

Hello!! I Am Psychological Strong: Intervening Analysis Of Psychological Well-Being In Between Emotional Intelligence And Work Overload

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Abstract

Emotions and sentiments are endless elements of life, sometimes people made themselves emotionally strong and sometimes have had bad times. Work overload is considered as negative workplace phenomena that instigates stress among employees. Work overload damages employees' physical health and mental obstruction. Facing such negative environment, emotional intelligence is considered to be a coping strategy to control such negative shocks. This research aimed to examine emotional intelligence, psychological well-being and work overload among private school teachers of Pakistan. The research data was collected from 334 private school teachers using stratified and systematic random sampling. The structural equation modelling (SEM) was used to assess research hypotheses. It was found that emotional intelligence has significant negative impact on employee work overload. Furthermore, intervening analysis were performed and inducted psychological wellbeing (a measure of individual wellbeing) as mediator. SEM Results reported that psychological wellbeing mediates the relationship between emotional intelligence and work overload. The research outcomes provide a safe guidelines for management and policy makers to make their employee self-sufficient and psychological strong.

Keywords: Emotional intelligence, Psychological wellbeing, work overload, SEM.

Introduction

It doesn't matter if the company is public or private; when it involves work overload, everyone complains. Overload in the workplace occurs when there are too many tasks to be accomplished in too short time, or when an incompetent worker is given too much labor. To put it another way, when one feels like they're doing too much work and have too little time, simultaneously stress levels rise (Ali et al., 2014).

Workload refers to the total number of required tasks and responsibilities that workers must do while on the clock. That's what happens when businesses start to notice a severe lack of available workers. In the words of Baer and Oldham (2006). Stress at work occurs when a person feels pressured to complete too much work in too little time. These are stressful circumstances. Cuceogl (1999) identified stress as the individual's battle to go beyond their own physical and psychological bounds in the face of

threatening environmental conditions. Stress, as defined by Schermerhorn (1989), is the pressure one feels to cope with novel challenges, constraints, or situations. Depending on aspects including inhibition, conflict, experiencing change, and distinctive personal elements, stress has also been defined as a state of strain. Kalyoncu et al. (2012); Rogers (2007). Its importance as a threat to mental, physical, and organizational wellness is well acknowledged (ILO 1986; Park, 2007). One must look no further than themselves for relief from stress or stress-related disorders. Emotional intelligence is the most valuable form of soft talent. Self-awareness, self-control, and the capacity to read and respond to the feelings of others are all prerequisites for a healthy and fulfilling relationship that can last a lifetime. According to Sunil (2009), Emotional Intelligence helps people deal with a variety of stresses in a healthy way. Emotional intelligence is correlated with the ability to bounce back and change course when faced with adversity, as noted by Zeidner et al., (2006). The capacity to adjust to shifting conditions is also a part of this.

An extremely vital and intricate concept, Psychological Well-Being (PWB) served as a mediator in this study. It covers the emotional and behavioral traits that make up a person's total psychological wellbeing. Psychological wellbeing, as defined by Arnold (2017), is an individual's "potential for psychological functioning". The concept of psychological wellbeing has been defined as the result of deliberate efforts to overcome obstacles, address personal issues, and realize one's personal goals (McDool, Powell, Roberts, & Taylor, 2020). They distinguished between positive (pleasant and joyful) and negative (unpleasant and distressing) psychological well-being as a means of conceptualizing the full range of human experience that constitutes psychological well-being today (unpleasant and stress). Overall psychological wellbeing is the focus of the informative round, which is why it is so important

