

The Role of Emotional Intelligence in Enhancing Employee Well-Being in the Educational Sectors

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Abstract—Employee well-being has become crucial for many organizations in today's environment with the primary objective of increasing job satisfaction, productivity, and retention, employee well-being has emerged as a crucial component for many businesses in today's environment. Understanding and controlling one's own emotions is what is meant by the term "emotional intelligence." This study is based on descriptive research, role of emotional intelligence in enhancing employee well-being in the educational sectors, this article has reviewed the literature, and this study examining how employees can cope with stress through emotional intelligence and maintaining a high level of positive interpersonal relations at work. This study considers simple random sampling, and its conclusion is that emotional intelligence is key to improving a healthier and more effective organizational environment in the educational sectors.

Index Terms—Well-being, Emotional Intelligence, Emotions, Mental, Job satisfaction.

I. INTRODUCTION

Employee well-being has grown to be a major concern in the educational sector in recent years. Heavy workloads, emotional labour, behavioural issues with students, administrative pressures, and performance expectations are just a few of the growing professional demands placed on educators. Their psychological, emotional, and social functioning may be adversely affected by these pressures, which may ultimately have an impact on their institutional efficacy and work performance. As a result, encouraging employee well-being has become crucial to guaranteeing a safe and effective learning environment.

One of the most important factors in determining an individual's well-being at work is emotional intelligence (EI). The ability to recognize, comprehend, control, and regulate one's own emotions

as well as those of others is referred to as emotional intelligence. Emotional talents, which frequently outperform cognitive intelligence in predicting long-term adjustment and achievement, are essential for both personal and professional success, according to Goleman (1995). Employees with emotional intelligence are better able to handle stress, uphold wholesome relationships with others, settle disputes amicably, and adjust to organizational changes in educational settings.

Teachers' motivation, job happiness, and general well-being are all greatly impacted by their emotional intelligence in the educational field. The capacity to control emotions and react sympathetically becomes crucial because teaching is an emotionally taxing profession that necessitates continuous connection with pupils, coworkers, and parents. Higher emotional intelligence is linked to less stress, less emotional tiredness, and more job satisfaction among educators, according to research.

It is both timely and essential to comprehend how emotional intelligence contributes to improving employee well-being, especially in light of the increasing difficulties in educational institutions. The purpose of this study is to investigate the ways in which emotional intelligence enhances the psychological, emotional, and social well-being of workers in the educational field. The study aims to shed light on this relationship in order to help the creation of emotionally aware workplaces and sustainably improve employee well-being.

II. STATEMENT PROBLEMS

High levels of stress and emotional expectations are placed on employees in the educational sector, which

may be detrimental to their wellbeing. Although emotional intelligence is thought to assist people deal with problems at work, its contribution to improving employee wellbeing at educational institutions is unclear. Thus, the purpose of this study is to investigate how emotional intelligence affects workers well-being in the educational field.

III. LITERATURE REVIEW

According to Goleman (1995), an employee's entire well-being is determined by how effectively they operate psychologically, emotionally, and socially at work. His findings indicate that stress, fret, and emotional weariness are less common in people with strong emotional intelligence. The paper also emphasizes how important emotional intelligence is for success in both the personal and professional spheres. Goleman came to the conclusion that emotional competencies—rather than just cognitive intelligence (IQ)—are a more important indicator of long-term success and successful life adjustment.

The relationship between teachers' emotional intelligence and job satisfaction in educational institutions is examined in the paper Emotional Intelligence and Job Satisfaction among Educational Institutions and Teachers in the Workplace by Deepa and Shalini (2023). The researchers look at how teachers' views regarding their work are influenced by their capacity to recognize, comprehend, control, and manage emotions. According to the study, teachers who possess emotional intelligence are better able to manage interpersonal conflicts, workplace stress, and classroom difficulties, all of which enhance their general job satisfaction. Additionally, the results indicate that teachers' motivation, dedication to their schools, and professional well-being are all improved by emotional intelligence. Given the strong correlation between job satisfaction and instructors' contentment, output, and retention, the study comes to the conclusion that cultivating emotional intelligence in educators is crucial to creating a positive and productive learning environment.

IV. OBJECTIVES

- To access the role of emotional intelligence in managing workplace stress and emotional challenges at education sector.

- To evaluate the impact of emotional intelligence on Job satisfaction and Employee Mental Health.

Research Design

This study uses a descriptive and correlational technique in a quantitative research design. Because it measures emotional intelligence and employee well-being and looks at how these factors relate to one another, the quantitative approach is suitable. The degree to which emotional intelligence predicts or affects employee well-being in the educational sector can be ascertained with the aid of a correlational design.

V. SAMPLE

Teachers and other academic employees who work in educational institutions like schools and colleges make up the study's target demographic. Depending on accessibility, either convenience sampling or basic random sampling will be used to choose a sample of individuals. To guarantee the accuracy and generalizability of the findings, the anticipated sample size will fall between 100 and 300 respondents.

