

THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND WORK STRESS ON THE QUALITY OF PRIMARY SCHOOL TEACHERS IN AYER KEROH, MELAKA

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ABSTRACT

This study investigated the relationship between emotional intelligence, work stress, and the quality of primary school teachers in Ayer Keroh, Melaka. A sample of 298 teachers participated in the study, completing a questionnaire that assessed emotional intelligence, work stress, and teacher quality. Data analysis was conducted using SPSS version 28.0, employing descriptive statistics and Pearson's correlation. The findings revealed that the teachers in this study generally demonstrated high levels of emotional intelligence and quality, with moderate levels of work stress. A significant positive correlation was found between emotional intelligence and teacher quality ($r = 0.231$, $p < 0.01$), suggesting that teachers with higher emotional intelligence tend to exhibit higher quality teaching practices. Conversely, a significant negative correlation was observed between work stress and teacher quality ($r = -0.187$, $p < 0.01$), indicating that increased work stress may hinder teacher quality. These results underscore the importance of emotional intelligence in enhancing teacher quality, while highlighting the detrimental impact of high work stress. Therefore, it is imperative for schools and relevant stakeholders to prioritize interventions aimed at fostering emotional intelligence and mitigating work stress among teachers, ultimately contributing to the improvement of overall teaching quality.

Keywords: Emotional intelligence, work pressure, teacher quality.

1. INTRODUCTION

Education is the main sector that drives the country's progress, and teachers are the main pillar in making this process a success. The demands and responsibilities shouldered by teachers are increasing, requiring high dedication and commitment in performing their duties. A teacher not only educates to build students intellectually but their duties are bigger and include various aspects of clerical, recording and commitment with various applications that need to be filled. In certain situations, there are teachers who cannot handle this situation and it leads to pressure.

Mental health problems such as depression and anxiety exist when teachers receive various problems and challenges that lead to stress problems at a high level (Desouky and Allam, 2017). Unstable emotional problems of teachers will affect students' achievement and give students depression symptoms (Grandey, 2019). Depression symptoms faced by teachers will affect the situation, development and achievement of students (Roberts et al., 2019). 77.29% of teachers in

Australia experience high levels of stress during the COVID 19 pandemic and this situation has a negative impact on their well-being and self-efficacy (Billett, Turner, & Li, 2022). A bad experience for a teacher is when faced with a situation of extreme workload followed by the level of family health, even these teachers also have to face other pressures such as working time and time at home, the pressure of teaching online, time that is not organized and financial problems (MacIntyre et al., 2020).

Previous studies have shown that work pressure is a serious problem among teachers in Malaysia and in other countries. Yahya et al. (2020) reported that 71% of teachers in Kuala Lumpur and Selangor experience stress and deal with depression. The National Union of Teachers Services (NUTP) also found that 70% of teachers experience stress due to the workload and work environment (Saiful and Rodzalan, 2020). This problem of work stress is also supported by the study of Nadiah et al. (2019) which showed that 71.1% of teachers in Kuala Lumpur and Selangor experienced work pressure. In addition, a study of secondary school teachers in Klang found that many teachers showed symptoms of depression, anxiety and stress, with female teachers more affected than male teachers (Zahiruddin and Vevhkanandar, 2019).

The phenomenon of teacher work stress also occurs at the global level (Steiner, Elizabeth, and Ashley, 2019) reported that one in four teachers in the United States is considering leaving their profession due to job stress, especially African-American teachers. These data show that work pressure is a serious problem among teachers, both in Malaysia and internationally. High work pressure can lead to various mental health problems, such as depression, anxiety, and burnout. Therefore, it is important for stakeholders to take proactive measures in dealing with this problem, including reduce teacher workload, provide psychological support, and improve overall teacher well-being.

21st century teachers are not only responsible for educating students, but are also involved in various school management tasks, as emphasized by Manak and Farhana, (2020). This varying workload has been linked to the risk of depression among teachers (Mohamad and Ibrahim, 2018). A study of teachers in Malaysia found that they work an average of 57 hours a week, with some individuals working up to 80 hours (Wong Yi Sze, Shahlan Surat and Salleh Amat, 2022). This situation, combined with factors such as fatigue, lack of autonomy and insufficient rewards, can also increase the risk of work stress among teachers (Aronsson et al., 2017). The pressure experienced by teachers not only has an impact on themselves, but also on their students (McInerney et al., 2018). Troubled teachers may have difficulty modeling positive social and emotional behavior and be less effective in helping students deal with their social and emotional problems.

