International Academic Institute for Science and Technology

International Academic Journal of Science and Engineering
Vol. 13, No. 1, 2026, pp. 215-232.

ISSN 2454-3896

International Academic Journal of Science and Engineering

www.iaiest.com

Emotional Intelligence, Job Satisfaction and Work Engagement as Predictors of Teaching Effectiveness in Higher Education

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Abstract

Purpose: This study focuses on how emotional intelligence (EI), job satisfaction (JS) and work engagement (WE) affect teaching effectiveness (TE) among higher learning institution faculty members. The study will help in coming up with a combined framework in order to gain a deeper insight into the psychological and motivational determinants that govern the teaching performance of the faculty. Design/Method/Approach: Quantitative research design was employed to gather primary data using a structured questionnaire which is a quantitative research method and 380 faculty members in the colleges and universities were sampled using stratified random sampling. The Structural Equation Modeling (SEM) was conducted with the help of SmartPLS 4. Reliability tests, factor loading, FornellLarcker criterion, HTMT ratios, cross loading, variance inflation factor (VIF) and path coefficient analysis at 95% confidence level were incorporated in the analysis. Findings: The findings suggest that job satisfaction (JS) and work engagement (WE) have a strong positive impact on teaching effectiveness (TE), and there is no statistically significant direct impact of emotional intelligence (EI) in the structural model. Those faculty members who exhibit higher job satisfaction and work engagement show better teaching performance in institutions of higher learning. Conclusion: The conclusion shows that job satisfaction and work engagement are essential to improving the effectiveness of teaching since both positive working conditions and faculty motivation in higher education institutions are crucial. In the given model, emotional intelligence is significant in personal and professional development, but it does not directly affect the teaching effectiveness. Originality/Value: The research is an addition to the existing literature as it formulates and tests an integrated structural model to determine how emotional intelligence, job satisfaction, work engagement, and teaching effectiveness relate to each other in a higher education institution. The results offer useful guidance to academic administrators to develop programs that increase the involvement and contentment of the faculty to advance teaching results.

Keywords: Emotional Intelligence, Job Satisfaction, Work Engagement, Teaching Effectiveness, Higher Education Faculty.

DOI: 10.71086/IAJSE/V13I1/IAJSE1322
Received: 31 December 2025/Revised: 26 January 2026/Accepted: 25 February 2026/Published: 30 March 2026

Introduction

Another critical component of good higher education is teaching effectiveness (TE) and it is the key component of effective teaching. Academic teachers do not merely give knowledge but create an opportunity to build critical thinking, imagination, and the involvement of students (Geraci et al., 2023). All these activities need to be employed in combination with professional competencies, emotional intelligence (EI), motivation, and understanding of what role teachers play in student learning development (Wang et al., 2024). EI allows academic instructors to establish good relations with the students, stress management, and effectively support the students to meet the demands of the instructor (George et al., 2023). Besides possessing EI, job satisfaction (JS) is also a significant factor that determines the total motivation and desire of instructors to put their energy and efforts into teaching (Selvi & Aiswarya, 2023). The level of commitment, vitality and involvement in doing the job, work engagement (WE), have also been seen to enhance TE (Meradios & Alcantara, 2023).

Most of the problems connected to effective teaching in higher education are generated by the workload and stress of teachers, and the absence of institutional support that results in the situation in which many instructors complain about feeling emotional exhaustion, reduced motivation, and dissatisfaction with the pressure exerted by administration and job demands (Hameli et al., 2025). Lack of EI may also interfere with the capabilities of instructors to maintain the classroom in a proper manner or even to communicate with students in the desired fashion (Zang & Feng, 2023). Also, despite disengaged or dissatisfied attitudes of faculty members toward their work, they might face difficulties related to the quality of teaching or to the use of new teaching methods (Pradhan et al., 2023). Available literature has established the gap in the knowledge about how EI, JS, and WE relate to each other and how they interact effectively in influencing educators to perform effective pedagogical duties (Abebe & Singh, 2023). Despite numerous interventions in the literature on the three factors separately, there is still limited information about how the relations between them influence the TE of educators (Mustafa et al., 2023).

Therefore, it is necessary to address all three directions Developing EI in educators, Strategies for Increasing JS Among Educators, and Initiatives for Creating WE in Teachers to overcome these challenges (Ma, 2023). Professional Development (PD) programs will equip the teachers with the skills needed to successfully interact with their students, as they will be able to develop Emotional Regulation (ER), Empathy and Interpersonal Skills using PDs provided by Educational Institutions (Oliveira et al., 2023). Education The institutions can establish the JS among educators by establishing the recognition of accomplishments (Alam et al., 2023) that gives Career Advice Opportunities and provides an Environment of Support to all employees of an Educational Institution (Paredes-Saavedra et al., 2024). Creating Autonomy among the faculty members, Meaningful Feedback Giving and creating a Culture of Collaboration in the Workplace will lead to an increase in the rates of Engagement and Motivation among the Faculty (Li et al., 2024).

In the modern world of the fast-changing educational environment, the quality of teaching has become one of the key pillars of student achievement and institutional performance. Considering that the demand to achieve a higher education level is increasing, numerous individuals have conducted studies to determine the impact of EI, JS, and WE on TE. The competence and active dedication of the teacher or instructor is closely related to the learning experience of the students and their academic achievements. Thus, effective teaching practices have the effect of improving the institution, enhancing the rate of student retention, and assisting in improving the overall learning of the student body. Knowledge of the psychological and organizational aspects that can facilitate good teaching can be used to influence the policies that are put in place to facilitate the development of the teaching staff.

Theoretical Framework

Ability–Motivation–Opportunity (AMO) Theory

Ability-Motivation-Opportunity (AMO) theory describes the individual performance as the result of a combination of the capability and motivation states with the opportunities of the organizational environment (Benítez-Núñez et al., 2024). In this model, the employees are more effective whenever they have sufficient skills and are well motivated internally and work within conducive institutional frameworks (Lin et al., 2025). Ability is described as the knowledge, skills and professional expertise that make people to perform tasks effectively. Motivation is the psychological force that makes employees use their efforts, efforts, and dedication toward reaching organizational objectives (Pandey & Risal, 2025). The opportunity is the organizational factors that enable the employees to apply their skills and motivation, and they are institutional support, participative work systems, and access to the required resources (Alkhalaf & Al-Tabbaa, 2024).

The AMO framework can offer an effective perspective to the study of faculty performance within the framework of higher education. It is possible to understand emotional intelligence as an important personal skill that helps educators to organize classroom life, control emotions, and react positively to the needs of students. Job satisfaction is the motivational aspect, which helps the educators to stick with the teaching tasks and career growth. Work engagement is the behavioral manifestation of workplace motivation which can be described as devotion, energy, as well as participation in the educational process. In the presence of an accommodating institutional climate, when these capability and motivational factors interact it is more likely that higher levels of teaching effectiveness will develop. Thus, the AMO theory provides a hypothetical account of the role of individual competencies and motivational conditions in the concerted effect on the faculty teaching performance in the institutions of higher learning.

Job Demands–Resources (JD–R) Theory

The Job Demands Resources (JD-R) model is used as a complementary theory of employee well-being, motivation and performance in the workplace. According to the model, all occupations are associated with job requirements and job resources that determine the outcomes of employees (Schaufeli et al., 2003). Job demands can be defined as physical, psychological, or emotional conditions related to job performance that can cause fatigue, stress, or burnout when they are beyond the coping limits of a person (Abdurachman et al., 2023). Job resources, on the other hand, are an organizational, social, and personal phenomenon, which helps employees to accomplish work goals, lessen work-related strain, and facilitate professional growth (Li et al., 2023).

