against stress and burnout.

Teachers' perceived level of stress management regarding secondary appraisal, which comprises two coping dimensions: problem-focused coping and emotion-focused coping also obtained high levels of stress management skills with a mean score of 4.3653 (SD: .47240), suggesting that teachers effectively utilize both coping strategies which implies that teachers agree that they use solution-oriented and adaptive emotion-regulation strategies to manage stress.

Finally, reappraisal obtained the highest mean score of 4.412 (SD: .5157) among all indicators under stress management. This suggests that teachers agree that they almost always do not easily lose hope even in difficult times, demonstrating their high resilience through the challenges they face.

According to Jamieson-Hangen (2022) stress is not necessarily a bad thing. It might have positive or negative consequences depending on the circumstances, the length of time it lasts and more importantly how an individual perceives it. Research shows that stress can be facilitative and enhance performance if viewed positively.

Table 3: Summary Table on the Levels of Job Satisfaction as to Motivation Factors (Intrinsic)

Indicators	Mean	SD	Interpretation
Achievement	4.551	.4946	Very High
Recognition and Appreciation	4.411	.5979	High
Advancement	4.356	.6098	High
Overall	4.4392	.50682	High

Legend: 1.0-1.49 (Strongly Disagree) Very Low; 1.50-2.49 (Disagree) Low; 2.50-3.49 (Moderately Agree) Moderately High; 3.50-4.49 (Agree) High; 4.50-5.0 (Strongly Agree) Very High

The table shows teachers' level of job satisfaction in terms of motivation factors (Intrinsic) focusing on three intrinsic dimensions: achievement, recognition and appreciation, and advancement, obtaining the combined overall mean score of 4.4392 (SD: .50682) which demonstrates high level of job satisfaction as to intrinsic motivation factors among elementary teachers.

The results indicate that in terms of achievement, with a mean score of 4.551 (SD: .4946), teachers possess a strong sense of purpose and fulfillment in their profession as a teacher. As to recognition and appreciation, with the mean score of 4.411 (SD: .5979), indicates that teachers are highly satisfied with the opportunities they receive to show their skills, talents, and professional expertise which implies that the organization provides avenues for teachers to demonstrate their competencies. Lastly, advancement, which obtained the

mean score of 4.356 (SD: .6098), indicates that teachers receive adequate emotional support to continue their studies, training and programs to enhance their skills in teaching.

According to Ningsih et. al. (2021), rewards and achievement motivation significantly affect teachers' performance. Teachers more likely to perform better when they are adequately paid and highly motivated to succeed. In addition, one factor that influences teachers' job satisfaction is the motivation of teachers (Cabaron-Oco, 2023). The greatest motivational factor for teachers was professional development, and the workplace was a source of strength. Hence, the factors that motivate teachers are important to their job happiness which can positively influence their performance and accomplishment of the department's goals and objectives.

Table 4: Summary Table on the Levels of Job Satisfaction as Hygiene Factors (Extrinsic)

Indicators	Mean	SD	Interpretation
Salary and Fringe Benefits	3.841	.9094	High
Working Conditions	4.179	.6664	High
Quality Relationship	4.482	.5705	High
Overall	4.1675	.59594	High

Legend: 1.0-1.49 (Strongly Disagree) Very Low; 1.50-2.49 (Disagree) Low; 2.50-3.49 (Moderately Agree) Moderately High; 3.50-4.49 (Agree) High; 4.50-5.0 (Strongly Agree) Very High

The table shows teachers' level of job satisfaction in terms of hygiene factors (Extrinsic) focusing on three extrinsic dimensions: salary and fringe benefits, with an overall mean score of 3.841 (SD: .9094), working conditions, with an overall mean score of 4.179 (SD: .6664), and quality relationship, with an overall mean score of 4.482 (SD: .5705), obtaining the combined overall mean score of 4.1675 (SD: .59594) which demonstrates high level of Job Satisfaction among teachers.

The results indicate that teachers are generally satisfied with their current salary and other government fringe benefits, this factor has the lowest overall mean, suggesting that teachers' salaries and benefits may still have room for improvement. Kamble (2025) emphasized that salary and compensation play a critical role in teachers' job satisfaction. It affects teachers' sense of security, fairness in their field of work, and their individual value.

