

## Emotional Intelligence Psychological Distress and Quality of Life among School Teachers

Aamir Khan	Master's of Management, Xi'an Jiaotong University, Shaanxi, China. Email: <a href="mailto:khan.aamir19@yahoo.com">khan.aamir19@yahoo.com</a> ( <i>Corresponding Author</i> )
M Suleman Sial	Department of Basic Sciences and Related Studies, Mehran University of Engineering and Technology, Jamshoro, Sindh, Pakistan.
Ghulam Hassan	Assistant Professor of Psychiatry, Department of Sahara Medical College, Narowal, Punjab, Pakistan.

**Abstract:** *The purpose of the research was to predict teachers' emotional intelligence, intellectual misery, and quality of life, as well as to find out how things like gender and location affect these things. The final study was quantitative and used a correlational method to analyse the results. A self-superior and coextended questionnaire is used to gather information about college professors. In the first part of the questionnaire, basic information about the person's background is collected. In the second part, the most important factors are looked at, such as EQ and signs of depression. For this study, data were taken from 200 college professors who were chosen at random. A sampling strategy makes it easy to get information from the target population. SPSS was used to look at both descriptive statistics (mean, percentage, and common deviation) and inferential statistics (correlation coefficient). The results show that the different levels of emotional intelligence among university professors are statistically different. It also turned out that teachers in private schools are more likely to be emotionally intelligent than teachers in public schools.*

**Key Words:** Emotional intelligence, Psychological Distress, Quality of Life

### Introduction

People often feel uncertain when they look at art, and this includes having to balance many wants in situations that could be dangerous (Dworkin, 1980). One way of thinking is that making art is hard because it takes time and work and because artists often have to be at their work or don't have much creative freedom (Shahram Vahedi, 2010). When looked at from a certain angle, demanding work improves workers' morale, helps them grow as people, and makes them feel like they have a better quality of life (Shiroma et al., 2013). Because of this, art can be both good for your health and bad for the environment (see the section before this one) (Salovey et al., 2001). Will-being shows up as happiness, good physical and mental health, and not being sick. Because

teachers often work in stressful situations, the public and business sectors of the education system are paying more attention to their health and happiness (Petrona Aguirre, J. I., Marsollier, R., & Vecino, J. 2020). Some of these problems are too small classroom sizes, changes to the curriculum, parents who aren't involved in their children's education, too much work and not enough time, and fewer chances for teachers to improve their skills. Many people think that teaching is the most stressful job, and studies have shown that this stress may hurt creativity (Johnson et al. 2005). When this happens, teachers may also feel so busy that they start to care more about how quickly they can finish an assignment than how well they teach. Teachers are very important in shaping the minds of young people (Hobfoll, S. E.

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2001). Training is a complicated mix of different sports, training, learning new skills and talents, keeping up with changes in technology, and staying in touch with college teachers, parents, and the network. These jobs are hard, and more and more people are worried about teachers' health and well-being (Watson, D., & Pennebaker, J. W. 1989). Since teachers will be the most important people in the school, their well-being must come first. In the past few years, there has been a flood of research that aims to help us decide how teachers' jobs affect their mental health and happiness (Aguirre et al., 2020). Teachers' social relationships, job satisfaction, and professional accomplishments are all linked to their emotional intelligence, level of happiness, enjoyment, and quality of life (Tous et al., 2022). Educators today need to be emotionally healthy in order to keep a balance between their personal and professional lives. This is important for both their own well-being and the success of their students. Some of the things that stress out teachers are college, family life, and problems in the world. There have been many attempts to improve the quality of education up to this point. For example, many changes have been made to how teachers are trained, etc. But mental fitness is very important. The people who wrote this study tried to find out how common emotional clumsiness, intellectual pain, and living in an unusual way are among public school and private school teachers. In light of recent events, there may be a need for more research into teachers' emotional intelligence and the effects of psychological stress on basic subject areas. This gap is what the current body of research is trying to fill. Also, the fact that many studies are contradictory and don't come to a clear conclusion leaves room for more research into how emotional intelligence relates to success in many fields, such as art and relationships (Mayer et al., 2000). People, teams, and businesses are driven to do better by their emotional and social qualities.

### Objectives of the Study

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The goal of the research was to do the following.

The first was to find out if high levels of emotional intelligence (EQ) were linked to happier lives for educators.

Second, to find out how stress levels and wealth are related among teachers in both public and private schools.

Third, we need to find out how good college professors are at being emotionally intelligent.