Faculty members often face significant job demands in the academic setting, such as large teaching and administrative burdens and research and ongoing interaction with students. In the absence of proper institutional resources, such demands can have a detrimental impact on the well-being of educators and decrease their efficiency in the teaching process. According to the JD-R model, work engagement and high job satisfaction may be promoted upon the presence of adequate job resources, including the supportive leadership, collegial teamwork, and access to institutional support systems. Such resources enhance the motivation of the faculty and promote their long-term engagement in teaching activities. As a result, the JD-R model can be used to justify the role of the balance between work demand and institutional resources that determines faculty engagement and satisfaction and, therefore, having an impact on teaching performance in higher education institutions (Alhadihaq et al., 2024).

Literature Review

Emotional Intelligence and Its Influence on Teaching Effectiveness

TE is affected by EI and more specifically, the effect of emotional competencies of teachers on their capacity to teach students and assist them to achieve success (Maamari & Salloum, 2023). Their research types allied by investigators include their application of several tools like surveys, cross-sectional research designs, theoretical models, etc., to measure EI, well-being, resiliency and leadership potential among teachers (Pozo-Rico et al., 2023). All of these studies are pointing out that EI correlates positively with TE, elevated self-efficacy levels and elevated levels of engagement; and, on the other hand, lower levels of stress and burnout (Drigas et al., 2023). Their study also points to the fact that some features of individuals like personality can be used to boost their positive influence that EI can make to instructional effectiveness (Geraci et al., 2023).

Job Satisfaction as a Determinant of Teaching Effectiveness

JS is one of their Teacher Effectiveness determinants; it has been examined in order to understand the relationship between the Goodness of Contentment by the teachers and their instructional effectiveness and the level of engagement (Kim et al., 2023). This way, researchers have utilized different methodologies, such as surveys and correlational analysis and Mixed-methods; they have examined the level of teachers in Universities Lecturers, Educators, and Graduate students undergoing postgraduate education in terms of their level of JS (Demir-Yilduz, 2023). All of their works demonstrate that the higher the level of JS, the higher the degree of Teacher Self-efficacy, the lower the degree of Burnout, the higher the degree of Level of Commitment and the higher the degree of TE (Skaalvik & Skaalvik, 2023). Besides this, their research results also showed that their psychological factors that were established play a vital role in connecting JS with TE, including Shared Values and Social Support (Marcionetti & Castelli, 2023).

Work Engagement and Its Role in Enhancing Teaching Effectiveness

Work Engagement has enhanced the performance of teachers by relating to the level of engagement, motivation and professional performance (Wang et al., 2024). Surveys, correlational analysis and multinational designs based on teachers and educational staff have been conducted to identify their effects on engagement and a variety of other factors including those related to the mental health of teachers, creativity, proactive personality, and leadership

capability (Derakhshan et al., 2023). In different studies which have been conventionally carried out, the outcome of their research was that the higher their level of WE teachers the better they were in their classroom as measured by JS, teacher commitment and flow in classroom when teaching (Dai & Wang, 2025). Leadership, trust and JS have a mediating and moderating relationship between engagement and teacher effectiveness (Baquero, 2023). The involvement of teachers is significant in enhancing teacher efficacy, job satisfaction and good academic outcomes (Susanto et al., 2023).

Research Gap

Emotional intelligence, job satisfaction, and work engagement in the education setting have been studied broadly in the existing literature. Emotional intelligence has been linked to teacher performance, interpersonal communication, stress management whilst job satisfaction has been associated with commitment, motivation and professional wellbeing. Work engagement is also identified to be a significant aspect that determines enthusiasm, commitment and perseverance in professional duties. Such studies would give useful information concerning the personal implications of these constructs in the teaching contexts. The major weakness in literature is the disjointed analysis of these variables. The majority of studies examine emotional intelligence, job satisfaction, and work engagement individually, which limits a more profound comprehension of the interplay of these psychological and organizational sources of phenomena on the results of teaching. Combined models looking at their relationships simultaneously are few and far between. There has been limited empirical evidence on the study of such relationships in higher education institutions in developing countries especially in India. Filling this gap would give more information about the psychological and organizational motivations of teaching performance.

Objectives

The main objectives of the study include

- To examine the influence of EI on TE among faculty members in higher education institutions in Tamil Nadu.
- To assess the relationship between JS and WE and their combined impact on TE.
- To identify the extent to which EI, JS, and WE collectively predict overall TE in higher education settings.

Research Hypothesis

H1: Emotional Intelligence has a significant positive influence on Teaching Effectiveness among faculty in higher education institutions.

H2: Job Satisfaction has a significant positive effect on Teaching Effectiveness among faculty in higher education institutions.

H3: Work Engagement significantly predicts Teaching Effectiveness among faculty in higher education institutions.

Research Methodology

The research method used in this study is quantitative research to investigate the relationship between emotional intelligence, job satisfaction, work engagement, and teaching effectiveness among faculty members of higher institutions of learning in Tamil Nadu. A structured questionnaire was developed which was used to gather primary data in the form of faculty members in colleges and universities. Stratified random sampling was used to get 380 responses. The received data were processed on the basis of Structural Equation Modeling (SEM) with the assistance of SmartPLS 4. Measurement and structural models were tested using statistical methods, including reliability analysis, HTMT analysis, path coefficient analysis and model fit analysis. Fig. 1 shows the overall research process, research design, sample and data collection, methods of analysis and statistical procedures.

In fig. 1 gives the general methodology that the study will use to investigate the relationship between Emotional Intelligence (EI), Job Satisfaction (JS), Work Engagement (WE) and Teaching Effectiveness (TE) in relation to faculty members of higher learning institutions. The process starts with identification and formulation of research objectives based on identification of the problem and then continues to review wide ranges of literature to establish the theoretical framework and research hypotheses. The quantitative research design was adopted and a structured questionnaire was used to collect primary data by administering a questionnaire to 380 members of the faculty through stratified random sampling. The obtained data were filtered and ready to be analyzed statistically. The SmartPLS version of Structural Equation Modeling (SEM) was used to test the measurement model by reliability and validity measurements, such as factor loading, Cronbachs alpha, composite reliability, Average Variance Extracted (AVE), FornellLarcker criterion, HTMT ratio, and cross-loadings. Later, path coefficients, variance inflation factor (VIF), and significance testing were used to evaluate the structural model to test the hypothesized relationships. Lastly, the findings were analyzed, and the

impact of EI, JS, and WE on teaching performance was established, which resulted in the conclusion and practical implications of the enhancement of faculty performance in the higher education institutions.