(La-Rosa et al., 2020). Those that exhibit high levels of psychological well-being, as claimed by Huang (2017), have lives that are fulfilling, successful, and filled with joy. In a similar vein, if a teacher displayed a lower than average degree of psychological well-being, they likely lead a very stressful existence. Ozu, Zepeda, Ilgan, Jimenez, Ata, and Akram (2017) argue that a state of psychological well-being includes feelings of happiness, contentment, and fulfilment. Examining psychological contentment as a prerequisite to flourishing in all facets of life. Twenge and Martin (2020) acknowledged that a person's state of happiness might be broken down into three distinct dimensions: emotional responses, internal contentment, and global evaluations of individuals' states of pleasure. The state of one's psychological wellbeing as a whole and the extent to which one's own psyche can function are central to the concept of well-being. According to Medvedev and Landhuis (2018), well-being can encompass not just the physical, but also the social, mental, spiritual, and emotional dimensions of a person's existence. It may reflect a more sentimental state of human thought and action. Subjective happiness, as defined by Sherlock and Wagstaff (2019), is defined as "the capacity to control one's emotional life and to notice all issues and behaviors related to one's psychological wellbeing." Mcinerney et al., (2018) found that teachers who scored higher in psychological well-being were more likely to report having meaningful relationships with their students, coworkers, and administration. Wellness, as defined by Stoewen (2017), is an examination of the state of inner calm necessary for optimal human flourishing.

Literature Review

Schermerhorn (1989) and Cuceoglu (1999) are just two examples of the many studies conducted in a variety of organizational contexts to identify the factors that may be affecting the achievement

of organizational goals, as well as to discover the factors that contribute to, and provide solutions for workplace stress and emotional intelligence. One of the problem-solution relationships that has recently attracted the attention of scholars, leaders, and managers is that between work stress and emotional intelligence.

Emotional Intelligence

A teacher's ability to connect with and motivate colleagues, administrators, staff, parents, and students, as well as members of the wider community, hinges on their level of emotional intelligence. As a result, these connections may alter the atmosphere at school and in the classroom. The relationship between a teacher and a student is one of the most significant in a school. Teachers are the ones ultimately responsible for building and maintaining these bonds with their pupils over the course of the academic year (Miao, Humphrey, & Qian, 2017).

Theories and Models of Emotional Intelligence

Most theories attempt to decipher the inner workings of emotional intelligence by examining its underlying structure. Goleman's EI (1995), Bar-On's (1988), and Mayer, Salovey, and Caruso EI (2005) are the three most well-known theories of emotional intelligence (1997). Different perspectives on what constitutes emotional intelligence were outlined in the various theories. Details are provided further below:

Goleman's (1995) first concept of emotional intelligence focused on five core talents. An integral aspect of emotional intelligence is self-awareness, or the realization that one has thoughts and ideas. Those who think and feel highly also act admirably. Those who experience a wide range of emotions and confront a variety of obstacles tend to have a deeper understanding of who they are. Students with the ability to self-

regulate their learning are more likely to set and meet objectives, complete assignments on time, apply their learning to real-world situations, and take responsibility for their own development as they work toward their desired outcomes. In contrast to being driven by the fear of failure, those who are intrinsically motivated by their own desire for achievement are able to establish ambitious objectives for themselves and pursue them with integrity, trust, and confidence. One who is socially aware is attuned to other people and can identify with and empathize with their experiences and perspectives. When we talk about social skills, we're referring to the ability to arrange human interactions in a way that fosters compassion and the openness to consider others' perspectives and feelings (Goleman & Boyatzis, 2017). Bar-On is another emotional intelligence paradigm (1988). He defines emotional intelligence as the capacity to manage one's own feelings, to sympathize with those of others, to exert control over one's own motivations, to solve problems, to gain insight into the feelings of others, and to work together with them to foster meaningful friendships. Being emotionally intelligent is being in tune with and able to manage one's own and other people's emotions, as well as being aware of the emotional underpinnings of one's own and other people's motivations in interpersonal interactions. There is a close connection between this and people's emotional self-control (Connor et al., 2019).

Mayer, Salovey, and Caruso (1997) proposed a four-part structure for evaluating emotional intelligence, each part corresponding to a different aspect of the model's cognitive and emotional underpinnings. When a person, group, or organization demonstrates a high level of emotional intelligence, they are said to have integrated their emotional perception and emotional intelligence. Emotional perception encompasses a wide range of subjective experiences, including feelings, thoughts, understanding, and information about oneself and

others. The ability to control one's own or another's emotions, to deal with feelings, to generate original ideas, and to interact well with other people is the result of an emotional knowledge. The ability to control one's emotions, as well as those of oneself and others, is known as emotional management (Mayer, Caruso, & Salovey, 2016).