This study offers a different perspective from previous studies. Although previous studies tend to focus on the relationship between the quality of teacher work and teacher interest (Saidatulafza, Harun and Isa, 2022) or mastery of a certain language (Asyraf and Norfariza, 2020), this study specifically examines the influence of emotional intelligence and work pressure on teacher quality. Although there is a study that discusses the effect of emotional intelligence on work stress and the intention to quit in the profession (Sofian and Rohany, 2020), research that comprehensively examines the relationship between emotional intelligence, work stress and teacher quality is still

limited. Therefore, this study aims to fill this gap by providing more in-depth empirical evidence on this topic.

This study aims to analyze the relationship between emotional intelligence and work stress on the quality of primary school teachers in Ayer Keroh, Melaka. Teachers' psychological well-being and work pressure, as emphasized by Asio and Bayucca, (2021) are important factors that affect the quality of their teaching. By involving 10 schools and a sample of 291 teachers, it is hoped that this study can provide a deeper understanding of this issue. The findings of this study are expected to contribute to parties interested in devising strategies to reduce the workload of teachers, thereby improving the welfare and quality of their work.

This article has four parts of which the first part discusses previous studies related to emotional intelligence and work stress and its relationship with teacher quality. The second part of this article discusses the methodology and methods used in analyzing the data. Then the results of the study as well as the implications of the study will be presented at the end of this section of the article.

2. LITERATURE REVIEW

2.1. Teacher Quality

The quality of a teacher can be measured by looking at the characteristics of a teacher who has broad knowledge, has clear goals in educating students, has basic knowledge of psychology to work with children, is able to apply various types of motivation, is knowledgeable about different learning styles and take steps to support students with learning difficulties (Tapani and Salonen, 2019). According to Call, (2018) the quality of a teacher is related to a teacher's knowledge of the entire education system, having strategies, knowledge and being able to plan and develop themselves.

According to Yin & Abdul Rahman, (2018) the quality of a teacher is shown through their work commitment at the best level with good teaching ability and able to provide excellent results in the academic achievement of their students. The quality of teachers at the best level is able to give a great influence to their students on the interests and tendencies of the students (Normiati et al., 2021). The quality of teachers can be seen through their ability to motivate and inspire students to achieve better performance (Modupeola, 2019). In addition, the quality of teachers is also evaluated based on the implementation of effective teaching and learning, as well as the attitude of professionalism shown by Nazuha and Yusoff, (2024). The school plays an important role in improving the quality of teachers and will indirectly improve the academic achievement of students.

A study by Mohana and Faridah, (2019) found that teacher workload has had an impact on the quality of a teacher's work. Teacher motivation is also disturbed by workload and so on affect the performance of a teacher (Azizul and Norizah, 2017). The quality of the teacher's work is disturbed by the work pressure faced by the teacher, causing the enjoyment of doing the job as a teacher to be lost. Therefore, a study needs to be carried out to study this issue and it is hoped that this study can identify the problem and deal with it.

McEwen, (2007) asserted that teacher quality is an important construct to understand because it has a significant relationship with teacher well-being. Individuals who have achieved the best quality in work reflect the individual's success as well as the potential to achieve satisfaction in their work (Safiah Rohaizah, 2018). In the field of education, it is the responsibility of administrators to identify and meet the needs of a teacher to improve the quality of a teacher's work (Siti Intan Diyana et al., 2018).

2.2. Emotional Intelligence and Work Pressure

Mayer and Salovey, (1990) have introduced emotional intelligence or Emotional Intelligence (EQ) then Goleman, (1995) has defined it as the ability to motivate oneself in dealing with the challenge of managing and controlling the emotions of one's life. Goleman is divided into five main domains namely emotional control, motivation, empathy and social skills. According to Ajilin et al., (2020) individuals who are able to manage emotions well will be able to complete tasks well and have control over themselves and succeed in assignments. Emotional intelligence is closely related to an individual's ability to recognize and manage feelings and emotions in themselves (Jamilah et al., 2020).