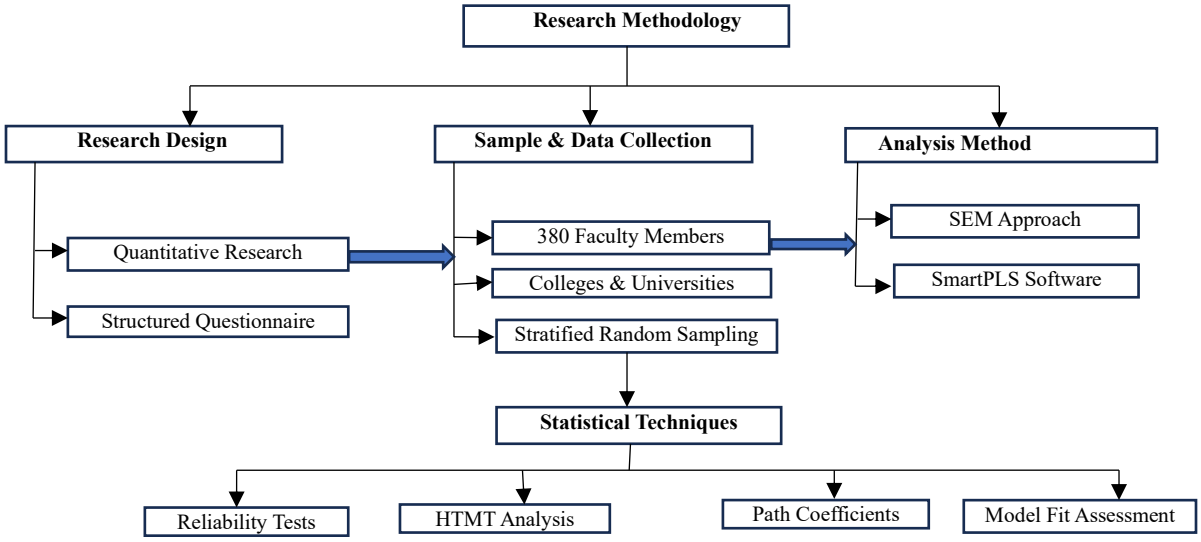


Fig. 1: Methodology Flow Chart

Research Design

The research design that will be applied in the study is a quantitative one to investigate the effect of Emotional Intelligence (EI), Job Satisfaction (JS), and Work Engagement (WE) on the Teaching Effectiveness (TE) of faculty members. The survey design used was descriptive and explanatory in that it measured the relationship between the constructs and empirically tested the hypotheses put forward. The case implements Structural Equation Modeling (SEM) with SmartPLS 4. As this approach allows assessing both the measurement model and the structural model simultaneously, it is appropriate when one analyzes complex relationships between many constructs. Also, SEM is especially suitable in predictive and exploratory studies. Overall, the research design is objective, provides statistical rigor, and a possibility of generalizing the findings to comparable higher education institutions in Tamil Nadu.

Population and Sampling Technique

The target population of the study is the faculty members in colleges and universities. The study has chosen a total sample size of 380 members of the faculties, which can be regarded as sufficient to perform Structural Equation Modeling (SEM) and have adequate statistical power to obtain reliable findings. In the study, a stratified random sampling approach was utilized in order to have the right representation of various kinds of institutions, academic fields and faculty roles. The population was classified into corresponding levels such as government and private institutions, cluster of disciplines, and academic hierarchy. Random sampling within each stratum was conducted thereafter to reduce the selection bias and keep the proportion representative. This method will increase the reliability, validity, and generalizability of the study results.

Data Collection Procedure

Structured questionnaire containing the measurement scales of Emotional Intelligence (EI), Job Satisfaction (JS), Work Engagement (WE), and Teaching Efficiency (TE) was used to collect primary data. Measurement items were all checked with the five-point Likert and the scale ranged 1 (strongly disagree) to 5 (strongly agree). The questionnaire was ensued both offline and online. Questionnaires were conducted directly to the faculty by handing them out printed, and an online version was distributed via the online survey tools in order to cover more responses and create convenience to the respondents. A pilot study was done before the actual data collection to be done to make sure that the questionnaire items were clear, reliable, and comprehensible. The final survey administration was done with the instrument refined by feedback of the pilot respondents. Ethical standards of research were upheld during the data collection process. The purpose of the study was explained to the participants, and their informed consent, voluntary participation, confidentiality, and anonymity were guaranteed.

The measurement items enlisted in the questionnaire had been modified after the well-established and tested scales in the literature. Emotional Intelligence (EI) used was an adapted form of the Wong and Law Emotional Intelligence Scale created by Chi-Sum Wong and Kenneth S. law. Job Satisfaction (JS) items were based on the Minnesota

Satisfaction Questionnaire created by David J. Weiss and others. Work Engagement (WE) was measured with the help of the indicators adjusted to the Utrecht Work Engagement Scale created by Wilmar B (Weiss et al., 1977). Schaufeli and Arnold B. Bakker. Teaching Effectiveness (TE) questions were modelled on the existing teaching evaluation models that are prevalent in the evaluation of instructional quality and classroom performance on higher education levels. The reliability and construct validity of the research instrument are enhanced by the use of the validated measurement scales.

Data Analysis Techniques

The Structural Equation Modeling (SEM) analysis was conducted by using SmartPLS 4 software and a two-stage analytical process was implemented. The measurement model was tested in the first stage to test the reliability and validity of the constructs. Cronbachs alpha and Composite Reliability (CR) were used to evaluate the reliability. Factor loading and Average Variance Extracted (AVE) were used to test convergent validity. Validity Discriminant validity was assessed through the FornellLarcker criterion, Heterotraitmonotrait (HTMT) ratio and cross-loading assessment. Besides, the values of Variance Inflation Factor (VIF) were estimated to determine the possibility of multicollinearity among the indicators.

The structural model was evaluated in the second stage to check the relationship among the constructs as postulated. Path coefficients, t-statistics, p-values and the coefficient of determination (R^2) were used to establish the strength and significance of the proposed relationships at 95 percent level of confidence. Moreover, the statistical analysis processes were conducted to test the difference in Teaching Effectiveness explained by Emotional Intelligence, Job Satisfaction, and Work Engagement as the Analysis of Variance (ANOVA). The ANOVA findings also gave the statistical confirmation of the relevance of the independent variables that affected Teaching Effectiveness.

Results

Reliability Statistics

The reliability tests reveal that the measurement model exhibits high internal consistency and construct reliability of the four variables; Emotional Intelligence (EI), Job Satisfaction (JS), Teaching Effectiveness (TE), and Work Engagement (WE) as shown in table 1. The alpha coefficients used in calculating Cronbach are 0.882-0.908 which is greater than the required alpha of 0.70 and this shows that there is a high internal consistency between the measurement items used in each construct. In the same way, the composite reliability values (rho a, rho c) of all constructs are between 0.886 and 0.926 and above the acceptable minimum of 0.70 showing the high reliability and stability of the measurement model. Moreover, EI (0.548), JS (0.597), TE (0.612), and WE (0.610) have AVE values of more than the best value of 0.50. It shows that there is sufficient convergent validity as each construct is able to account more than fifty percent of the variance of indicators. All in all, these outcomes prove that measurement scales applied in the study are valid, internally consistent, and can be further analyzed to obtain the structural model.

Table 1: Reliability Statistics

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average Variance Extracted
EI	0.882	0.886	0.906	0.548
JS	0.900	0.910	0.921	0.597
TE	0.905	0.917	0.925	0.612
WE	0.908	0.912	0.926	0.610

Factor Loadings

According to the factor loadings of table 2, the items used to measure the constructs have a strong correlation with the respective constructs Emotional Intelligence (EI), Job Satisfaction (JS), Teaching Effectiveness (TE), and Work Engagement (WE). In the case of Emotional Intelligence, the loading of the factors is between 0.665-0.819, meaning that all the indicators are significant to the construct as they do not fall below a generally accepted level of 0.60. On the same note, the Job Satisfaction construct has loadings of 0.543 to 0.861 with majority indicators of 0.70 and above indicating high indicator's reliability. Even though, the loading of JS8 is lower (0.543), it is still within the acceptable range and does not have a significant impact on the overall construct validity. The Teaching Effectiveness construct shows a loading of between 0.515 and 0.876. A large majority of the indicators are above 0.75, which shows that the construct is well represented. TE8 has the lowest loading (0.515), but it is still in the lowest acceptable limit. In the case of Work Engagement, the factor loading is between 0.717 and 0.837 and the relationships between the factors and the construct are always very strong. This implies that the level of internal consistency between the measurement

items is high. Generally, the factor loadings are satisfactory to the desired levels, thus justifying the convergent validity and reliability of the measurement model, that is, the indicators can describe their constructs effectively.