On the other hand, in terms of working conditions, the results suggest that teachers are satisfied with the physical classroom environment, and though still high, it was found that they are least satisfied with the availability of teaching resources and learning materials. According to Admiraal (2023), a secure learning and working environment and overall school satisfaction relate to job satisfaction. This implies that promoting a safe and secure working environment will increase job satisfaction.

Lastly, quality relationship received the highest overall mean score among all extrinsic hygiene factors indicating that teachers strongly agree that their principals demonstrate fair leadership, open communication, and professional respect towards their subordinates. This means that when teachers feel respected and valued by the school head, their morale, motivation and professionalism is boosted which increases their job satisfaction and promotes a harmonious work environment. Bella (2023) notes that organizations can gain from implementing practices that encourage open communication, trust, and collaboration.

Though the overall mean of intrinsic elements were higher than those of extrinsic components, correlation analysis showed that extrinsic factors like professional development and working conditions were more

related to teachers' job satisfaction. The met extrinsic needs (Baroudi et al., 2022) have more influence on the teachers' overall job satisfaction than the intrinsic motivation of teachers. Based on the results, intrinsic factors had a higher overall mean score (4.4392) than extrinsic factors (4.1675). These results are notably similar; nonetheless, this suggests that extrinsic hygiene factors are perceived as remaining highly influential for teachers' overall job satisfaction.

Table 5: Test of the Significant Correlation between Elementary Teachers' Emotional Intelligence and Stress Management

Emotional Intelligence	Stress Management					
	Primary Appraisal	Problem Focused Coping	Emotion Focused Coping	Overall Secondary Appraisal	Reappraisal	Overall Stress Management
Self-Awareness	.712**	.717**	.728**	.763**	.773**	.793**
Self-Regulation	.759**	.738**	.767**	.794**	.712**	.798**
Motivation	.595**	.669**	.593**	.666**	.643**	.671**
Empathy	.649**	.731**	.687**	.749**	.714**	.744**
Social Skills	.587**	.661**	.611**	.672**	.670**	.680**
Overall Emotional Intelligence	.767**	.815**	.786**	.845**	.814**	.855**

** . Correlation is significant at the 0.01 level (2-tailed) *Correlation is significant at the 0.05 level (2-tailed).

The correlation analysis shows the significant relationship between elementary teachers' emotional intelligence and stress management. Correlation coefficient values show that all the connections are statistically significant at the 0.01 level. All dimensions of emotional intelligence are significantly correlated across all stress management strategies.

In the components of emotional intelligence related to stress management, the highest coefficients of .798 and .793 were self-regulation and self-awareness, respectively, which indicated strong consistent relationships with all strategies of managing stress. This indicates that teachers who have high self-awareness and self-regulation are better prepared to cope with stress.

In contrast, motivation, though still highly correlated with stress management, has slightly lower correlations than self-awareness and self-regulation. Correlations from .649 to .671 show moderate to strong relationships between motivation and stress management strategies. This means that teachers' emotional intelligence level represented by their drive for achievement, dedication, thirst for professional development, willingness, and determination also affects their stress management.

According to Bukhari et al. (2025), teachers with higher emotional intelligence tend to experience lower levels of burnout. It was revealed that emotional intelligence not only affects job satisfaction and burnout but also indirectly influences teachers' ability to cope with stress. This supported the results and implications of

the present study, which indicate that enhancing teachers' emotional intelligence and coping skills will absolutely improve resilience, job satisfaction, and overall well-being.