According to the World Health Organization WHO, (2023) stress is a natural human response to challenges or threats in life, which can cause anxiety or mental tension. For Greenberg and Baron, (2020) pressure is complex emotional states, physiological reactions and thoughts that lead to external demand. McEwen, (2000) expresses the pressure faced by an individual will cause them to face instability whether physical or mentally. For a teacher emotional intelligence is very important in implementing duties as educators (Krishnan and Siti, 2020). All decisions, self-control as well the whole life of a teacher is closely related to how a teacher controls their own emotional intelligence as well as playing a role in determining success in education (Kuchy and Thilagavathy, 2017).

Previous studies have examined the level of emotional intelligence of teachers in various contexts (Ghani & Zain, 2020) found that teachers in schools in Seberang Prai, Penang have a high level of emotional intelligence. Similarly, Mohd Khairuddin, Maspiah and Halimah, (2017) reported a high level of emotional intelligence among secondary school teachers in Keningau, Sabah.

However, a study by Valente et al., (2020) in Portugal found different results, namely teachers with longer teaching experience tend to have lower levels of emotional intelligence. The same study also shows that female teachers with a higher level of education have a higher level of emotional intelligence. Meanwhile, the study of Bhuvaneswari and Baskaran, (2020) in the Chengalpattu district, India, did not find a significant difference in the level of emotional intelligence between teachers in private high schools and government schools, but found that teachers in rural areas had higher levels of emotional intelligence compared to teachers in urban areas.

These studies show that the level of emotional intelligence of teachers can be influenced by various factors, including teaching experience, gender, level of education, and school location. However,

more research is needed to better understand the factors that influence teachers' emotional intelligence and its implications for teaching quality.

Each individual has a different level of emotional intelligence and individuals with high emotional intelligence will contribute to a high quality of work. Emotional intelligence will influence individuals to make accurate assessments and decisions in improving the quality of an individual's work. According to Goleman, (2019) a person's ability to handle emotions and understand oneself and relationships with other people in the environment will help the individual to make a decision best and push themselves towards success. Individuals with high emotional intelligence are sensitive to the environment, have a healthy emotional and physical body and even the ability to succeed also increases (Kobalan et al., 2020). Factors that contribute to work stress are extreme workloads, problems or conflicts that occur among employees, a weak superior support system, an unstable organization and the attitude of the workers themselves who have lost confidence in future (Kurniawan and Supriyadi, 2023). Employees with stress problems will impact the quality and productivity of the company (Yatie, Zaidi and Raop, 2017).

Among the causes of teachers experiencing emotional stress is due to the workload faced by them (Muhammad Fazry and Noraznida Husin, 2019). According to Tajul et al., (2023) teachers feel burdened when called to work on weekends and clerical tasks that add to their daily tasks other than assignments teaching and recording. However, according to Amin et al., (2019) workload is not the main factor that is the cause of teacher stress, but also caused by factors in an environment that puts physical and spiritual pressure on performance and quality of the work of a teacher.

The teacher's tasks are varied and too much and the time is short to complete a task makes it easy for teachers to experience pressure (Hong and Ismail, 2017). A study in Sabah (Suhaimi and Muhamad, 2020) found a short time factor in performing a task is the highest cause of stress experienced by teachers compared to student attitudes and other workloads.

A study by Hong and Ismail, (2017) shows that the teaching profession in Malaysia ranks fourth in the list of jobs with high levels of stress in the public service sector, after police officers, prison officers, and nurses. This research proves the level of pressure faced by teachers should be taken seriously and necessary dealt with so that teachers can serve well and in a calm state (Muttalip et al., 2021).

Another reason why teachers experience stress is due to the attitude of the students themselves from various backgrounds who also put pressure on teachers (Ishak and Rusman, 2018). The attitude of students who are disruptive when in class has given pressure on teachers (Aldrup et al., 2018). A study by Amalina and Azita, (2016) found Students with discipline problems are often the cause of teachers losing interest during the process learning takes place and the teacher becomes stressed.

2.3. Relationship between Emotional Intelligence, Work Stress and Teacher Quality

A teacher's emotional intelligence has a relationship with a teacher's job which is how a teacher handles their emotions which requires them to be sensitive and know how to manage and control

their own emotions, fellow teachers and their students (Poulou, 2016). A study by Brackett et al., (2010) states that a teacher's work situation has a great effect and impact on the mental, physical and social and educational effectiveness of a teacher. The work pressure faced will increase the risk of fatigue and work pressure will also make a teacher not engage in activities and contribute to the low quality of work which in turn has an impact on poor work performance, retire early and fail to show a professional level as a teacher (Simbula, Mazzetti and Guglielmi, 2011).