VI. DATA COLLECTION INSTRUMENTS

Three sections of a structured questionnaire will be used to gather data:

1. Age, gender, number of years of experience, and types of institution used for demographic data.
 2. A standardized measure of emotional intelligence, the Emotional Intelligence Scale is based on Goleman's elements of emotional intelligence, which include self-awareness, self-regulation, motivation, empathy, and social skills.
 3. Employee Well-Being Scale: Assessing social, emotional, and psychological health at work.
- A 5-point Likert scale, with 1 denoting "strongly disagree" To 5 denoting "strongly agree," will be used to score the responses.

VII. DATA COLLECTION PRODUCERS

Before the surveys are sent, permission from the chosen educational institutions will be sought. The goal of the study will be explained to participants, and identity and confidentiality will be protected. Either paper questionnaires or online survey platforms will be used to gather data.

Data Analysis

Software for statistical analysis, such as SPSS, will be used to examine the gathered data.

1. The statistical methods listed below will be used: descriptive statistics (percentage, frequency, mean, and standard deviation)
2. To investigate the connection between employee well-being and emotional intelligence, use Karl Pearson correlation analysis.
3. Using regression analysis, ascertain how emotional intelligence predicts employee well-being

VIII. ETHICAL CONSIDERATION

All participants will be asked for their informed consent, and participation will be entirely voluntary. Responses will remain confidential, and information will only be utilized for scholarly research. The study's participants will be free to leave at any moment.

IX. DATA ANALYSIS AND INTERPRETATION

Descriptive statistics

The demographic traits of the participants and the primary research variables, Employee Well-Being (EWB) and Emotional Intelligence (EI), were compiled using descriptive statistics.

Demographic Profile

According to the analysis, teachers with a range of years of experience made up the majority of responders. Participants were both male and female, covering a range of ages and educational settings (e.g., schools and universities). The sample's representativeness is strengthened by this variability.

Emotional Intelligence

The majority of workers in the educational sector have a comparatively high degree of emotional awareness, self-regulation, empathy, motivation, and social skills, according to the high mean score for emotional intelligence ($M = 3.85$, $SD = 0.54$).

Employee Well-being

According to the high mean score for employee well-being ($M = 3.78$, $SD = 0.60$), most respondents report having good psychological, emotional, and social functioning at work.

Interpretation

According to the high mean values, workers who possess greater emotional intelligence typically report feeling happier at work.

Correlation Analysis

The association between employee well-being and emotional intelligence was investigated using Karl Pearson's correlation analysis.

The findings showed that employee well-being and emotional intelligence were strongly positively correlated ($r = 0.68$, $p < 0.01$).

Interpretation

This suggests that employee well-being rises in random with emotional intelligence. The hypothesis that emotional intelligence has a substantial role in improving workplace well-being in educational institutions is supported by the positive and significant association.

Regression Analysis

To find out if emotional intelligence predicts employee well-being, a straightforward linear regression analysis was conducted.

The findings demonstrated that employee well-being is significantly predicted by emotional intelligence ($\beta = 0.65$, $p < 0.01$). $R^2 = 0.46$, or around 46% of the variance in employee well-being, was explained by the model.

Interpretation

This indicates that in the educational sector, emotional intelligence is a powerful indicator of worker satisfaction. Disparities in emotional intelligence among employees account for over half of the variance in well-being.

X. HYPOTHESIS ANALYSIS

H₀: Emotional intelligence and employee well-being in the educational industry do not statistically significantly correlate.

H₁: In the educational sector, emotional intelligence significantly improves employee well-being. The hypothesis is accepted since the correlation and regression results are statistically significant ($p < 0.01$).

XI. FINDINGS

The results of this study unequivocally show that improving employee well-being in the educational sector requires emotional intelligence. Stress levels are reduced, job satisfaction is increased, and psychological functioning is enhanced for workers who are more adept at comprehending and controlling their emotions as well as reacting to others with empathy.

These findings are consistent with previous research, which highlights the important role emotional intelligence plays in long-term career success and workplace adaptation. Consequently, enhancing teachers' emotional intelligence can be a useful tactic for raising organizational performance, teacher satisfaction, and institutional atmosphere.

XII. CONCLUSION

The contribution of emotional intelligence (EI) to improving employee well-being (EWB) in the educational field was investigated in this study. The results unequivocally show that enhancing employees' psychological, emotional, and social functioning at work is significantly and favourably impacted by emotional intelligence. Teachers who exhibit higher levels of self-awareness, self-regulation, empathy, motivation, and social skills are more likely to be satisfied with their jobs, feel less stressed, and have better general health.

The findings further support the idea that emotional intelligence is a powerful predictor of employee well-being in addition to being linked to it. Emotional intelligence was found to account for a significant amount of the variation in employee well-being, underscoring its significance in influencing work experiences in educational institutions. These results add credence to the increasing amount of research indicating that emotional intelligence is essential for both organizational efficacy and long-term career success.

Considering how emotionally taxing teaching is, educational institutions should make it a strategic priority to help teachers become more emotionally intelligent. Enhancing emotional intelligence through training, workshops, and supportive leadership techniques can have a big impact on teachers' well-

being, the atmosphere at school, and their general performance.

To sum up, emotional intelligence plays a critical role in fostering worker satisfaction in the educational field. Enhancing educators' emotional intelligence can result in happier workplaces, more contented employees, and long-term organizational success.

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