Fourth, we want to know how much emotional pain college professors go through.

Fifth, to find out how often faculty members are living in unusual ways.

### Research Questions

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The goal of the study was to test the following hypotheses:

1. Is there a link between teachers' emotional intelligence and their ability to live well?
2. Is there a link between mental stress and the quality of the teachers at your school?
3. Is there a difference in how emotionally intelligent teachers are?
4. Is there mental unease among faculty teachers?
5. Is there a difference between how well college teachers live their lives?

### Review of Related Literature

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Many people become teachers because they have high hopes for their students and want to give them the best education possible (Watson et al., 1989). But the rules, limits, and situations they face every day may make them less excited about teaching and make it hard for them to reach their goal of making a difference. Different things can lead to different effects, such as more stress, less teacher engagement, and early retirement. This seems to be a bigger problem for teachers in public schools than in private schools. In addition to a lack of institutional support, these problems include disorderly and uninspired college faculty, a lack of help from the training branch or the authorities (both local and federal), a lack of funds, pressure from unions, and a lack of other resources. Not only have community guides

disappeared, but there is also a lot of mistrust in the coaching industry and a lot of confusion about what teachers are supposed to do in the classroom (Watson et al., [1989](#)). Teaching, like any other job that involves working with people, requires a lot of compassion, care, and concern for the students. But because of changes in what people wanted, experts in this field were put under more pressure. Trainers work in the field of emotional labour, which requires them to change how they feel all the time. Unfortunately, there will be times when they will have to deal with big problems. Teachers are expected to always amaze their students with their quick wit and uncanny ability to remember what they were thinking. Significant problems arise in the trainer's personal life, social life, mental health, and other parts of his or her life. He often has feelings of loneliness, lack of motivation, tension, and the wrong kind of emotion. More and more, these things are affecting both their work and their personal lives. When teachers are expected to stay calm and respond to students' needs in the right way, they may start to feel mentally and physically tired. Emotional maturity is the ability to deal with different emotional needs in a healthy way. Depending on how popular or well-known you are, you might be seen as acting in one of three ways based on how society expects you to behave (in a certain role). People you talk to might also have different points of view on the situation. How well someone does in a role depends on what part they play in the bigger picture. The reviews and the buildup to the event are important. The way that different jobs and situations are linked together shapes roles and situations in complicated ways. Different things are expected of the trainer based on the specifics of the job (Lado & Alonso, [2017](#))

Roles are based on what other people think is right and wrong in a given situation (Hong & lee, [2016](#)). This fits with the participatory concept, which says that institutional norms are the best way to get people in an organisation to act in an honest and creative way (Alarcon, G., Eschleman, K. J., & Bowling, N. A. [2009](#)).

The teacher has a lot to do, and all of them

need his or her attention. Since the time spent on sports in one role prevents time spent on responsibilities in another role (Lam, S. S. K., Chen, X.-P., & Schaubroeck, J. [2002](#)), juggling multiple roles creates competing demands, which may go against the need for exceptional roles to compete for a limited pool of talent. (Roberts, R. D. [2002](#)) looked at how people spend their time and how hard it is to do many things at once. Because of this, the authors of this study focused on how it affects the mental health, emotional stability, and overall happiness of educators in both public and private schools.

### Emotional Intelligence among School

Many scholars now agree that teachers' emotional intelligence is important in and out of the classroom. If teachers know how to use emotional intelligence well in the classroom, it can help save a life (Bakker, A. B., Van Der Zee, K. I., Lewig, K. A., & Dollard, M. F. [2006](#)). (Durán, A., Extremera, N., & Rey, L. [2004](#)). say that the difficulty of job fatigue will affect and drive it to go away, which will lead to too much tiredness, making a vicious circle, and eventually affecting how the power works (2008). Research from the past shows that teachers being tired will have many effects, such as but not limited to, less work energy, more days missed from school, and many more. Also, the study's results showed that tired workers might be more likely to miss work, be late, etc. Neglecting other people is an inevitable result, and it has terrible effects on both the person and the organisation (Hadia, F. [2017](#)). In this situation, it is important for the success of any business to reduce and prevent teacher burnout. In today's fast-paced, competitive world, organisations need more than just academic skills to do well. They also need a high level of emotional intelligence. Even though Salovey and Mayer came up with the idea of "ei" in 1990, it has taken a long time to improve. When rivers' emotional intelligence: why it would probably be more important than it came out in 1995, it got a lot of people interested in the idea of ei. Since then, researchers in the field of industrial and

institutional psychology have paid a lot of attention to the link between ei and activity fatigue. Researchers say that ei is caused by being too tired to work. They say that ei is more than being able to control emotions and understand people in a group (Heilman, M. E., Block, C. J., & Lucas, J. A. [1992](#)).