Table 6: Test of the Significant Correlation between Elementary Teachers' Perceived Stress Management and Job Satisfaction

Stress Management	Job Satisfaction							
	Motivation Factors (Intrinsic)				Hygiene Factors (Extrinsic)			
	Achievement	Recognition & Appreciation	Advancement	Overall	Salary & Fringe Benefits	Working Conditions	Quality Relationship	Overall
Primary Appraisal	.658**	.549**	.618**	.678**	.367**	.519**	.473**	.531**
Problem Focused Coping	.688**	.573**	.580**	.682**	.363**	.492**	.508**	.530**
Emotion Focused Coping	.698**	.661**	.640**	.744**	.409**	.498**	.590**	.582**
Overall Secondary Appraisal	.731**	.651**	.643**	.752**	.408**	.522**	.579**	.587**
Reappraisal	.747**	.657**	.641**	.759**	.347**	.435**	.613**	.534**
Overall Stress Management	.753**	.655**	.671**	.772**	.395**	.520**	.587**	.582**

** . Correlation is significant at the 0.01 level (2-tailed) *Correlation is significant at the 0.05 level (2-tailed).

The correlation analysis revealed that there is a significant relationship between elementary teachers' stress management and job satisfaction, with intrinsic and extrinsic factors. Correlation coefficient values indicate that all connections are statistically significant at the 0.01 or 0.05 level. All dimensions of stress management are significantly correlated across teachers' job satisfaction which consists of motivation factors (intrinsic) and hygiene factors (extrinsic). This indicates meaningful relationships among variables.

The results show that the correlations between all dimensions of stress management with intrinsic job satisfaction factors are strong and positive. Correlation coefficients ranged from .549 to .753 imply that teachers who cope with stress well are more likely to report higher levels of personal accomplishment.

Furthermore, the results revealed a very strong positive correlation between teachers' overall stress management and overall job satisfaction in terms of motivation factors (intrinsic) with the highest coefficient of .772. This means that teachers who are successful in managing stress get a significant boost in their intrinsic job satisfaction. Thus, proper stress management is necessary to enhance teachers' sense of achievement, commitment, and personal satisfaction in their profession.

The results also show a moderate to strong, statistically significant relationship between stress management indicators and job satisfaction in relation to hygiene factors. The correlation coefficients range

from .347 to .613, showing that teachers who manage stress well are more likely to have a positive view of working conditions and professional relationships and to express greater satisfaction with extrinsic job factors.

According to a study, when teachers' stress rises, job satisfaction typically plummets. According to the results, those who were reportedly high in coping ratings and those who manage stress effectively experienced just a slight decrease in their job satisfaction, which implies that coping strategies are protective factors against the negative effects of stress on job fulfillment (Woods et al., 2023).

Table 7: Test of the Significant Connection between Elementary Teachers' Emotional Intelligence and Job Satisfaction

Emotional Intelligence	Job Satisfaction							
	Motivation Factors (Intrinsic)				Hygiene Factors (Extrinsic)			
	Achievement	Recognition & Appreciation	Advancement	Overall	Salary & Fringe Benefits	Working Conditions	Quality Relationship	Overall
Self-Awareness	.680**	.581**	.507**	.653**	.259**	.389**	.542**	.450**
Self-Regulation	.560**	.591**	.624**	.665**	.466**	.548**	.522**	.608**
Motivation	.740**	.570**	.590**	.702**	.268**	.401**	.562**	.465**
Empathy	.674**	.563**	.572**	.670**	.297**	.393**	.571**	.480**
Social Skills	.724**	.690**	.592**	.744**	.319**	.433**	.606**	.517**
Overall Emotional Intelligence	.781**	.697**	.671**	.798**	.378**	.506**	.650**	.589**

** . Correlation is significant at the 0.01 level (2-tailed) *Correlation is significant at the 0.05 level (2-tailed).

The table shows a significant relationship between elementary teachers' emotional intelligence and job satisfaction. Correlation coefficient values show that all the relationships are statistically significant at the 0.01 level. All dimensions of emotional intelligence are significantly correlated with teachers' job satisfaction, which includes motivation factors (intrinsic) and hygiene factors (extrinsic). The results suggest that teachers with higher emotional intelligence tend to experience greater job satisfaction.

The results indicate that the correlations between all dimensions of emotional intelligence and intrinsic factors of job satisfaction are moderate to very strong and positive. The correlation coefficients ranged between .507 and .781 suggest that teachers with higher emotional intelligence are more likely to have higher achievement, to receive more recognition, and to perceive more opportunities for professional development. For the emotional intelligence indicators, the strongest relationship was between overall emotional intelligence and the intrinsic factors of job satisfaction, achievement, and advancement.

