

CORRELATION BETWEEN ACADEMIC STAFF WELLBEING AND DEVELOPING EMOTIONAL INTELLIGENCE OF STUDENTS

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ABSTRACT

Aim. The main aim of this thesis is to research the correlation between academic staff wellbeing and students' emotional intelligence development. This study aims to explore how physical health, mental, and emotional health of academic staff affect their capacities to promote emotional intelligence skills like consciousness, sensitivity, and students' emotional regulation.

Methods. This study will adopt a mixed methods approach, combining qualitative and quantitative methods of gathering data to comprehensively explore the correlation between academic staff wellbeing and students' emotional intelligence development. A sample of 100 professors is available from different departments in higher institutions and will be selected randomly by being layered out. The selection will include various professors related with gender, age, and experience.

Results. Quantitative data analysis, by using the correlation Pearson coefficient and regression analysis, discovered a positive moderate correlation between academic staff and emotional intelligence of students ($r = 0.52$, $p < 0.01$). This suggests that the higher the academic staff's wellbeing the better the students' emotional intelligence.

Conclusion. The findings of this study show a clear correlation and meaning between professors' well-being and students' emotional intelligence.

Keywords: wellbeing, emotional intelligence, correlation, students, academic staff

INTRODUCTION

Emotional intelligence (EI) is considered a critical skill for students that influences their academic performance, personal relationships, and later on, their professional success. The role of the academic staff reactions, according to studies, influences students' emotional reactions. Academic staff wellbeing is key to fostering a productive learning environment, although it is yet to established what specific influence it has on students EI.

The purpose of this study is to investigate the correlation between academic staff wellbeing and students EI. By focusing on well-being like satisfaction at work, emotional stability, and work-life balance, this study aims to see how these factors can affect students' EI and its main components. By using mixed methods of study, this paper aims to offer an inclusive analysis of this correlation with knowledge based on data gathered from the literature.

This study is important as it may affect educational practices and policymaking because aiming at increasing academic staff wellbeing may serve as a way to find the necessary improvement of students' EI. On the other hand, the latter can bring better academic performance, interpersonal relationships, and overall student well-being. Institutional investment in mental health resources and support systems for academic staff is very important, as this may encourage institutional leaders to apply policies that foster healthier work settings for the staff, which indirectly influences students' educational experience.

LITERATURE REVIEW

Determinants of Academic Staff Wellbeing

Academic staff wellbeing includes many factors like workload, work safety, emotional prerequisites, and work-life balance, but also physical health and mental health conditions, work satisfaction, and emotional stability (Skaalvik & Skaalvik, 2015). Moreover, as Brunilda Zenelaga et al. (2024) state in their study the well-being of educators is a significant factor in cultivating inclusive and emotionally supportive educational environments. Furthermore, a systematic review of longitudinal studies identified that job satisfaction, work climate, and teacher self-efficacy are significant determinants of teacher burnout. The review emphasised that emotional exhaustion, a core component of burnout, adversely affects teachers' motivation and effectiveness in their roles (Mijakoski et al., 2022).

Role of Academic Staff Wellbeing in Creating a Supportive Learning Environment

Research has shown that academic staff that is emotionally flexible creates more supportive and empathetic learning environments, which are essential for fostering students' emotional growth (Jennings & Greenberg, 2009). Academic staff with greater well-being are more emotionally available, thus influencing stronger teacher-student relationships and a more positive classroom climate. According to Simin Wan et al. (2023) positive teacher-student relationships were positively correlated with students' openness, empathy, and emotional intelligence. Specifically, students' openness and empathy played a mediating role in the relationship between teacher-student interactions and emotional intelligence, suggesting that supportive interactions can foster these emotional competencies in students. The quality of the professor-student relationship is deeply tied to the emotional health of the professor, reflecting the broader need for adaptable teaching roles and supportive learning environments, as Klodiana Leka et al. (2024) emphasised in their study.

Academic Staff in Modelling Students EI

Academic staff often serve as emotional models for students, influencing their perception and management of their emotions. Albert Bandura's social learning theory (1977) suggests that individuals learn behaviour and attitudes by observing others, and this is the same and strongly applied in educational settings. The suggestions provided by the study of Ambera Duka et al., (2024) highlight the strong connec-

tion between a supportive classroom climate and student motivation. When academic staff demonstrate positive emotional regulation, self-awareness, and empathy, students are more likely to develop similar skills (Brackett et al., 2011). There remains no clear consensus among scholars; however, some academics propose that emotional intelligence functions as a moderating variable between personality traits and the adoption of more effective strategies in academic activities (Quílez-Robres et al., 2023).