Work Overload

A state of work overload occurs when an individual feels they have too many responsibilities for too little time, energy, or other resources (Yongkang et al., 2014). When there is a discrepancy between the time needed to complete a task and the time actually available to the person, this is called role overload (Yongkang et al., 2014). Workload is the total number of jobs and responsibilities that workers are expected to complete while on the clock (Ali et al., 2014). An employee's perception of being overwhelmed by their workload is referred to as "Work Overload" when it causes them significant stress (Idris, 2011). As discussed by French and Caplan (1973), Work Overload can be either quantitative, in the sense of there being too much to do, or qualitative, in the sense of being extremely challenging to accomplish. In a theoretical context, "work overload" means that there are too many tasks at hand. There are two types of workload classifications: 1. Overloading of responsibilities and second. Reduce the strain on your shoulders. Overwhelming expectations placed on an individual in terms of their time, resources, and abilities by higher-ups, immediate superiors, peers, subordinates, and community members are what we mean when we talk about role overload (Ammar, 2006). The amount of work required may be qualitative or quantitative (Trayambak, Kumar, & Jha, 2012). The ability of an individual to accomplish a goal is qualitative. The number of tasks that must be completed in a certain amount of time is known as the quantitative workload (Conley & Woosley,

2000). (2) Role lower load occurs when an individual's capabilities exceed the demands of their role and responsibilities, resulting in boredom or tension. The first scenario causes anxiety about failing to meet the job's requirements and the expectations of the position, whereas the second scenario causes anxiety about failing to meet the job's requirements while performing the less important duties.

Psychological Well-being

The term "psychological well-being" has been defined broadly by Koydemir et al. (2020), who distinguished between "positive well-being" (happiness and contentment) and "negative well-being" (unpleasant and stress). Educators who exhibit good levels of psychological wellbeing are likely to lead fulfilling lives. In a similar vein, if a teacher exhibits a lower-than-average degree of psychological well-being, it's likely that they are dealing with significant personal stress. It's a crucial discussion in the classroom because it pertains to students' general psychological wellbeing (Kim Oja, Kim, & Chin, 2020). Psychological wellbeing, as proposed by Boniwell, Osin, and Martinez (2016), may be a desirable and maintainable state of being that helps people advance in life. Someone has a nice hedonic component if they exhibit a favorable emotional state, happiness, joy, and contentment. Also, if a person seems upset, anxious, discontented, or otherwise unpleasant, that's a negative reaction (Arnold & Reynolds, 2012). The eudemonic perspective highlights the bright side of human existence. Happiness is defined as "a state of mind characterised by a sense of contentment, optimism, openness, a sense of direction in life, a sense of meaning in one's

A state of subjective well-being, as defined by Di-Fabio and Kenny (2016), in which an individual is able to control their emotions and understand all of the issues and behaviors that are connected to their psychology. A more expansive and all-encompassing concept than "happiness,"

psychological well-being refers to the psychological and emotional state of an individual rather than their outward appearance or actions (Dejonckheere et al., 2019).

Components of Psychological Well-Being

Among the six factors of psychological wellbeing that Ryff (1995) identified, autonomy, or the capacity to make one's own choices, is central. The term "autonomist" is used to describe a person who is morally, politically, and economically free to make a wide range of judgments without external interference. Having environmental mastery means being able to influence one's immediate environment through the use of one's own resources, whether those resources are physical abilities, Psychological resilience, or moral principles (Ryff, 1989). Improvements in one's quality of life can be attributed to a wide range of personal growth activities. The capacity for honesty in interpersonal interactions and in the making of important life choices is what we mean when we talk about "openness" in terms of personal development. To have good relationships, you need to feel that you can trust one another and that you share a deep emotional connection. These sentiments allow us to learn about and appreciate the beliefs and practises of others, paving the way for mutually beneficial friendships and partnerships (Ryff, 2014). The concept of "purpose in life" refers to the importance of having a firm grasp on one's own existence and the ability to articulate one's own motivations and goals with clarity. It's what gives us direction in life, what gives our days purpose, what we strive towards every day. Acceptance of oneself is the result of a healthy appreciation for one's own feelings and abilities. Often referred to as the "magic bullet" for attaining success in life, this concept is the cornerstone of attaining personal fulfilment, optimal performance, and progress.