Table 2: Factor Loadings

	EI	JS	TE	WE
EI 1	0.721			
EI 2	0.744			
EI 3	0.731			
EI 4	0.767			
EI 5	0.702			
EI 6	0.819			
EI 7	0.665			
EI 8	0.765			
JS 1		0.832		
JS 2		0.861		
JS 3		0.844		
JS 4		0.713		
JS 5		0.737		
JS 6		0.769		
JS 7		0.832		
JS 8		0.543		
TE 1			0.850	
TE 2			0.876	
TE 3			0.864	
TE 4			0.733	
TE 5			0.746	
TE 6			0.795	
TE 7			0.818	
TE 8			0.515	
WE 1				0.765
WE 2				0.809
WE 3				0.779
WE 4				0.778
WE 5				0.717
WE 6				0.837
WE 7				0.727
WE 8				0.827

Fornell – Larcker

Discriminant validity is evaluated based on the Fornell Larcker criterion when the square root of the diagonal (AVE) values of the individual constructs is compared to correlations among constructs (off-diagonal values). Table 3 indicates that the square root of the AVE values of Emotional Intelligence (EI = 0.741), Job Satisfaction (JS = 0.773), Teaching Effectiveness (TE = 0.782), and Work Engagement (WE = 0.781) are more than the recommended value of 0.70 which is a sign of adequate convergent validity. The correlation of the constructs is however, relatively high. As an example, the correlation coefficients of EI -JS (0.910), EI -TE (0.922), EI -WE (0.963), and SS -TE (0.987) and those between EI and SS (0.946) are higher than the square root of the AVE values. It implies a low discriminant validity which implies that the constructs are highly related. The existence of high correlations between Job Satisfaction, Work Engagement, and Teaching Effectiveness can be attributed to the fact that they are conceptually interrelated with one another in the higher education setting. When faculty members feel more satisfied with their jobs, they are more likely to show the increased engagement in their job and this will, in turn, lead to the improvement in the teaching effectiveness.

Table 3: Fornell – Larcker

	EI	JS	TE	WE
EI	0.741			
JS	0.910	0.773		
TE	0.922	0.987	0.782	
WE	0.963	0.918	0.946	0.781

Heterotrait–Monotrait Ratio (HTMT)

Heterotrait-Monotrait Ratio (HTMT) is another measure that is utilized to further evaluate the discriminant validity by evaluating the level of similarity between the constructs. As a rule, the values of HTMT that are lower than 0.85 or

0.90 will demonstrate the reasonable discriminant validity of constructs. Table 4 displays that the HTMT values of EI-JS (0.560) and EI-WE (0.819) are within the range of acceptable values, hence demonstrating that there is a good discriminant validity between these two constructs. Equally, the EITE value (0.749) is acceptable as well. Nevertheless, there are two pairs of constructs that have rather high HTMT values. The relationships between the two, (JS-TE) 0.946 and (TE-WE) 0.923 are more than the desired threshold indicating that there might be problems with discriminant validity between the two constructs. It means that there is a possibility that Job Satisfaction, Teaching Effectiveness, and Work Engagement are conceptually connected in the context of higher education. The fact that most of these constructs are strongly related may be attributed to the fact that when a member of the faculty feels more satisfied in his/her job, there are more chances that such a member will be more engaged in his/her work, which in turn will lead to a higher teaching effectiveness.

Table 4: HTMT

	EI	JS	TE	WE
EI				
JS	0.560			
TE	0.749	0.946		
WE	0.819	0.847	0.923	

Although the values of HTMT were relatively high in determining the relationship between Job Satisfaction and Teaching Effectiveness and Work Engagement, the constructs are still theoretical in the context of faculty performance research. Job Satisfaction is the extent of the good assessment of the working environment and the working conditions whereas Work Engagement is a psychological condition, which is full of vigor, dedication and absorption in the work undertakings. Teaching Effectiveness, on the other hand, is the manifestation of the performance of instruction in the education field. These close relationships between these constructs are also in line with higher education research whereby, when the faculty members are satisfied, there is a tendency that they develop stronger participation in the teaching process which in turn leads to an improvement in the effectiveness of instruction. Thus, the high HTMT values are seen to denote high levels of theoretical relation as opposed to absolute conceptual congruence.

Cross Loadings

Table 5: Cross Loadings

	EI	JS	TE	WE
EI 1	0.721	0.591	0.627	0.749
EI 2	0.744	0.703	0.686	0.686
EI 3	0.731	0.725	0.715	0.684
EI 4	0.767	0.771	0.463	0.726
EI 5	0.702	0.567	0.592	0.634
EI 6	0.819	0.697	0.736	0.798
EI 7	0.665	0.548	0.570	0.629
EI 8	0.765	0.720	0.736	0.782
JS 1	0.809	0.832	0.815	0.784
JS 2	0.755	0.861	0.840	0.768
JS 3	0.772	0.844	0.839	0.792
JS 4	0.628	0.713	0.724	0.658
JS 5	0.672	0.737	0.744	0.706
JS 6	0.691	0.769	0.760	0.694
JS 7	0.752	0.832	0.806	0.725
JS 8	0.505	0.543	0.520	0.505
TE 1	0.836	0.827	0.850	0.839
TE 2	0.783	0.857	0.876	0.824
TE 3	0.782	0.846	0.864	0.828
TE 4	0.628	0.713	0.733	0.671
TE 5	0.683	0.731	0.746	0.712
TE 6	0.765	0.787	0.795	0.754
TE 7	0.743	0.826	0.818	0.732
TE 8	0.495	0.536	0.515	0.508
WE 1	0.712	0.599	0.634	0.765
WE 2	0.797	0.732	0.753	0.809
WE 3	0.775	0.773	0.799	0.779
WE 4	0.755	0.784	0.796	0.778
WE 5	0.692	0.653	0.656	0.717
WE 6	0.809	0.754	0.787	0.837
WE 7	0.689	0.640	0.664	0.727
WE 8	0.770	0.763	0.787	0.827

Further tests of discriminant validity are conducted using cross-loadings, including the comparison of loading of each indicator on its intended construct to the loading of the indicator on other constructs. Ideally, the indicators are supposed to load more on its construct than others. As shown in table 5, the indicators mostly depict higher loadings on their intended constructs. The items of the Emotional Intelligence (EI) have primary loading between 0.665 and 0.819 and cross-loading between 0.548 and 0.798 on the variables of Job Satisfaction (JS), Teaching Effectiveness (TE), and Work Engagement (WE). Equally, the primary loadings in Job Satisfaction items lie between 0.543 and 0.861 with slight cross-loadings on other constructs in most instances.

The mean loading of the primary constructs of Teaching Effectiveness is 0.515 to 0.876, which represents the strong expression of the construct. Nevertheless, a number of cross-loadings between Job Satisfaction and Work Engagement are large indicating a strong conceptual relation between the variables. The indicators of Work Engagement also have high primary loadings between 0.717 and 0.837 though there are relatively high cross loadings with EI, JS and TE. On the whole, the cross-loading pattern shows that the majority of the indicators and constructs have the highest load, but the cross-loadings are relatively high that indicates the strong conceptual relations between Emotional Intelligence, Job Satisfaction, Work Engagement, and Teaching Effectiveness in the context of higher education.