Emotional elegance is often defined as the ability to understand and share one's own feelings (ei). People say that a person's emotions show how he interacts with the world around him and that emotional intelligence requires being aware of how other people feel and react. One's answer will depend on how smart and emotionally mature they are since feelings create questions by making people think about and do certain things (emotion can additionally assist in making plans if one is in a position to expect a response that can also be the stop result of a specific movement 1997) This is what a recent study says (wong& law, 2017). Due to the demands of their jobs, teachers are prone to high levels of stress and fatigue. It has been found that they have trouble with feeling and emotional intelligence (Adams et al., 2016). Teachers often talk about sensitive topics, like adjusting to new ways of teaching and dealing with pressure from society. Teachers are important parts of the education system. They need to keep an eye on their students' social and emotional skills by talking with university professors and other stakeholders on a regular basis. Emotional skills may help teachers adjust to and deal with the stresses of their jobs (Avey et al., [2009](#)). Through the use of Ei, it is possible to both control people's emotions and helps them become better at what they do. Managers are thinking more and more about the link between ei and job performance during the hiring and training processes so that employees can adjust to changing work conditions faster and do better work even though they are under more stress. When a manager works on a teacher's ei, it can help prevent burnout on the job and fix a common problem in business: bad management (James B., Avey, Jaime., Patera L., & Bradley, J. [2006](#)). Some studies have shown that ei makes paintings tired, but the link between ei and painting fatigue has not

been fully proven and is still being studied. Pradhan also said that he thinks "ei acts as a regulator between the psychological and behavioural capital of the people who live in the institution." Not only can physical work make you tired, but so can emotional and mental costs. So, the goal of this article is to follow the trail of emotional wealth, a variable that mediated the link between emotional intelligence and work exhaustion (Bergmann, C., Muth, T., & Loerbroks, A. [2019](#)). Bar-on (2000) says that ei is a type of social pressure that affects a wide range of emotional capacities and helps people meet environmental needs. Bar-on also makes a difference between ei and s.i., defining ei as the ability to control one's own actions and emotions and s.i. as knowing how to get along with other people.

### Psychological Distress Among School Teachers

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Depression and fatigue have been linked, and both could be risks for teachers at work. When a person's physical and mental health is in danger, it can make them feel depressed. Some of the worst mental and emotional effects of depression are feeling hopeless, tense, and sad all the time, having post-traumatic stress disorder, and being tired all the time. Because of this, the person's everyday life and social interactions will suffer (Frey et al., [2015](#)). Teachers' mental health is very important, and stress is a big factor that can hurt both their personal lives and how well they do in the classroom. There may be a strong link between teachers and depression (Grandey, A. A., & Cropanzano, R. [1999](#)). This is a term used in psychiatry for a bad reaction to constant work pressure. Most people agree that burnout happens when someone spends too much time, energy, and effort on a task without giving themselves enough time to physically or emotionally recover. Fatigue is a common illness that can be caused by long-term, badly handled stress at work. Characterized by means of three dimensions: Negative feelings of exhaustion or fatigue can make an employee quit their job, while positive feelings of

competence, success, and accomplishment on the job are linked to feelings of personal accomplishment. The goal of this study was to look at both personal and professional risk factors for depression and fatigue in academics. This was done to learn more about what causes depression and fatigue in academics. There is too much pressure on teachers to do their jobs in the classroom. The teaching task has bad effects on health, and the task itself is very upsetting. Despair is one example of a mental health problem that can cause harm. Teachers have to deal with more emotional stress than the most sought-after jobs in the general public. Previous research has shown that PD, which can show up as hysteria, depression, irritability, shallowness, and emotional fragility, is strongly linked to physical infection, lower quality of life, a shorter or longer life expectancy, gifts, lack of confidence, unhappiness, helplessness, worry, depression, and helplessness. Depression and being tired go together, too. Emotional exhaustion (ee) and decreased personal achievement (pa) or expert-level performance are signs of tiredness, which is a chronic response to long-term physical, emotional, and mental exhaustion on the job (pe). Maslach says that exhaustion is "a mental illness caused by long-term stress at work" (podsakoff et al., [2012](#)). It's possible that this theory also means that being constantly stressed at work makes people tired. Exhaustion is linked to missing work, quitting, low earnings, low productivity, and bad process performance. Musculoskeletal pain, coronary heart disease, depression, and anxiety are all health-related effects, as are illnesses that affect both the body and the mind. Extensive meta-analyses and expert opinions from a wide range of work settings have found a number of risk factors that make it more likely for workers to show signs of being tired. Management papers (marking and improving student papers), time pressures, attending workshops and workshops, dealing with disruptive or bad behaviour from young children, constantly correcting and redesigning new teaching methods, especially in the digital age, bad psychological and social working conditions (bad relationships with supervisors and