Theories and Models of Psychological Well-Being

Some of the most influential theories in the field of psychology have attempted to deconstruct the building blocks of happiness. There are two possible types of well-being: hedonic and eudemonic. The former is characterized by the pursuit of pleasure and is generally seen favorably; the latter is characterized by the pursuit of meaning and purpose in life. The eudemonic perspective, likewise, highlights the glory of human existence. It entails contentment, fulfilment, optimism, honesty, sincerity, a sense of mission, psychological functioning, moral maturity, and growth as a person. According to the research of Ryan, Bernstein, and Brown (2010), a sense of well-being can be a positive psychological state that enables people to improve their own pleasure and satisfaction with life by fostering feelings of joy, empathy, curiosity, happiness, and contentment. According to Ryff's (2014) two-domain model of well-being, there are both positive and negative influences on humans, with a high level of psychological well-being indicating a happy, healthy, and meaningful existence. Whereas those who score lower on measures of psychological wellbeing tend to lead more stressful lives (Steupe, Deaton, & Stone, 2015). The Bottom-Up Model is applied to the pursuit of the perfect workplace, the ultimate purpose of one's existence, and the realization of one's full potential. Happiness, contentment, health, joy, pleasantness, psychological acuity, and the ability to realize one's full potential are all components of a state of psychological well-being. People who score higher on measures of psychological well-being tend to report higher levels of life satisfaction (Oishi, Diener, & Lucas, 2009).

The Top-Down approach considers psychological well-being generally, distinguishing between states of happiness and distress. People tend to frame their events in either a good or negative light. To put it another way, well-being is the tranquilly that allows for

optimal human performance. Rather than being influenced by the circumstances themselves, our psychological wellbeing should be significantly impacted by our account of those circumstances (Wohl et al., 2008).

Linking Emotional Intelligence and Psychological Well-Being

An individual's emotional intelligence may serve as a reliable measure of their overall psychological wellbeing. The ability to manage and understand one's own emotions, as well as those of others, is what we mean when we talk of "emotional intelligence." It's closely linked to how well people handle their feelings and emotions. To be psychologically strong is to have a broader perspective on what it means to be strong human mind (Petrides et al., 2016). Both instructors' EQ and psychological wellbeing were evaluated by Salami (2010). The participants in this study were secondary school educators from five states in southwestern Nigeria (n=420; 200 male, 220 female). The data for the five states came from a random sampling conducted by the researcher. In this study, we found that high levels of emotional intelligence were associated with higher levels of psychological wellbeing among educators. Further, female educators outperformed their male counterparts in terms of emotional quotient. Similarly, female educators scored higher than male educators on measures of psychological well-being. The emotional intelligence of Malaysian educators was evaluated by Ishak et al. (2006). Teachers in Malaysian public secondary schools made up the study's population. The researchers employed a simple random sampling technique to obtain data from 100 teachers, half of whom were married and half of whom were single. These findings suggested that married public secondary school teachers had higher levels of emotional and behavioral intelligence than their single counterparts in the workplace. Vaezi and Fallah (2011) investigated the connection between

educators' emotional intelligence (EI) and fatigue. Participating in the research were students from five different private language schools in Tehran, Iran. Researchers employed a convenient sampling strategy to obtain data from a total of 104 educators (52 male and 52 female educators). The findings revealed an inverse association between teachers' emotional intelligence and fatigue. Likewise, the comparisons by gender showed no statistically significant difference. The psychological wellbeing of university faculty in Pakistan was evaluated by Akram (2019). There were 437 college professors used as the study's sample from the population of four different types of public and private colleges. To obtain information from educators, the researcher employed a multistage sampling strategy. This research was carried out with the aid of a questionnaire designed to assess participants' psychological wellbeing. Male educators scored lower on well-being than their female counterparts, and those who were married had a higher score than those who were single. Teachers' well-being was also lower when they were male and married. Behloli et al (2015) study sought to assess the spiritual acumen and psychological wellbeing of educators. Data collection and analysis were carried out using a correlational, descriptive methodology. There were all of the city's educators living in Taibad, Iran, as a population. There were 310 elementary and secondary school teachers included in the sample. Using a multistage sampling strategy, data were collected through the use of two questionnaires for analysis. Teachers' spiritual intelligence was found to be correlated with their emotional wellbeing. It was also found that secondary school teachers had a higher average IQ than primary school instructors.