Variance Inflation Factor (VIF)

Table 6: VIF

	VIF
EI 1	2.088
EI 2	2.309
EI 3	1.846
EI 4	2.494
EI 5	1.672
EI 6	2.679
EI 7	1.724
EI 8	1.958
JS 1	2.845
JS 2	3.027
JS 3	3.220
JS 4	1.881
JS 5	1.837
JS 6	2.334
JS 7	3.020
JS 8	1.392
TE 1	3.148
TE 2	4.242
TE 3	3.873
TE 4	2.420
TE 5	2.003
TE 6	3.172
TE 7	3.274
TE 8	1.349
WE 1	2.527
WE 2	2.560
WE 3	2.096
WE 4	2.397
WE 5	1.971
WE 6	2.861
WE 7	1.973
WE 8	2.547

Variance Inflation Factor (VIF) is applied to identify the possible multicollinearity among the indicators of each construct. In Partial Least Squares Structural Equation Modeling (PLS-SEM) a VIF that is below 5.0 is considered to be fine, but a VIF below 3.3 is better to guarantee that collinearity does not become an issue. VIF values in this study largely fall within acceptable range (1.34-3.87) as shown in table 6 hence it can be stated that the multicollinearity of the indicators is not too large. In the case of Emotional Intelligence (EI), VIF is between 1.672 and 2.679, which implies low to moderate levels of collinearity between the indicators.

Equally, the VIF values of Job Satisfaction (JS) indicators range between 1.392 and 3.220. Some of these like, JS1, JS2, JS3 and JS7 have values which are about or even more than 3 but they do not exceed acceptable levels. Teaching Effectiveness (TE) indicators have the most varied set of values of VIF, with the lowest being 1.349 and the highest being 4.242. Although TE2 (4.242), and TE3 (3.873) are close to the upper limit of acceptable values, they are still

below the value of 5 which shows moderate yet allowable values of collinearity. In the case of the Work Engagement (WE), the values of VIF are between 1.971 and 2.861, which means that the multicollinearity between the indicators is rather low. On the whole, the VIF findings indicate that the issue of multicollinearity is not significant in the measurement model, and the indicators are appropriate to be used in the analysis of the structural model further.

Path Coefficients

Path coefficient analysis was done to reveal the direct influence of Emotional Intelligence (EI), Job Satisfaction (JS), and Work Engagement (WE) on Teaching Effectiveness (TE). Table 7 indicates the results of the structural model. The correlation between Teaching Effectiveness and Emotional Intelligence is negative with a path coefficient (2 = -0.134) and a p -value 0.132 and T-statistic 1.506 that is lower than the 95% critical value 1.96. This means that EI has no statistically significant influence on Teaching Effectiveness in this model. On the contrary, Job Satisfaction exhibits a solid and significant positive influence on Teaching Effectiveness (= 0.772, p = 0.000).

The large T-statistic (9.730) also underlines the power and value of the relationship, which implies that the increased job satisfaction rate among the faculty members can greatly improve their teaching performance. Likewise, Work Engagement presents a positive and significant influence on Teaching Effectiveness (0.366, p = 0.011) with a T-statistic = 2.533. This means that the more engaged the members of the faculty are in their work, the more effective their teaching comes out. On the whole, the findings suggest that Job Satisfaction has the most significant effect on the Teaching Effectiveness, then the Work Engagement, but Emotional Intelligence does not demonstrate any significant effect in the suggested model.

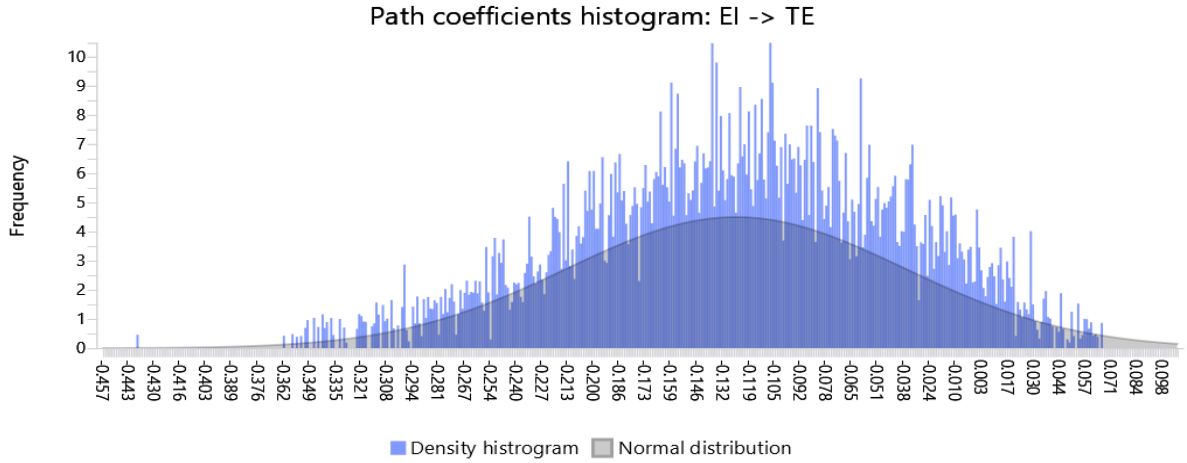
Table 7: Total Effects

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T statistics (O/STDEV)	Pvalues
EI → TE	-0.134	-0.125	0.089	1.506	0.132
JS → TE	0.772	0.784	0.079	9.730	0.000
WE → TE	0.366	0.347	0.145	2.533	0.011

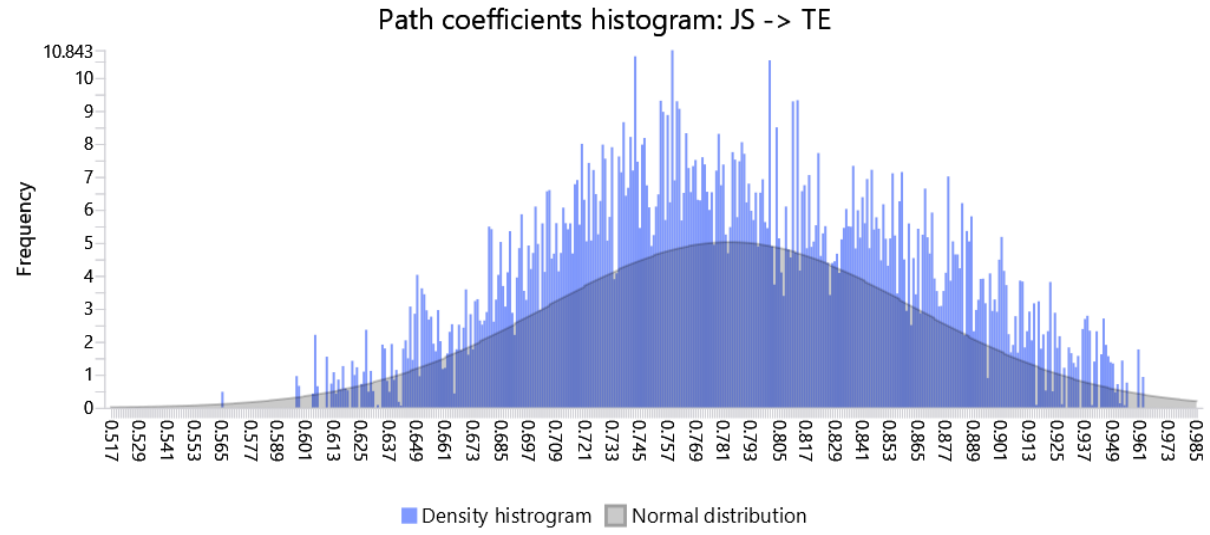
Table 8: Hypothesis Testing Results

Hypothesis	Relationship	Path Coefficient (β)	T-value	P-value	Decision
H1	Emotional Intelligence → Teaching Effectiveness	-0.134	1.506	0.132	Not Supported
H2	Job Satisfaction → Teaching Effectiveness	0.772	9.730	0.000	Supported
H3	Work Engagement → Teaching Effectiveness	0.366	2.533	0.011	Supported