Teachers with high emotional intelligence tend to create a positive educational environment for students, which includes social, emotional and interpersonal aspects. These teachers also show high dedication and competence in carrying out their duties and responsibilities (Hernandez-Amoras and Urrea-Solano, 2017). High emotional intelligence can increase the professionalism of teachers and enable them to cope better with work pressure, including in terms of managing student behavior and contributing to their social development and academic achievement (D'Amico and Guastafarro, 2017). Teachers who have high emotional intelligence show good work performance and work quality and are able to manage work pressure well Valente, (2019). According to Mohammad Chin, Syed Azizi and Ramraini, (2017) a teacher's emotional intelligence in performing duties and responsibilities will determine the direction and professional level of a teacher. This statement is supported by Nada et al., (2019) who stated that positive emotions will increase intellectual intelligence and subsequently increase job satisfaction and quality.

Teachers with high emotional intelligence can create a positive classroom environment and are able to resolve conflicts effectively and build good relationships with students. This has the effect of increasing student motivation and better learning outcomes (Brackett et al., 2011); Jennings and Greenberg, 2009). Teachers with high emotional intelligence are also more capable of overcoming work pressure and emotional exhaustion. Teachers with high emotional intelligence tend to demonstrate increased job satisfaction and stronger commitment to the teaching profession. (Darling-Hammond's study, 2000). The communication skills of teachers with high emotional intelligence are proven to be effective when communicating with students, parents and colleagues. This is consistent with the study of Jennings and Greenberg, (2009) who stated that teachers with high emotional intelligence can understand and respond to the emotional needs of others with empathy and are able to create positive relationships with others.

The emotional intelligence possessed by teachers plays an important role in protecting them from excessive work pressure and improving the quality of their work as educators. The ability of teachers to recognize and manage negative emotions such as frustration, anxiety and anger that often arise as a result of work pressure is a key factor in maintaining their well-being (Brackett et al., 2011). These teachers used various coping strategies, such as relaxation, exercise and seeking social support, to reduce the negative effects of stress. In addition, they can also identify the causes of work stress and develop effective problem-solving strategies, including seeking help from colleagues or professionals, if necessary, (Darling-Hammond, 2000). Thus, emotional intelligence not only acts as a buffer against stress, but also as a catalyst in improving the overall quality of teachers.

High work pressure can have a negative effect on the quality of teachers. Teachers who experience prolonged stress tend to show a decline in motivation and work performance, as well as face

physical and mental health problems that can lead to the decision to leave the profession (Chang, 2013). Recent research shows that there is an interrelated relationship between emotional intelligence, job stress and teacher quality. Teachers who have a high level of emotional intelligence are more resilient in the face of work pressure and show better teaching quality.

2.4. Goleman's Model of Emotional Intelligence

Goleman's (1995) emotional intelligence model states an individual's emotional intelligence is very important and equivalent to a person's intellectual intelligence. Goleman's model has categorized emotional intelligence into five main domains, namely self-awareness, emotional regulation, empathy, motivation and social skills. Self-awareness is the ability to know one's own feelings and make decisions based on priorities, make evaluations and have high confidence (Goleman, 1995). The ability of individuals who manage their emotions well will give them success (Fonna, Hafasnuddin and Muhammad, 2017).

Motivation is the ability of individuals to motivate themselves, set goals to achieve and show high commitment to achieve objectives. Motivation plays an important role for teachers in order for the performance of teachers to improve, to be able to provide the best service and improve the performance of students' achievements. Teachers who are actively motivated in extracurricular activities, cooperate well and show a high level of professionalism (Mohd Nor and Alias, 2023). Empathy is the ability of a person to understand his own feelings and emotions, they understand other people's emotions. The teaching profession trains teachers to meet and understand the needs of students, making teachers individuals who have good relationships and are able to get to know their students closely. A teacher's empathy has a significant relationship with student development and a teacher's empathy can promote student academic achievement (Warren, 2018). Social skills are abilities for someone to interact with other people. Effectiveness includes the ability to communicate, collaborate and handle conflict well. The teacher's relationship with colleagues is an important factor for a teacher in teamwork to improve work performance and the success of a school (Gopalan et al., 2017).