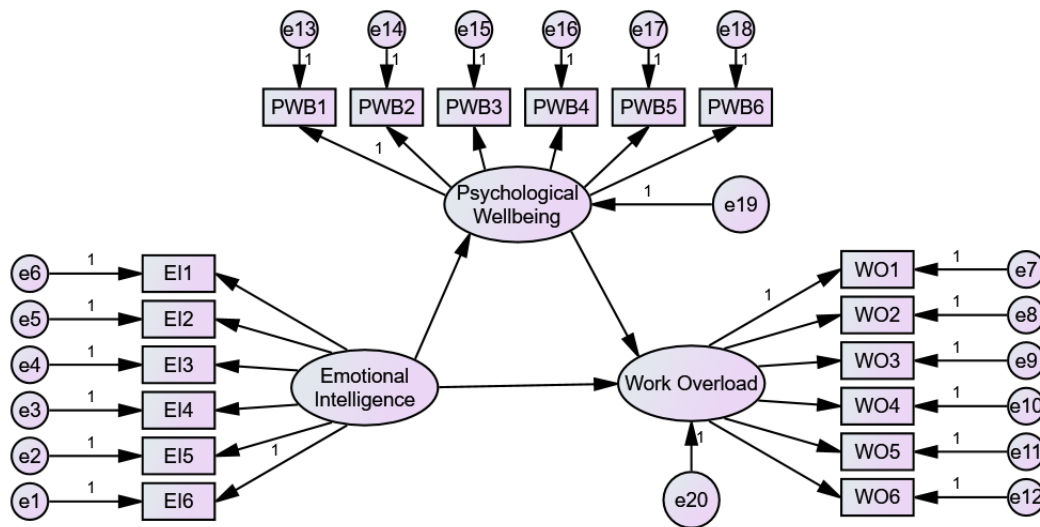
Theoretical and Conceptual Framework

According to Bandura's (1977) self-efficacy hypothesis, a person's unwelcome thoughts won't

both of them if they have a lot of faith in their own abilities to complete a task. When applied to a stress model of the workplace, this theory shows that an individual's occupational stressors will decrease, while the individual's emotional well-being will increase and the level of psychosomatic stress will decrease, all because of the individual's high self-efficacy (i.e. faith in his

or her aptitude to maintain emotions). The Emotional Intelligence (EI) theory is a contemporary emotion-grounded theory that explains how people with sufficient interpersonal and introspective skills may effectively regulate their emotions and those of others in order to deal with external problems (Salovey & Mayer, 1990, 1997; Bar-On, 1997; Goleman, 1998, 2004).

Figure 1: Study Model



Hypotheses

Hypothesis 1 (H1): There is positive significant influence of emotional intelligence on work overload among teachers working in private schools of Pakistan.

Hypothesis 2 (H2): Psychological wellbeing mediates the relationship between emotional intelligence and work overload among teachers working in private schools of Pakistan.

Method

The population of the study, which included teachers of elite private schools from Sindh, Punjab, and Khyber Pakhtunkhwa regions of Pakistan, was selected using the stratified sampling technique. From various school

divisions, distinct strata of teachers and principals were selected. 359 questionnaires were received out of 480 total. The response rate varies but should be between 30 and 60, hence this research's response rate is below Beutell and Nicolas' recommended cutoff point (2017). According to the survey sample calculator in Creative Research Systems' survey software, a sample size of 359 people was tested for this study, which, at a 95% confidence level, represented 18% of the entire population (Sample Size Calculator.2019). It must be 321 with a population of 2000, a 95% confidence level, and a confidence interval of 5. With 359 samples, it is clear that the sample size for this investigation has exceeded the minimum criterion. The researchers modified three questionnaires for this