coworkers), and a lack of support from management all contribute to teachers' heavy workloads. In the past, workers in a variety of settings have shown signs of mental illness, depression, and poor coping skills or inefficiency. The scientific study of coping mechanisms helps people learn how to deal with stressful situations in real life (AbuAlRub, R. F. [2004](#)).

### Quality of Life Among School Teachers

The quality of a person's life outside of work makes a big difference in how well that person does at work. So, researchers in the field of organisational psychology want to look at the link between personality traits (like attachment style, emotional intelligence, coping style, adjustment, optimism, etc.) and the quality of life of people in positions of power. Private sector jobs in international organisations have always attracted a lot of young people for a variety of reasons, such as better pay, better working conditions, early promotions, appealing positions, and so on. (Roberts, R. D. [2002](#)). These factors also play a big role in upper-level management jobs where people are in charge of hiring and managing a group of people with similar jobs. There are also important cultural differences between businesses in the private sector and those owned by the government, as well as between business leaders from different countries. Most big international companies don't make plants that work, but rather machines. Call centres became BPOs (business process outsourcing), which are now more often called EPOs (enterprise process outsourcing) (expertise processing outsourcing). Most international organisations have standard hours of operation, which may include up to eight hours of actual work each day split between three shifts of employees. Everyone in a position of power should try to build a group that works well together and can reach the organization's goals on an individual, team, and systemic level. It means that if the company as a whole meets its goal, the team will be thanked and rewarded by management. If the team is rewarded, it could encourage more employees

at the management level to do their best work (Huang et al., 2019). So, you could say that an employee's best work is work that he or she does with the help and direction of other good team members. In the same way, a person's ability to help and contribute significantly to a group depends on their attachment style or situation, their ability to recognise and deal with the personality and emotions of other important people, and their outlook on life, i.e. hope. After World War II, people started to be unhappy with the ideas that dominated economic growth, such as gross countrywide product and gnp per capita, and disagreements about the quality of life started to grow. Since the album "The Borders to Grow" came out at the Rome Club in 1972, people have talked about the same basic ideas. "Development-related" issues in particular "went beyond financial technology to social development" (Luo et al., 2016). Because of this, the importance of high quality of life as a social factor in meeting basic needs has steadily grown over time. In the end, it was decided and brought to attention that gnp expansion might not lead to a higher standard of living. Several experts are also working on a new, high-quality fitness framework at the same time. First, the quality of life was measured by looking at a number of factors, such as age, per capita income, literacy rate, death rate, epidemics, and illnesses. Some of the indicators that have been found are the physical index of pleasure in life, the human development index, and the

economic well-being index. Also, there are a lot of things that affect the quality of life as a whole that are connected to each other, which makes it hard to measure. Therefore, many signs are used to symbolise the most important aspects of human life when defining it, such as a sense of safety, a good reputation in terms of health, an emotional state, the quality of the environment, easy access to the services provided by authorities, and a high economic standing (Luo et al., 2016).

## Research Methodology

### Research Design

The study was a description of something. A survey was used to measure the emotional intelligence, psychological distress, and well-being of teachers.

### Sampling

The research is based on convenient sampling, which is a sampling of respondents who were easy to get in touch with. About 200 teachers from Lahore's schools took part in the study.

### Research Instrument

Most of the information for this study came from questionnaires. The goals of the study are met by the research sample, which is a form with questions on it.

## Data Analysis and Results

### Emotional Intelligence Scale

**Table 1.** Gender wise Teachers

Gender	F	%
Male	100	50.0
Female	100	50.0

Table 1 reveals that 200 teachers responded to the survey. There were 100 male (50%) teachers and 100 female teachers (50%) in the

study sample. Teachers were evenly split between males and females, with each gender making up 50 per cent.

**Table 2.** Teachers’ Level of Emotional Intelligence

	N	M	SD
Emotional Intelligence	200	115.3	1.827

Table 2 displays the results from the 400 pupils who filled out the survey. The mean and standard deviation value was ( $M = 115.3$ ,  $SD = 1.827$ ). The average score was also indicative of the teachers' general level of EI in school.