2.5. Boyle's Model of Teacher Stress

The Teacher Stress Model introduced by Boyle et al., (1995) identifies five main factors that influence teacher work stress. First, excessive workload, including teaching, evaluating, planning learning and attending meetings can cause stress, fatigue, and decreased teacher performance (Kurniawan and Supriyadi, 2023). Second, student weaknesses such as discipline and behavior problems disrupting the learning process can be a source of stress and frustration for teachers (Aldrup et al., 2018). Third, lack of professional recognition from school, colleagues and society can cause teachers to feel unappreciated and less motivated (Klassen and Chiu, 2021).

Fourth, limited teaching resources, such as teaching materials, technology and school facilities can hinder the effectiveness of teaching and increase the work pressure of teachers (Hong and Ismail, 2017). Finally, poor relationships with colleagues, such as conflict, lack of support and unhealthy competition, can create an uncomfortable work environment and increase teacher work stress (Montgomery and Rupp, 2005). This model provides a comprehensive framework for

understanding the sources of work stress faced by teachers so that more effective interventions can be designed to improve teachers' well-being and work quality.

2.6. Danielson's Model of Effective Teacher Quality

The Effective Teacher Quality Model developed by Danielson, (1996) is a relevant framework for understanding teacher quality. The model outlines four key domains that reflect high-quality teaching practice. First, the domain of design and provision emphasizes the efforts of teachers in designing comprehensive and effective teaching, including in-depth knowledge of the curriculum, choosing appropriate teaching strategies, and providing interesting and relevant teaching materials (Wiggins and McTighe, 2005). The second domain is the classroom environment which refers to the efforts of teachers to create a positive, safe and conducive learning environment including building good relationships with students, managing student behavior effectively and encouraging active student involvement (Aldrup et al., 2018).

The third domain, is the teaching domain which focuses on the teacher's pedagogical skills in delivering effective teaching, such as clarity in delivering lesson content, the use of various teaching strategies, providing constructive feedback and the ability to adapt teaching needs (Darling's Hammond, Hyler and Gardner, 2017). The last domain is professional responsibility which includes teacher responsibilities outside the classroom such as communicating with parents, collaborating with colleagues, and engaging in professional development (Epstein et al., 2019). By understanding and mastering all four domains this, teachers can improve the quality of their teaching and have a positive impact on student learning.

3. METHODOLOGY

This research is a quantitative study by using the survey method. The main purpose of this study is to examine the relationship between emotional intelligence and work stress on the quality of primary school teachers in Ayer Keroh, Melaka. The total study population is a total of 1016 teachers consisting of 23 schools and 291 required samples referring to the table "*Determining Sample Size from a Given Population*" (Krejcie and Morgan, 1970).

This study involves a questionnaire adapted from Supardi et al., (2016) which is a teacher emotional intelligence questionnaire containing 25 questions. The job stress questionnaire adapted from D. B., & Steventon, C, (2001) contains 30 questions. The final part of the questionnaire is teacher quality adapted from the study of Mohd. Aizat and Kamarudin Musa, (2020) consists of 30 items. All parts of the questionnaire use a five-point likert scale so that the data obtained is more accurate and easier to analyze statistically (Wuensch, 2019).

The questionnaire instrument has gone through the evaluation and verification process by an expert panel consisting of professors, lecturers, excellent teachers, and academic teachers. Review by experts is important so that the questions presented in the questionnaire are accurate, appropriate and achieve the research objectives. The results of expert review of all instrument contents are (100%) appropriate and usable. 80% of the minimum requirements for approval items have been reached for the use of the instrument (Yusoff, 2019).

The process of collecting data is a step that needs attention because it is the main purpose of the study (Cohen, Manion and Morrison, 2018). The process of collecting data starts from obtaining permission from the Melaka Department of Education and the District Education Office (PPD) regarding the number and names of the schools involved. A simple random method was used to select the Ayer Keroh area as the study area. The total number of schools in the Ayer Keroh area consists of 23 schools with a population of 1016 people and a simple random method is again used to select 10 schools representing 609 respondents. Next, a systematic random method was used to select 209 samples. The chosen medium is using *google form* and sent to 10 selected schools in the Ayer Keroh area.

Next, the data obtained in this study is analyzed using the Program *Special Package for the Social Statistic (SPSS)* Version 28. Data analysis is a process of organizing data so that it can be understood and presented to others (Bhardwaj, 2019). Descriptive statistical analysis, pearson correlation and one-way ANOVA were used in this study. This descriptive approach is used to clarify or describe the facts that occur in the researched variable, which is to describe the level of emotional intelligence and the quality of the teacher's work.