investigation. The Petrides (2009) Trait Emotional Intelligence Questionnaire (TEIQue) for measuring emotional intelligence has been modified. The questionnaire has six items, each worth five points and ranging from Strongly Disagree (1) to Strongly Agree (5). Adapted from Ryff's Scale of Psychological Well-Being (SPWB-42) which was created in 1989 and earlier verified by Akn, Demirci, Yldz, Gediksiz, and Erolu (2012). Six statements were included in the survey, and responses ranged from 1) Strongly Disagree to 5) Strongly Agree on a 5-point scale. The questionnaire of work overload was adapted by Vaezi and Fallah (2011) which includes 6 items to estimate work overload as latent construct. The collected data was coded in SPSS software. The scales were once again validated by running reliability analysis in SPSS software. It was found that scales reliability falls under the suggested threshold of Nunnaly (1978). Hence, each of the construct has alpha score $>.70$ which reflected the scales were internally consistent. In addition, this research has used structural equation modelling to test the hypotheses of research. Structural equation

modelling (SEM) is blend of several inferential statistical approaches. Mainly, SEM includes measurement model analysis, path analysis, and structural analysis. This research used path analysis and structural analysis to assess the mediation of psychological wellbeing.

Results

For the analysis of the obtained data gathered, IBM SPSS and AMOS version 20 were both employed. The AMOS program is used to carry out SEM analysis. Construct reliability (CR) and average variance extracted (AVE) chrobach alpha statistics, as well as intercorrelation coefficients, are displayed in Table 1 as proof of both convergent and discriminant validity. In addition to the uniform loadings shown in table 2, the measurement model came out to be optimally fit enough, as indicated in table 3, as opposed to the conceptual model, which offered a poor match. Items with low standardized loading of less than 0.5 were removed from the model (Hair et al., 1998). Similar to R2, the absolute fit indices are interpreted.

Table 1: Pearson Correlation Analysis

Variables	CR	α	AV E	1	2	3
1. Emotional Intelligence	0.79	0.82	0.55	--		
2. Psychological Wellbeing	0.84	0.74	0.56	0.46*	--	
3. Work Overload	0.89	0.79	0.60	0.52*	0.49*	--

Structural Equation Modelling (SEM)

This research has three latent constructs. Emotional intelligence (EI) has 6 measured items and taken as independent variable. On other side, work overload is considered as outcome/dependent variable. The model of study

has a mediation of psychological wellbeing in between EI and work overload. Therefore, third study variable is psychological wellbeing as mediator. Initially, 1st order path analysis were assessed using SEM to test hypothesis 1 (H1) of this research.

Figure 2: Hypothesis 1 (H1)

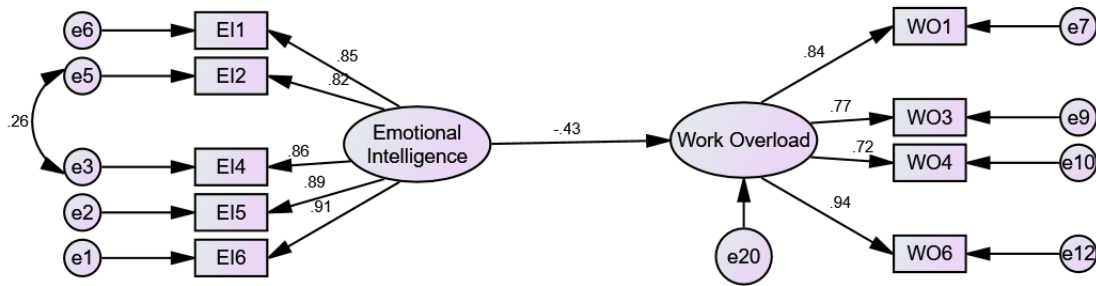


Table 2 Psychometric properties of measures

Scale	Mean(SD)	Loading			
Emotional Intelligence					
1. EI1	3.16(1.112)	0.85			
2. EI2	2.65(1.128)	0.82			
3. EI4	2.64(1.092)	0.86			
4. EI5	3.36(1.222)	0.89			
5. EI6	3.11(0.981)	0.91			
Work Overload					
1. WO1	3.42(1.234)	0.84			
2. WO3	3.44(1.245)	0.77			
3. WO4	3.29(1.199)	0.72			
4. WO6	3.48(1.242)	0.94			
Maximum Likelihood Estimates for the Study					
Regressor Variable	Regressand Variable	Standardized Estimates	Unstandardized Estimates	T Statistics	Sig
H ₁ : Emotional Intelligence	Work Overload	-.433	-.430	2.59	***

Figure 2 in the structural outcomes for hypothesis 1. The results report that emotional intelligence has negative and significant impact on work overload. The standardized estimate shows -.43 percent impact of EI on WO. The effect size is significant at 0.01 level of significance. Hence, results confirming H1 of this research.