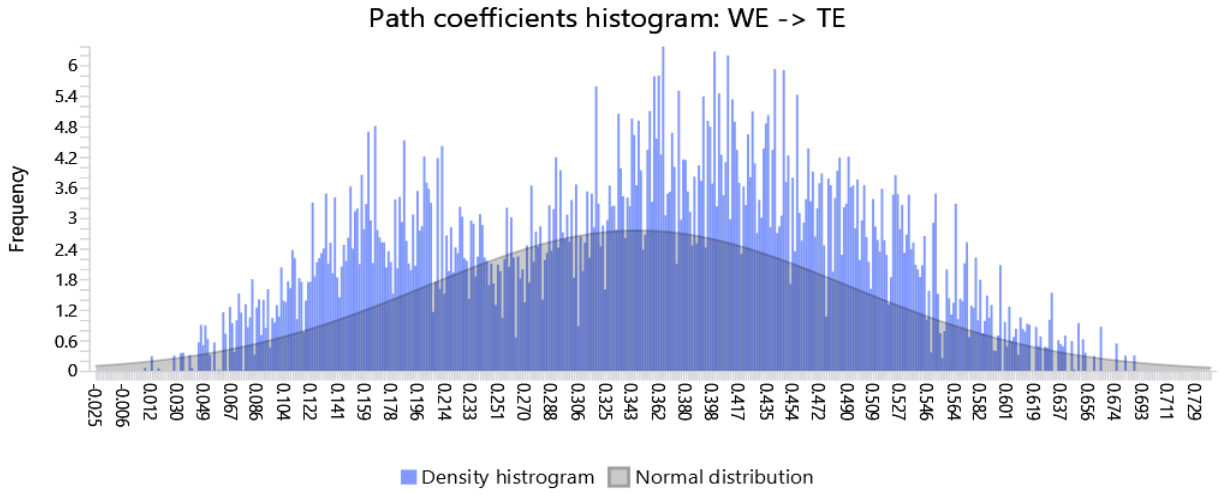
The summary of the hypothesis testing results is in table 8. The results indicate that Teaching Effectiveness is positively dependent on Job Satisfaction and Work Engagement, which prompts the acceptance of hypotheses H2 and H3. The effect of Emotional Intelligence on Teaching Effectiveness is statistically insignificant causing the exclusion of H1.



(a)



(b)



(c)

Fig. 2 (a)-(c): Path Coefficient

In fig. 2 (a)-(c) gives the coefficient histograms depicting the distribution of the relationships between Emotional intelligence (EI), Job Satisfaction (JS), Work Engagement (WE) and teaching effectiveness (TE).

The histogram presented in fig. 2(a), that is EI to TE, has a dispersed distribution and values cluster around a negative low value, which means that the correlation between emotional intelligence and teaching effectiveness is weak and not statistically significant. This implies that EI is an independent variable that is not a strong predictor of teaching performance in the current model.

The fig. 2(b) indicates that in the JS TE histogram, the coefficients are concentrated around a high positive value which indicates strong and consistent positive correlation between job satisfaction and teaching effectiveness. It means that the higher the level of job satisfaction, the higher the chances of faculty members to show better teaching performance.

In the same vein, the WE × TE relationship (Fig. 2(c)) has a mean value of a moderate positive coefficient. This shows that work engagement does have a positive impact on teaching effectiveness but its impact is relatively smaller as compared to job satisfaction.

Altogether, fig. 2 (a)-(c) distributions support the hypothesis that job satisfaction and work engagement have positive correlations with teaching effectiveness, whereas the emotional intelligence demonstrates a less significant and non-significant impact in the suggested structural model.

Structural Equation Modeling (SEM)

SEM is an effective instrument which demonstrates complicated theories by examining the correlation of variables that are both directly and indirectly monitored. The way the data is processed will be a regression and factor analysis to provide the relationships between the variables observed and the underlying, unobservable ones (latent variables). A restructuring of a model and the model of structural model can occur concurrently with SEM that is a popular technique in the social sciences, psychology, and biology among other disciplines.

The structural model with the influence of EI behavior, JS, and WE on TE is described in fig. 3. The coefficient of path of EI to TE is -0.134 which is viewed as weak negative effect which is statistically insignificant. Conversely, TE is the most significantly influenced variable by JS at 0.772 coefficient, therefore, it can be concluded that a rise in JS has a significant increase in TE. WE also positively and significantly influence TE demonstrated by the coefficient of 0.366 meaning that engaged teachers are those who perform well. The TE R^2= 0.612, therefore, the three variables EI, JS, and WE explain 61.2 percent of the variation in TE. Furthermore, the indicator loadings of all the constructs are high and this is in agreement with a reliable measurement model.

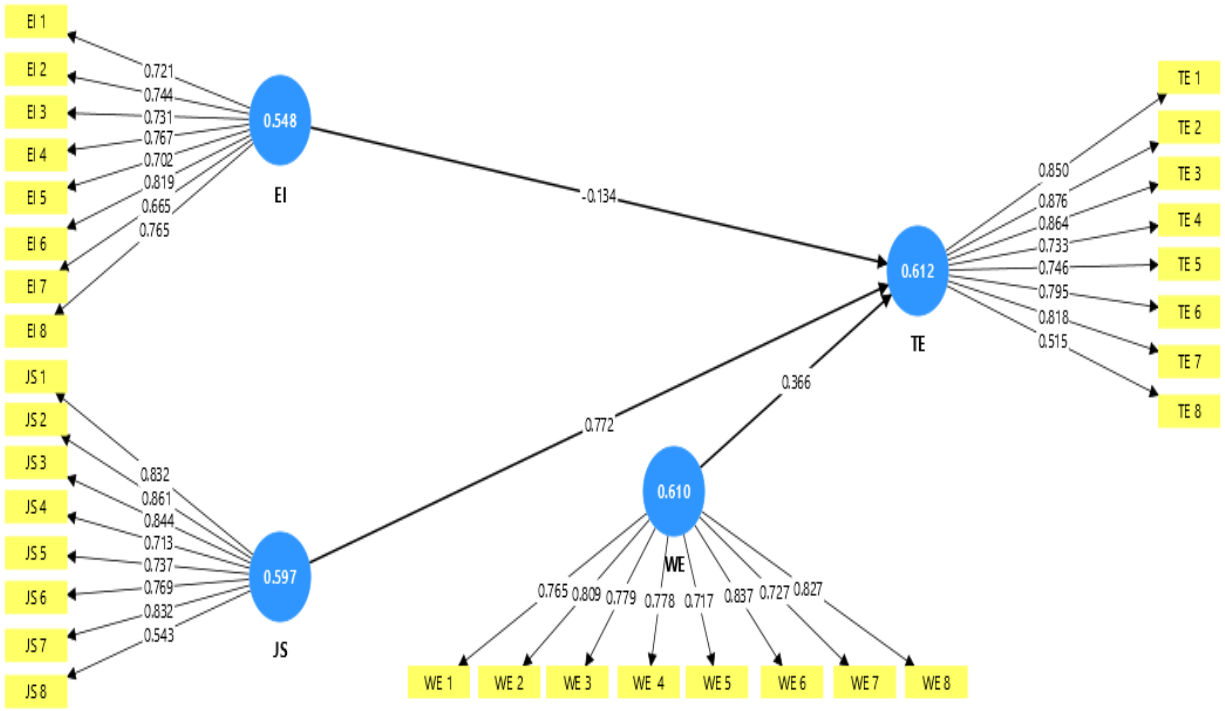


Fig. 3: Structural Equation Modelling

Structural Model Evaluation

To further assess the sufficiency of the structural model, other measures such as the coefficient of determination (R^2), effect size (f^2), predictive relevance (Q^2) and model fit (SRMR) were also tested. These measures constitute a fully detailed evaluation of the model explanatory power, predictive power and goodness of fit.