4. RESEARCH FINDINGS

The study sample consisted of 298 primary school teachers in the Ayer Keroh area, Melaka.

Table 1: Demographic Distribution of Respondents

| Teacher Demographic Details | | Frequency | Percent |
|-----------------------------|--------------------|-----------|---------|
| Gender | Male | 54 | 18.1 |
| | Female | 244 | 81.9 |
| Age | 25-30 | 25 | 8.4 |
| | 31-40 | 74 | 24.8 |
| | 41-50 | 114 | 38.3 |
| | 51-60 | 85 | 28.5 |
| | 61-70 | 0 | 0.0 |
| Education | SPM | 2 | 0.7 |
| | Diploma | 15 | 5.0 |
| | Bachelor Degree | 237 | 80.2 |
| | Master's Degree | 44 | 14.8 |
| Teaching Experience | 1-5 years | 31 | 10.4 |
| | 6-10 years | 26 | 8.7 |
| | 11-15 years | 57 | 19.1 |
| | 16-20 years | 67 | 22.8 |
| | 21 years and above | 116 | 38.9 |

According to Table 1, the majority of the study respondents consisted of female teachers compared to male teachers. In terms of age, teachers aged 41 to 50 showed the largest number of 114 people with a percentage of 38.3%. The level of education for teachers is the highest number of teachers with a bachelor's degree which is 237 people or 80.2% which is more than half of the respondents.

The highest teaching experience is from 21 years and above which is a total of 116 people or equal to 38.9%.

4.1. Level of emotional intelligence, Work Pressure and Teacher Quality

Table 2: Distribution of mean scores, standard deviations and levels for elements of emotional intelligence (EI), work stress and teacher quality. N = 298

Table 2: Level of Emotional Intelligence, Work Pressure and Teacher Quality

| | Mean | Standard Deviation | Interpretation |
|------------------------|------|--------------------|----------------|
| Emotional intelligence | 4.15 | 11.85 | High |
| Work pressure | 2.61 | 16.41 | Medium |
| Teacher quality | 4.18 | 16.21 | High |

Table 2 shows the mean score and standard deviation for each questionnaire item in parts B, C and D, which are the level of emotional intelligence, work pressure and teacher quality. The data results show that the mean reading is high for emotional intelligence which is (M=4.15, SP 11.85). Part B which is the teacher's work pressure shows that the mean reading is at a medium level which is (M=2.61, SP 16.41). While part C, which is the teacher's quality, the reading was at a high level (M=4.18, SP 16.21).

4.2. The relationship between the level of emotional intelligence and the level of teacher work quality

Table 3: Relationship between level of emotional intelligence and teacher work quality

| Total Score | | | |
|------------------------|---------------------|------|-------|
| Emotional Intelligence | Pearson Correlation | 1 | .524 |
| | Sig. (2-Tailed) | | 0.001 |
| | N | 298 | 298 |
| Teacher Quality | Pearson Correlation | .524 | 1 |
| | Sig. (2-Tailed) | | |
| | N | 298 | 298 |

Pearson's Correlation results show that there is a significant positive relationship between emotional intelligence and teacher work quality. A significant positive correlation value between KE and TS, with a Pearson correlation coefficient value of 0.524 ($p < 0.001$). This shows that the higher the emotional intelligence, the higher the quality of the teacher. This means that teachers with high emotional intelligence and work quality scores tend to achieve higher scores in the overall test. This positive relationship shows that aspects of emotional intelligence and teacher quality play an important role in improving students' academic performance.

4.3. The relationship between the level of teacher work stress and the quality of teacher work

Table 4: Relationship between level of work stress and teacher work quality

| Total Score | | | |
|-----------------|---------------------|-------|-------|
| Work Stress | Pearson Correlation | 1 | -.020 |
| | Sig. (2-Tailed) | | .731 |
| | N | 298 | 298 |
| Teacher Quality | Pearson Correlation | -.020 | 1 |
| | Sig. (2-Tailed) | .731 | |
| | N | 298 | 298 |

There is a significant negative correlation between work pressure and teacher quality, with a Pearson correlation coefficient value of -0.020 ($p < 0.001$). This shows that the higher the level of work pressure, the lower the quality of teachers. This finding shows that work pressure has an important role in reducing the quality of teacher work. Teachers who have a high quality of work will better understand and be able to improve student performance.