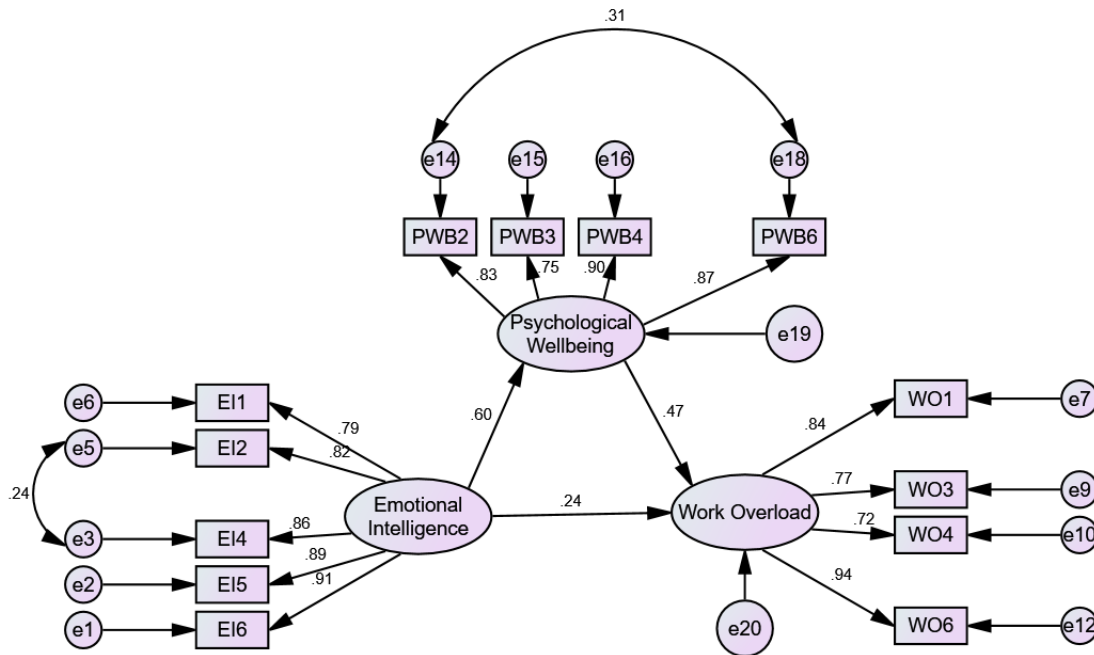


Table 3 Psychometric properties of measures

Scale	Mean(SD)	Loading			
Emotional Intelligence					
1. EI1	3.16(1.112)	0.85			
2. EI2	2.65(1.128)	0.82			
3. EI4	2.64(1.092)	0.86			
4. EI5	3.36(1.222)	0.89			
5. EI6	3.11(0.981)	0.91			
Work Overload					
1. WO1	3.42(1.234)	0.84			
2. WO3	3.44(1.245)	0.77			
3. WO4	3.29(1.199)	0.72			
4. WO6	3.48(1.242)	0.94			
Psychological Wellbeing					
1. PWB2	3.81(1.001)	0.83			
2. PWB3	2.99(0.154)	0.75			
3. PWB4	3.77(1.890)	0.90			
4. PWB6	3.60(1.661)	0.87			
Estimates of Maximum Likelihood					
Regressor Variable	Regressand Variable	Standardized Estimates	Unstandardized Estimates	T Statistics	Sig
H ₂ : Emotional Intelligence →	Work Overload	.241	.230	0.119	0.561

 Psychological
wellbeing

Figure 3 in the final SEM model showing the mediational model for hypothesis 2. The results report that Psychological wellbeing mediates the relationship between EI and WO. The standardized estimate shows .43 percent impact of EI on WO through psychological wellbeing.

After inducting the mediator (psychological wellbeing) the effect size has changed and become insignificant. Form t-statistics it can be stated that psychological wellbeing mediates the relationship between EI and WO. Therefore, results confirming H2 of this research.