Moreover, the findings also show that there is very strong positive relationship between overall emotional intelligence of the teachers and overall job satisfaction in terms of motivation factors (intrinsic) with the

highest coefficient of .798. This means that there is a high increase in intrinsic satisfaction towards their work among teachers when they have high levels of emotional intelligence.

Also, overall extrinsic job satisfaction and overall emotional intelligence show a moderate to strong positive relationship with the coefficient of .589. The findings suggest that teachers' emotional intelligence is important in how they perceive and respond to external factors in the workplace. Consequently, emotional intelligence not only enhances teachers' intrinsic motivation and personal satisfaction but also results in greater satisfaction with workplace relationships and the overall work environment. This result is consistent with the study of Rogowska and Meres (2022) who found that Emotional Intelligence is a strong antecedent not only to job satisfaction but also to life satisfaction.

The Mediating Effect of Stress Management

The table below shows the mediating effect of stress management on teachers' emotional intelligence and job satisfaction. The results indicate a significant mediation effect. The indirect effect is 0.344 which indicates positive effect of EI on Job Satisfaction through Stress Management ($p < .01$). The pathway is statistically significant, indicating that teachers with higher EI adopt better stress management strategies, which lead to higher job satisfaction. The proportion mediation values highlight the fact that 35.8% (Indirect) → Over one third of the EI effect on Job Satisfaction is mediated through stress management, implying that EI enhances the teachers' coping ability and coping, in turn, enhances satisfaction.

Table 8: The Mediating Effect of Stress Management on Elementary Teachers' Emotional Intelligence and Job Satisfaction

Mediation Estimates								
Effect	Label	Estimate	SE	95% Confidence Interval		Z	p	% Mediation
				Lower	Upper			
Indirect	a × b	0.344	0.0895	0.168	0.519	3.84	< .001	35.8
Direct	c	0.617	0.1030	0.415	0.819	5.99	< .001	64.2
Total	c + a × b	0.961	0.0558	0.852	1.070	17.24	< .001	100.0

Path Estimates									
			Label	Estimate	SE	95% Confidence Interval		Z	p
						Lower	Upper		
EmoIn	→	SMgt	a	0.961	0.0447	0.873	1.048	21.50	< .001
SMgt	→	MotivIn	b	0.358	0.0917	0.178	0.538	3.90	< .001
EmoIn	→	MotivIn	c	0.617	0.1030	0.415	0.819	5.99	< .001

The results suggest that stress management partially mediates the relationship between teachers' emotional intelligence (EI) and job satisfaction (JS). EI indirectly influenced job satisfaction through stress management with coefficient of 0.344 ($p < .01$). This implies that teachers of high emotional intelligence are more inclined to use effective strategies of stress management and these strategies enhance job satisfaction.

However, the direct effect is still substantial at 64.2% which shows that EI still has a positive effect on job satisfaction after controlling for stress management. This indicates that stress management does not completely account for the association. In other ways EI is an independent predictor of job satisfaction. EI

directly and highly affects job satisfaction at 0.617 and significant at $p < .01$ controlling for stress management. These results imply that emotional intelligence has a unique contribution to job satisfaction over and above stress management.

The total effect of EI on job satisfaction is .961, indicating a strong total relationship. When decomposed, this effect is via stress management (indirect pathway) about 35.8% and 64.2% is direct (unmediated pathway). This pattern was consistent with partial mediation, which suggests that stress management explains a significant but not the entirety of the relationship between emotional intelligence and job satisfaction.

According to study, stress coping strategies act as bridge between emotional intelligence and well-being. Teachers who are emotionally intelligent are more resilient to stress and thus tend to have better well-being and less burnout (Bukhari et al., 2025).

Results show that although there are internal benefits to EI development, job satisfaction increases when EI development is combined with stress management interventions. Partial complementary mediating role of stress management between emotional intelligence and job satisfaction indicates that stress management is important for higher job satisfaction but there could be other potential mediators.