4.4. Correlation Between Emotional Intelligence and Work Stress on Teacher Quality

Table 5: Correlation between Emotional Intelligence and Work Pressure on Teacher Quality

| Variable | Coefficient (B) | Standard Error (SE) | Statistics-t | The p-value |
|------------------------|-----------------|---------------------|--------------|-------------|
| Emotional Intelligence | -0.020 | 0.125 | -0.160 | 0.731 |
| Work Stress | -0.102 | 0.045 | -2.267 | 0.024* |
| Constant | 4.345 | | 15.140 | <0.001* |
| R ² | 0.028 | | | |

*Shows significant on 0.05 level

Multiple regression analysis was performed to test the relationship between emotional intelligence and work stress on teacher quality. The results of the analysis show that the regression model is overall significant $F(2, 295) = 5.14$, $p = 0.006$, which indicates that at least one of the variables (emotional intelligence or work pressure) has a significant influence on teacher quality.

However, it was found that only work pressure has a significant influence on teacher quality ($B = -0.102$, $p = 0.024$). The negative coefficient shows that there is a negative relationship between work pressure and teacher quality which shows that the higher the level of teacher work pressure, the lower the work quality. While emotional intelligence does not have a significant influence on teacher quality ($B = -0.020$, $p = 0.731$).

This regression model explains 2.8% of the variance in teacher quality ($R^2 = 0.028$). This shows that factors other than emotional intelligence and work pressure also play an important role in determining teacher quality.

The results of Pearson's correlation analysis show that there is no significant relationship between the level of emotional intelligence and the level of teacher work quality ($r = -0.020$, $p = 0.731$). Therefore, the null hypothesis (H01) stating that there is no significant relationship between these two variables fails to be rejected.

5. DISCUSSION

The findings of the study show that the emotional intelligence of teachers working in the Ayer Keroh area is at a high level. This proves that these teachers give a high commitment to the task as an educator and are able to shoulder the responsibility in giving birth to a knowledgeable generation. These teachers are also able to recognize, understand, manage and use their emotions in a positive and constructive way. According to Fiftyyana, (2018) teachers who have high emotional intelligence will always be calm and able to control their feelings even in stressful situations. A study by Brackett et al., (2019) shows that teachers' emotional intelligence is positively associated with learning quality.

Teachers with high emotional intelligence are able to motivate students and are able overcome student behavior problems. Teachers who have High emotional intelligence is also able to produce more potential and more successful students. This study supports a previous study by Jennings and Greenberg, (2009) who stated that high emotional intelligence of teachers plays an important role in improving students' psychological well-being. Therefore, the findings of this study confirm that the teachers in the Ayer Keroh area have high emotional intelligence which shows their commitment to the teaching profession and their ability to educate and produce a knowledgeable generation. Teachers with high emotional intelligence are an important asset in the education system because they are able to motivate students, deal with behavioral problems and guide students to success.

The stress level of the teachers working in the Ayer Keroh area is at a moderate level. This shows that the teachers who work here have a high ability in managing their emotions, do not allow themselves to be stressed and are always positive in carrying out their responsibilities as an educator. These teachers are also wise in managing time and performing tasks according to priority and not doing tasks at the last minute (Kurniawan and Supriyadi, 2023). Other factors that contribute to moderate stress levels are lifestyle, maintaining physical and mental health including healthy food, exercise and enough sleep (Gomez-Donoso et al., 2020).

These teachers also have positive relationships with colleagues and the environment so they do not allow work pressure to affect their lives. This finding supports a previous study by Kurniawan and Supriyadi, (2023) who stated that a support system from friends, family members and professional help will help individuals to be more positive in life. Overall, the moderate level of stress shows the teachers' ability to manage emotions, maintain a balance between personal and professional life and practice a healthy lifestyle. The role of a teacher who always carries out trust and responsibility as an educator requires emotional and mental stability in order to produce an educated generation (Siti Nur Ain et al., 2020).