Academic Staff Stress and Burnout Affect Students' Academic Performance

High levels of stress and burnout among professors are associated with negative outcomes for students, including lower emotional intelligence, reduced motivation, and poorer academic performance (Skaalvik & Skaalvik, 2017). Burnout, which affects professors' engagement and emotional availability, can impair students' ability to learn and develop emotional intelligence. Different dimensions of teacher burnout may contribute uniquely to the way its impact is transferred to students. The extent of teacher burnout represents a key environmental variable linked to the quality of student motivation (Shen et al., 2015).

Institutional Support for Academic Staff Wellbeing

High levels of stress and burnout among academic staff are associated with negative outcomes for students, including lower emotional intelligence, reduced motivation, and poorer academic performance (Skaalvik & Skaalvik, 2017). Burnout affecting As engagement and emotional availability can impair students' ability to learn and develop their EI. A systematic review published in *Teaching and Teacher Education* examined the association between teacher burnout and student academic achievement and reported outcomes. The review highlighted that teacher burnout could lead to adversarial relationships with students and negatively affect student experiences and outcomes (Madigan et al., 2020).

METHODOLOGY

This study uses a mixed-methods research design by combining quantitative and qualitative approaches to explore the correlation between academic staff well-being and students' EI. The research was conducted in several higher education institutions in Albania, providing a diverse sample and a comprehensive understanding of the relationship between professor well-being and students' emotional development.

100 members of academic personnel are included in the study from different departments of HEI in Albania and a sample of 200 students, with every other two students corresponding to a specific academic staff member through a random selection. This group is diverse in performance, academic year, and EI level.

Staff wellbeing index, the questionnaire administered to measure various dimensions of academic staff like work satisfaction, emotional burnout, stability, and work-life balance. Answers are data that is related to student results.

Emotional Intelligence Scale (EIS) for students to fill in evaluating their awareness, self-regulation, sensitivity, and social skills. This scale offers measurable results for EI fields that allow us to compare them with the data on academic staff wellbeing.

Semi-structured interviews with questions based on academic staff perceptions of their wellbeing, auditorium setting, and experience with students EI. Students' interviews focus on academic staff behaviour and auditorium setting affecting their EI.

RESULTS

Quantitative Results

- There was a somewhat favourable connection ($r = 0.52$, $p < 0.01$) between student EI and the well-being of academic staff. Students with higher EI ratings, especially in self-regulation and empathy, were linked to academic staff members who expressed greater work satisfaction and emotional resilience. Students of academic staff who were more content with their jobs had considerably greater EI, especially in self-awareness (mean EI score = 6.1 against 5.3 for students of professors who were less satisfied).
- Students' emotional intelligence (EI), especially empathy ($r = -0.45$, $p < 0.05$), was found to be negatively correlated with academic staff emotional awareness.
- Students' social skills scores were higher among academic staff who reported a better work-life balance ($r = 0.55$, $p < 0.01$).
- Compared to professors with less experience, academic staff with more than ten years of experience had a greater favourable influence on students' emotional intelligence (mean student EI score = 5.9 vs. 4.8).

Qualitative Results

- Students frequently modelled professors who were emotionally flexible as examples of how to handle stress and emotions. Students' descriptions of learning sensitivity and self-regulation showed this role modelling impact in particular.

- More inclusive and encouraging classroom environments were established by instructors who were happier. Students in these environments reported feeling more at ease expressing their feelings and having conversations about emotional difficulties. Students also felt that professors who were under a lot of stress and burnout were less approachable, which reduced their chances of gaining emotional intelligence through interactions with their professors. Professors and students alike stressed how crucial institutional measures are to enhancing the well-being of academic personnel. Professors who reported having access to tools for mentoring and professional development were better at helping students improve their emotional intelligence.

CONCLUSION

According to the study's findings, students' EI development is strongly impacted by the wellbeing of academic personnel. Higher levels of emotional flexibility, work-life balance, and job satisfaction serve as models for a healthy environment in auditoriums that support students' emotional intelligence. However, professors' stress and burnout have a detrimental impact on the intended result, highlighting the necessity of institutional investment in academic personnel.

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