**Table 3.** Comparison of Average Measurements of Male and Female Respondent Teachers

Gender	N	Average	SD	df	Sig. (2-tailed)
Females	100	3.1	1.420	400	.002
Males	100	2.9	1.362		

In Table 3, the t-test analysis looks at the data to see how much difference there is in the average EI scores of male and female teachers. There was a statistically significant difference between females ( $M = 3.1$ ,  $SD = 1.420$ ) and males ( $M = 2.9$ ,  $SD = 1.362$ ) teachers at .002 level of significance. As a result, it can be concluded that male and female teachers differ in their overall levels of EI.

**Table 4.** Teachers’ Score analysis based on age about Emotion Intelligence

Age	N	M	SD	t value	Sig.
25-35 Years	122	3.8	1.36	1.54	.03
36-50 Years	78	4.01	1.47		

The table uses a t-test to compare the average levels of EI between teachers of varying ages. There was a statistically significant difference between 25-55 years ( $M = 3.8$ ,  $SD = 1.36$ ) and 36-50 years ( $M = 4.01$ ,  $SD = 1.47$ ) age groups teachers at .03 level of significance. Teachers between the ages of 25 and 35 score higher on average on EI than teachers between the ages of 36-50.

### Psychological Distress

**Table 5.** Gender wise Teachers

	F	%
Females	100	50.0
Males	100	50.0

Table 5 shows that 400 teachers were respondents to the deviant behaviour scale. The female teachers were 100 and the percentage was 50%. On the other hand, 100 teachers were male and the percentage was also 50%.

**Table 6.** Comparison of Male and Female Teachers of Psychological Distress

Gender	N	Average	SD	df	Sig.
Female	100	2.7	1.321	400	.003
Male	100	3.5	1.421		

A t-test was used to analyze the data in table 9 to see the difference in the mean rating of deviant behaviour between male and female teachers. The sig value varied significantly (Sig

=.003) amongst these groups. As a result, male teachers are likelier to commit a violation than their female counterparts.

**Table 7.** Teachers’ Score Based on age about psychological distress

Age	N	M	SD	t-value	Sig.
25-35 Years	122	4.01	1.42	1.34	.02
36-50 Years	78	4.2	1.35		

Table 7 shows the results of the t-test used to analyze the difference in PD amongst the teachers. Numerical evidence suggests a difference between these groups at a .05 level (Sig = .02). The average measurement of PD in

the 25-35 age group is better than the 36-50 years age group. The data showed that older teachers’ commit more violations than younger teachers at school.

**Table 8.** Relationship between teachers’ Emotional Intelligence and psychological distress

		Deviant behaviour
Emotional Intelligence	Pearson Correlation	.142**
	Sig. (2tailed)	.000

The Pearson product-moment correlation measured teachers' EI and PD in high school teachers. A weak positive correlation was found between the study variables. EI has a weak positive correlation with PD ( $r = .142, p < .000$ ). It was discovered that EI negligibly impacted teachers' levels of PD.

**Discussion**

This study looks at the links between how emotionally intelligent teachers are and how they grow as professionals. The main reason for doing this research was to find out how EI and PD are related to each other. So, people with higher EI scores are less likely to do things that are bad for society or against the law. This fits with what other research has shown (Brackett et al., 2004). According to the results of this study, EI might make it less likely that someone will feel emotionally uncomfortable. Recent research has shown that these two things are strongly linked. People who do well on the EI might also do well on the PD. This theory gets some preliminary support from the fact that EI might be able to predict a bright future.

Ajiteru (2013) says that the difference between how men and women look affects how

students think of male and female teachers. Women are naturally more empathetic than men because of how their bodies work. Even though this was the "opinion," researchers found that these techniques significantly cut down on bad behaviour among in-school teachers. Luo, H., et. al., (2016) called for school officials and counsellors to work together to teach teachers how to deal with situations in which kids act badly.

**Conclusion**

PD and EI are important but intangible traits. It can judge and improve a person's ability to get along with others. With the current measuring methods, which are old and expensive, it is hard to get to the emotional roots of strange behaviour. The PD is a big problem that needs to be fixed, and if the strength of the link between EI and deviance can be figured out, then effective solutions can be found. Teens who are having trouble might benefit from learning skills like empathy and self-control. It's an interesting field of study that has a lot to do with the real world, especially in the areas of PD and EI.

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