Coefficient of determination (R^2) is a measure of the percentage variance in the endogenous construct to be explained by its predictor variables. The endogenous variable in this research is Teaching Effectiveness (TE) which is predicted by Emotional Intelligence (EI), Job Satisfaction (JS) and Work Engagement (WE). The R^2 value of Teaching Effectiveness is 0.612 as indicated in table 9 and this implies that 61.2% of the variance in Teaching Effectiveness can be explained by the three predictors variables that were included in the model. SEM guidelines state that R^2 of 0.75, 0.50 and 0.25 denote strong, medium and weak explanatory power respectively. Thus, the obtained R^2 in the research company represents the moderate to strong explanatory ability of the structural model.

The f^2 which is the effect size was averaged to determine the unique contribution of each predictor variable to the endogenous construct. According to the criteria of Cohen, f^2 values of 0.02, 0.15 and 0.35 represent small, medium and large effects respectively. As shown in table 9, Job Satisfaction (JS) portrays a big effect on Teaching Effectiveness, whereas Work Engagement (WE) portrays a medium effect. Contrary, Emotional Intelligence (EI) demonstrates an insignificant impact, which implies a comparatively less significant role in Teaching Effectiveness in the suggested model.

The blindfolding procedure was the measure of the predictive relevance (Q^2) of the model. An increase in Q^2 above zero implies that the model is predictively relevant to the endogenous construct. As table 9 reveals, the Q^2 of Teaching Effectiveness is 0.381 and the model has sufficient predictive relevance and the predictor variables make a significant contribution to predicting Teaching Effectiveness.

Standardized Root Mean Square Residual (SRMR) was used to evaluate the overall model fit. SRMR is a difference between the actual and the model-implied correlations. A value lower than 0.08 is normally regarded as a sign of a good fit to the model. According to table 9, the SRMR of the structural model is 0.064, which is lower than the recommended value and therefore the model has a good level of fit.

In general, the findings indicate that the suggested structural model has sufficient explanatory power, predictive relevance, and good model fit that allow concluding about the applicability of the research framework to the study of the determinants of Teaching Effectiveness among faculty members.

Table 9: Structural Model Evaluation

Indicator	Construct / Relationship	Value
R^2 (Coefficient of Determination)	Teaching Effectiveness (TE)	0.612
f^2 (Effect Size)	EI → TE	Small
	JS → TE	Large
	WE → TE	Medium
Q^2 (Predictive Relevance)	Teaching Effectiveness (TE)	0.381
SRMR (Model Fit)	Structural Model	0.064

ANOVA

Table 10: ANOVA Analysis for Teaching Effectiveness

Source	Sum of Squares	df	Mean Square	F-value	Sig. (p-value)
Emotional Intelligence (EI)	8.214	1	8.214	2.31	0.129
Job Satisfaction (JS)	152.467	1	152.467	42.83	0.000
Work Engagement (WE)	36.295	1	36.295	10.21	0.002
Error	1346.528	376	3.58		
Total	1543.504	379			

The analysis of variance (ANOVA) was used to investigate the role of Emotional Intelligence, Job Satisfaction, and Work Engagement on Teaching Effectiveness of faculty members. Table 10 indicate that the Emotional Intelligence has no statistically significant impact on Teaching Effectiveness ($F = 2.31$, $p = 0.129$), which means that the difference in the level of teaching effectiveness cannot be directly attributed to the change in the level of emotional intelligence levels in the faculty members. This finding is in line with the findings of the structural equation modelling, as the correlation between the Emotional Intelligence and Teaching Effectiveness was not retained.

Conversely, there is a strong and statistically significant influence of Job Satisfaction on Teaching Effectiveness ($F = 42.83$, $p < 0.001$). Higher levels of teaching effectiveness are observed in the faculty members who have a greater degree of satisfaction with their professional roles, the institutional policies, and working conditions. This result favors the hypothesis that the motivational and organizational influences are in the core of creating instructional performance.

There is also a significant positive impact of Work Engagement on Teaching Effectiveness ($F = 10.21$, $p = 0.002$). Professional performance of faculty members in the teaching profession is more likely to be effective when the faculty members show more enthusiasm, dedication, and engagement in professional activities. The findings contribute to the relevance of promoting interactions amongst the faculty members as one of the mechanisms of enhancing overall quality of teaching.

Overall, the findings of the ANOVA are in line with the findings of the structural model. The most significant factor influencing Teaching Effectiveness is Job Satisfaction, then there is the Work Engagement, but the Emotional Intelligence does not have a statistically significant direct effect. The findings depicted the significance of institutional and motivational variables in improving teaching efficacy in the higher education settings.

Discussion

The outcomes of this research are mostly in agreement with the current literature as well as indicating some significant distinctions. Past studies have shown that Emotional Intelligence (EI) is a factor that leads to teacher performance by enhancing self-efficacy, classroom control, and better relationship with students. Emotional intelligence was also linked with low burnout rates and improved levels of instruction in academic settings. The results of the current study, though, suggest that, Emotional Intelligence does not directly affect Teaching Effectiveness (TE) in a statistically significant way. The results of the Structural Equation Modeling, as well as the ANOVA analysis prove that EI will not be a significant factor of explaining the differences in the teaching effectiveness among the faculty members. This finding indicates that emotional competencies can have an indirect effect on teaching outcomes instead of having a direct quantifiable effect in higher learning institutions of Tamilnadu. Institutional frameworks, distribution of workload and organizational policies might limit the degree to which individual emotional competencies can be transferred to manifest teaching performance.

The positive significant link between Job Satisfaction (JS) and Teaching Effectiveness is in agreement with the results of past research. The outcome of the SEM shows that there is a big positive path coefficient and the ANOVA outcome further proves that Job Satisfaction is a significant predictor of changes in Teaching Effectiveness among faculty members. Faculty members who are more satisfied with the policies and procedures used by the institution, their professional duties and the conditions under which they are working is found to be more committed and motivated towards their teaching duties. Increased satisfaction levels prompt instructors to put more effort in lesson preparation, classroom interaction as well as continuous enhancement of the quality of instruction. These results initiate the primary position of motivational conditions in the working environment in the determination of performance among faculty in institutions of higher learning.

Work Engagement (WE) was also determined as playing a significant positive role on Teaching Effectiveness. According to the SEM results, the relationship is statistically significant and the results of ANOVA also prove that the effect of work engagement on teaching performance is significant. When faculty members are characterized by the high rates of enthusiasm, commitment, and obsession with their professional activities, it is possible to speak about their increased effectiveness in the context of teaching activity. Better teachers will tend to promote interactive classrooms, explore new teaching procedures, and address learners much better. This observation is in line with the Job Demands Resources Model that pinpoints work engagement as a key process in which organizational resources lead to better performance of employees.