Table 9: Regression Analysis on Elementary Teachers' Emotional Intelligence, Stress Management, and Job Satisfaction

Model	B	Beta	t	Sig.	95% CI for B	
					Lower Bound	Upper Bound
(Constant)	.119		.636	.526	-.250	.487
Overall Emotional Intelligence	1.841	1.639	11.611	.000	1.528	2.154
Motivation	-.378	-.370	-4.845	.000	-.531	-.224
Social Skills	-.277	-.308	-4.115	.000	-.410	-.144
Empathy	-.224	-.218	-2.634	.009	-.392	-.056

Adjusted R Square=.777 SEE=.22321 F (1,168) =188.262 Sig=.000 CI-Confidence Interval

The regression analysis indicates that teachers' total emotional intelligence significantly predicted their stress management ability, $\beta = 1.639$, $t(168) = 11.611$, $p < .001$, 95% CI [1.528, 2.154]. The finding implies that emotional intelligence is strongly associated with stress management. The 95% confidence interval does not cross zero, which indicates stable and reliable effect.

The adjusted R² is .777 which means that the emotional intelligence variables explain the 77.7% variance in stress management. This reflects a very high explanatory power, which is unusual for social science data.

This indicates that emotional intelligence (EI) is a very strong and significant predictor of stress management among teachers. The standardized beta is high (1.639) which means that the increase of EI significantly increases stress management capability.

Teachers with higher EI are significantly more effective in assessing, controlling and dealing with stressors. The capacity to understand their emotions, adapt to challenges, and maintain psychological balance appears to fortify their ability to manage stress efficiently and finally to enhance job satisfaction.

Among the subdimensions of emotional intelligence, motivation was a significant but negative predictor of stress management, $\beta = -.370$, $t(168) = -4.845$, $p < .001$, 95% CI [-.531, -.224]. This suggests that teachers

who report higher levels of motivational drive, often associated with ambition, high standards, and a strong goal orientation, may have slightly lower perceived stress management capability.

Overall, these results demonstrate the importance of emotional intelligence in enhancing teachers' stress-coping skills, but some components of EI (e.g., motivation) may create internal pressure, reducing perceived stress resilience. The negative Confidence Interval bounds confirm that this is a reliable negative relationship.

Stress and emotional intelligence are related (Fteiha-Awwad 2020). Emotional capabilities allow people to identify, understand and regulate their emotional responses to stressful situations. This supports the thought that teachers can better deal with stress and setbacks, are less likely to burn out and experience better general well-being by fostering resilience. Schools must provide teachers with the appropriate tools; counseling services and professional development opportunities, that help teachers manage and regulate their emotions. Creating a positive and collaborative school environment that encourages open communication and teamwork among teachers is an effective approach to reduce burnout (Li, 2023).

Thus, emotional intelligence is logically an antecedent of outcomes such as stress management and job satisfaction. Teachers with high EI or who are able to cope with stress are likely to be fulfilled and stay in the profession.

Conclusions and Recommendations

The study revealed that there are significant relationships among variables. The results showed that stress management played a significant mediating role between emotional intelligence and job satisfaction. Findings revealed that emotional intelligence not only directly influences job satisfaction but also enhances it indirectly through improved stress management. The findings of the study identified emotional intelligence as a significant predictor of both stress management and job satisfaction among elementary teachers, highlighting not only its role but its importance in promoting teachers' professional and overall fulfillment.

Therefore, in the light of the conclusions of the study, it is recommended that school administrators may design and include in training programs for teachers' activities that focus on enhancing teachers' emotional intelligence. They may also regularly conduct training programs on stress management strategies that may include sessions on problem-focused coping, emotion-focused coping, and reappraisal techniques to help teachers effectively manage stressful situations. Support systems within schools should be established to support teachers and allow them to share their experiences, receive emotional support, and develop coping strategies. In terms of job satisfaction, the Department of Education may continue improving working conditions. Recognition and appreciation programs may be enhanced to improve teachers' professional fulfillment. Finally, it is recommended that emotional intelligence and stress management be integrated into professional development programs to enhance not only teachers' pedagogical skills but also their emotional well-being. Similar studies determining the relationships among variables across different contexts are encouraged.

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