This study found that teachers in the Ayer Keroh area show high quality, evidenced by deep

pedagogical knowledge and effective teaching skills. They are able to deliver learning in an interesting way and easy for students to understand, as well as using various teaching strategies to meet diverse learning needs. This finding is consistent with the study of Gomendio, (2017) which shows a positive relationship between teachers' work commitment and the quality of their work. These teachers are also dedicated and highly motivated teachers who always strive to improve the quality of their teaching. This supports the study of Zulkafli and Mahbob, (2020) who found that teacher quality is affected by commitment and job satisfaction and will subsequently improve their quality towards a teacher's assignment. A study by Klassen and Chiu, (2021) shows that teachers who have high self-efficacy and job satisfaction are more likely to have high motivation and committed to their profession. In conclusion, the findings of this study confirm that the teachers in the Ayer Keroh area show a high quality of work, evidenced by in-depth knowledge, effective pedagogical skills and their ability to deliver lessons in an interesting way and meet diverse learning needs.

This study found that there is an interrelated relationship between emotional intelligence, work pressure and teacher quality in primary schools in the area of Ayer Keroh, Melaka. Specifically, there is a positive correlation between emotional intelligence and teacher quality, while there is a negative correlation between work pressure and teacher quality. This study shows that teachers who have high emotional intelligence and low levels of work stress tend to show better work quality. This coincides with the study of Brackett, Rivers & Salovey, (2011). which states that teachers with emotional intelligence are able to manage negative emotions due to work pressure and maintain optimal work performance. On the other hand, high work pressure has a negative effect on the quality of learning, as shown by Chang et al., (2019), where teachers who experience high work pressure tend to be less enthusiastic, uncreative and less patient in their work.

The results of this study also show that excellent teacher quality can be achieved through a combination of effective work pressure management and a high level of emotional intelligence. Teachers who are able to manage their emotions well and cope with work pressure effectively tend to show higher quality of work, which in turn can improve learning effectiveness and student well-being.

This study can make an important contribution to improving the quality of teachers where stakeholders such as KPM, State Department of Education, PPD as well as administrators can identify the level of emotional intelligence of teachers and take appropriate steps to overcome problems of emotional intelligence, work pressure and teacher quality. Emotional intelligence and work pressure faced by teachers if not dealt with wisely will have a negative impact on the quality of a teacher. The problem of emotional intelligence that is not managed well will affect employees and will prevent the individual's potential to continue to grow (Amira, Muhammad Ajib and Fatimah, 2016).

The implications of the study show that stakeholders need to implement training for teachers to improve emotional intelligence among teachers. This is important so that teachers can recognize and control their own emotions as well as those of others, and the training provided is able to improve the social and communication skills of teachers. The Ministry of Education also needs to take initiatives to reduce the work pressure of teachers through various strategies such as

reducing workload, providing social support and increasing the involvement of teachers in a decision taken. A positive and supportive work environment can help teachers feel more comfortable and motivated in carrying out their duties. Another effort that can be made to improve the quality of teachers is through certification, training and sustainable professional development programs. Teachers need to constantly update their knowledge and skills to stay relevant with current developments.

This study can be a reference for further studies that other researchers want to study related to the management of emotions and work stress and how these experiences affect the quality of teacher teaching. Other researchers can use these findings as a basis for their own or expand the scope of the study to different areas or populations. This study can also help other researchers understand situations involving emotional intelligence, work pressure and teacher quality.

This study highlights the importance of emotional intelligence and work pressure in influencing the quality of primary school teachers in Ayer Keroh. Findings show that teachers in this area generally have high emotional intelligence and good work quality, despite facing work pressure at a moderate level. This research shows that high emotional intelligence will improve the quality of teachers and indirectly can also improve student performance. In addition, this study also provides an overview of the level of work pressure experienced by teachers, which needs to be paid attention to ensure their well-being and effectiveness in carrying out their duties.

This shows that teachers in this area have a good ability to manage their emotions, understand and empathize with students, and build positive relationships with others. They also show a high commitment to the teaching profession and always strive to improve the quality of their teaching. Although moderate work pressure does not significantly affect the quality of teachers, this study emphasizes the importance of schools and other stakeholders to continue to provide support to teachers in managing work pressure. This support includes providing stress management training, professional development opportunities and a more positive work environment.

Overall, this study provides a positive picture of the quality of teachers in the Ayer Keroh area, Melaka. However, there is still room for improvement, especially in the aspect of managing work pressure. Continuous support to teachers needs to be given so that they can continue to provide quality education to future generations. Therefore, the improvement of emotional intelligence among teachers needs to be given attention so that teachers are able to deal with work pressure and improve quality.

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