The results of Structural equation modeling show that Job Satisfaction is a good predictor of Teaching Effectiveness, then Work Engagement, and Emotional Intelligence has no significant predictive power in teaching performance in the proposed model. Measurement model proved to be very reliable with convergent validity with a high value of Cronbach alpha, Composite Reliability and Average Variance Extracted. There were also some constraints in respect of discriminant validity based on Fornell/Larcker norm and HTMT ratios indicating some level of overlap of the conceptualization between Job Satisfaction, Work Engagement, and Teaching Effectiveness.

This comparative weakness of the Emotional Intelligence could be attributed to the leadership nature of organizational and motivational factors in academic workplaces. Faculty members can also have emotional awareness and interpersonal competence, but institutional circumstances, including administrative workload, assessment systems, and low professional autonomy can lead to the abridgment of direct conversion of emotional competencies to teaching outcomes. In these settings, job satisfaction and engagement seem to be more influential factors of teaching performance.

Overall, the proposed model explains 61.2% of the variance in Teaching Effectiveness ($R^2 = 0.612$), indicating substantial explanatory power. These findings are further supported by the ANOVA results because they indicate that Job Satisfaction and the Work Engagement are significantly associated with the changes in Teaching Effectiveness, whereas Emotional Intelligence is not statistically significant. These findings indicate that job satisfaction and work engagement among faculty members should be improved to promote teaching effectiveness in higher learning institutions. The role of institutional strategies in enhancing the quality of instructions and performance of the general educational activity in general, as it is aimed at the enhancement of working conditions, the empowerment of professional development prospects, and provision of the supportive academic environments, may therefore be significant.

Key Findings

Job Satisfaction has the strongest positive impact on Teaching Effectiveness

- Results of the structural equation modeling indicate that Job Satisfaction has an important predictive relationship with Teaching Effectiveness with the largest path coefficient (0.772, $p < 0.001$).
- The faculty members who are more contented with the institutional policies, working environment, and professional positions are likely to show improved teaching performance and quality of instruction.

Work Engagement significantly improves Teaching Effectiveness

- There is also a positive and statistically significant relationship between Work Engagement and Teaching Effectiveness (= 0.366, $p = 0.011$).
- More enthusiastic faculty members who are more dedicated and psychologically engaged in their work have a greater chance to establish quality learning conditions and to provide better classroom performance.

Emotional Intelligence does not have a significant direct effect on Teaching Effectiveness

- Although most other past studies have been found to differ to the extent that emotional intelligence has statistically significant effects directly on Teaching Effectiveness, the current results indicated that there was no statistically significant direct effect of emotional intelligence on Teaching Effectiveness (0.132).
- It serves to suggest that emotional competencies themselves might not necessarily directly relate to the quantifiable teaching performance in the context of the institution under investigation.

The proposed model explains a substantial portion of teaching performance

- The structural model accounts to 61.2 of Teaching Effectiveness ($R^2 = 0.612$), which implies that a combination of Job Satisfaction and Work Engagement is a significant factor influencing teaching effectiveness in higher education institutions.

Limitations and Future Work

The research contributes to the understanding of the relationship between emotional intelligence, work engagement and teacher effectiveness in higher learning institutions in Tamil Nadu. When interpreting the findings, various limitations are to be considered. The first weakness has to do with the sample size and geographical area of the research. The data is gathered among a small sample of the faculty members in a particular regional setting. Higher education systems vary in terms of institutional structures, administrative policies and cultural features of higher education systems. The results thus depict the perceptions of those sampled and it may not be entirely accurate of the conditions under other learning settings. The other weakness is related to self-reported questionnaire responses. Self-reported measures can cause bias in responses such as the social desirability bias or subjectivity within the survey questions. The members of the faculty can easily over- or underestimate their emotional intelligence, their level of engagement, or effectiveness in teaching. An assessment based on a number of data sources like peer assessment, classroom observation or student feedback may be more comprehensive.

The study is also cross-sectional and this limits the possibility to make causal relationship among the variables. Emotional intelligence and engagement at work can be improved or change with time in accordance with workplace growth, organization encouragement, or alteration in workload. Longitudinal types of research design might provide additional information about the interaction of these constructs and the effects of these constructs on the effectiveness of teaching in various stages of the career. Psychological and behavioral variables were also one of the main areas of interest of the study. The rest of the institutional variables like the type of leadership, organizational culture, workload allocation and administrative support among others were not studied in detail. These situational factors could have a great impact on engagement in work and teacher performance in educational organizations.

Bigger and more varied samples across various universities or countries would be possible in the future research. Comparative research among the various education systems could give more generalization on the results. Mixed-method techniques (quantitative survey and qualitative interview/classroom observation) might also be used in the future to gain deeper understanding of experiences of the faculty. More research can also be carried out to determine other mediating or moderating factors like organizational climate, job satisfaction, professional identity, or institutional leadership practices. Longitudinal research designs can test the impacts of emotional intelligence training programs or faculty development programs on work engagement and performance in teaching in the long-run. These research directions would enhance theoretical knowledge of emotional intelligence within the academic settings and offer evidence-based information on how to enhance faculty development techniques and institutional efficiency.

Conclusion

The current research focused on how Emotional Intelligence (EI), Job Satisfaction (JS), and Work Engagement (WE) affect Teaching Effectiveness (TE) among the faculty members of higher education institutions in Tamil Nadu. The results show that Job Satisfaction and Work Engagement lead to a significant positive impact on Teaching Effectiveness, but Emotional Intelligence does not have a statistically significant direct impact in the proposed model. The Structural Equation Modeling (SEM) findings as well as the ANOVA findings indicate that motivational and work-related variables have a stronger significant effect on the differences in the teaching performance than personal emotional competencies. These results emphasize the value of working environments and professional interaction in determining faculty performance. The higher the levels of satisfaction of the members of the faculty with the institutional policy, professional recognition, and working conditions, the higher the likelihood of commitment, enthusiasm, and performance in terms of teaching aspects. In a similar vein, faculty members who exhibit good work engagement are also likely to exhibit more dedication, energy and involvement in the instructional activity which is a positive contribution to the performance in teaching. These findings highlight the role of a supportive organizational design in promoting the quality of teaching in institutions of higher learning. This research also reveals the relevance of institutional processes that facilitate faculty motivation and involvement. Organizational policies that are supportive, professional recognition opportunities and favorable academic situations are instrumental in enhancing job satisfaction and work engagement in faculty members. Institutions of higher learning are thus in a position to enhance the quality of instructions by instituting faculty development programs, enhancing the professional growth opportunities, and ensuring collaboration in academic cultures. These programs can help in enhancing the practices of teaching, learning by students and academic performance. The study is relevant to the literature because it introduces a comprehensive model that connects psychological, motivational, and behavioral variables with teaching success in a higher education setting. The results are valuable to the educational policymakers and administrators of higher education institutions to improve the performance of the faculty by adjusting work conditions and strategies of engaging employees. Although these contributions have been made, it is important to note that there are a number of limitations. The geographical setting of the study is confined to institutions of higher education in Tamil Nadu and this could limit the generalizability of the results to other institutional or cultural settings. There can also be a possible response bias with the use of self-reported data. Besides, the cross-sectional research design does not allow determining cause and effect relationships between the variables.

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