Table 4 Goodness of fit indices

Model	Absolute Fit Indices					Incremental Fit		Parsimonious Fit
	Df	CMIN/df	GFI	AGFI	RMSEA	TLI	CFI	PCFI
Measurement	79	1.59	.990	.980	.034	.968	.950	.894

Table 4 demonstrates GoF indices. The GoF showing model has acceptable absolute fit, incremental, and parsimonious fit indices. Specially, RMSEA is very good to retain the measurement and structural models.

Discussion and Conclusion

According to the existing body of knowledge, excessive workloads have a positive effect on all the negative organizational variables (such as employee health, turnover, and absenteeism) and a negative effect on all the good ones (such as performance, satisfaction, and growth). Stress is a state that people identify as occurring when they are confronted with a strain that is greater than their endurance. Multiple studies have been conducted to investigate the factors, root causes, and potential solutions to the issues. Today's scholars, leaders, and managers are increasingly interested in the connection between work overload and Emotional Intelligence. The term "emotional intelligence" was clearly defined and conceptualized by Salovey and Mayer (1990) as "the ability to monitor one's own feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and

action." The role of Emotional Intelligence has proven its significance with many important organizational variables (performance, decision making, etc.).

Studies have shown that an individual's level of Emotional Intelligence is inversely connected to their level of work stress, with higher EI levels being associated with lower levels of work-related stress. Several authors (including the widely-referenced psychologist Daniel Goleman) have noted the importance of emotional intelligence (EI) in dealing with stressful situations (Bryant & Malone, 2015). Numerous studies have suggested that high Emotional Intelligence individuals are better able to monitor and control their feelings, allowing them to better adapt to new settings and stress (Bar-On, 1997; Goleman, 2005; Matthews et al., 2006). The emotional quotient of secondary school teachers and their students was studied by Jeloudar, Yunus, Roslan, and Nor in 2011. All academic staff and students in Malaysia were included. The study involved 2147 Malaysian pupils and 203 Malaysian educators. The data were gathered using a method of sampling that was both quick and easy. According to the findings, both teachers

and students had a good outlook on the methods used to maintain order in the classroom. Male educators were found to be less emotionally intelligent than their female counterparts. This result is consistent with that of other studies; Salami (2010) evaluated educators' emotional intelligence and psychological well-being. The participants in this study were secondary school educators from five states in southwestern Nigeria (n=420; 200 male, 220 female). The data for the five states came from a random sampling conducted by the researcher. The results showed that teachers' EI was linked to their emotional wellbeing. Further, female educators outperformed their male counterparts in terms of emotional quotient. Additionally, female educators demonstrated greater psychological well-being than their male counterparts. When compared with their single counterparts, instructors who are married actually perform higher on tests of emotional intelligence. This result is consistent with that of other studies; for example, Ishak, Mustapha, Mahmud, and Ariffin (2006) assessed the level of emotional intelligence displayed by working Malaysian educators and found that it was high. Teachers in Malaysian public secondary schools made up the study's population. The study's sample size was 100 educators, half of whom were married and half of whom were single; the data were gathered by a straightforward random sampling procedure. The study found that public secondary school teachers who were married exhibited higher levels of emotional and behavioural intelligence in the workplace than their single counterparts. The study also had some interesting findings about the psychological wellbeing of educators. The findings of this study are consistent with those of other academic investigations. Ilgan, Ozu, Ata, and Akram's (2015) research aimed to quantify the connection between PWB and academic success. Twelve hundred Turkish educators from all six provinces participated in the research. Seven hundred eighty-four

educators made up the sample size, with data collected by cluster random sampling. The results showed that educators scored higher on both the PWB and quality of work life measures.

Meanwhile, this research confirmed that emotional intelligence in the working environment create a positive impact on employees facing the situation of work overload. This study surveyed private schools of Pakistan and found that emotional intelligence has negative impact on work load among teachers of private schools of Pakistan (Sindh, Punjab, and KPK). Moreover, this negative relationship is being mitigated by inducing psychological wellbeing as mediator between EI and WO. The research outcomes can be implicated in school administration to reduce the work overload and generate better teacher oriented performance.

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