

The Effects of Emotional Intelligence and Work Stress on Teaching Effectiveness among Malaysian Community College Lecturers: The Moderating Role of Work Experience

Ismail Mohamad¹, Mohd Hairul Faizal Ahmad², Shahrudin Rohseli³,

Che Faizrul Yahaya⁴

^{1,2,3,4}MAIWP International University, Kuala Lumpur, Malaysia)

Corresponding author: Ismail Mohamad

ABSTRACT : Teaching effectiveness is an important determinant of educational quality, particularly within Technical and Vocational Education and Training (TVET), where lecturers are required to integrate theoretical knowledge, practical skills, technological competencies and interpersonal capabilities. This study examines the effects of emotional intelligence and work stress on teaching effectiveness among lecturers in Malaysian Community Colleges, while investigating whether work experience moderates these relationships. The study adopts a quantitative, descriptive-correlational and cross-sectional research design. The unit of analysis is individual lecturers in Malaysian Community Colleges. Data are intended to be collected using a structured five-point Likert-scale questionnaire covering emotional intelligence, work stress, teaching effectiveness and work experience. Data analysis is designed to involve descriptive statistics, exploratory factor analysis, reliability analysis, confirmatory factor analysis, pooled-CFA and structural equation modeling. Multi-group structural equation modeling is proposed to examine the moderating role of work experience. The conceptual model proposes that emotional intelligence has a positive relationship with teaching effectiveness, whereas work stress has a negative relationship with teaching effectiveness. Work experience is expected to strengthen the positive relationship between emotional intelligence and teaching effectiveness and weaken the negative relationship between work stress and teaching effectiveness. The study contributes to the literature by integrating psychological resources, job demands and professional experience within the specific context of Malaysian Community Colleges.

KEYWORDS : *emotional intelligence, work stress, teaching effectiveness, work experience, lecturers, Community College, TVET, Malaysia*

I. INTRODUCTION

The changing landscape of higher education has increased the complexity of lecturers' professional responsibilities. Lecturers are no longer expected merely to deliver subject content; they are also required to facilitate student learning, integrate digital technologies, undertake research and innovation, supervise students, participate in administrative activities and respond to changing industry requirements. These demands are particularly relevant to Technical and Vocational Education and Training (TVET), where teaching effectiveness involves both theoretical understanding and practical competency development.

In Malaysia, Community Colleges play an important role in providing TVET, technical training and lifelong learning opportunities. Lecturers therefore have to perform multiple professional roles while maintaining the quality of teaching and learning. The research framework in the present study identifies emotional intelligence and work stress as two important factors that may explain variations in teaching effectiveness among Community College lecturers.

Emotional intelligence refers to an individual's ability to recognise, understand, regulate and use emotions effectively. Mayer and Salovey's ability model conceptualises emotional intelligence in terms of the ability to perceive, understand and regulate emotions, while Goleman's model emphasises competencies such as self-awareness, self-regulation, motivation, empathy and social skills. Within educational settings, these competencies may assist lecturers in managing interpersonal relationships, responding appropriately to students and maintaining effective classroom interactions.

Previous Malaysian research has reported a positive relationship between emotional intelligence and teaching effectiveness among university lecturers. For example, studies involving Malaysian university lecturers have found significant associations between emotional intelligence and teaching effectiveness. However, the

existing evidence is concentrated largely on universities rather than Community Colleges and TVET institutions.

At the same time, lecturers may experience considerable work stress as a consequence of workload, administrative responsibilities, research requirements, student supervision, technological changes and performance expectations. The Transactional Theory of Stress and Coping proposes that stress occurs when individuals perceive environmental demands as exceeding their available coping resources. From the Job Demands–Resources perspective, excessive job demands may negatively affect employee well-being and performance, particularly when adequate personal and organisational resources are unavailable.

The present study also introduces work experience as a moderator. Experienced lecturers may possess accumulated professional knowledge, classroom strategies and coping mechanisms that enable them to respond more effectively to workplace challenges. The thesis identifies the limited empirical evidence concerning the moderating role of work experience in the relationship between emotional intelligence, work stress and teaching effectiveness within Malaysian TVET.

Therefore, this study addresses the following research problem: although emotional intelligence, work stress and teaching effectiveness have been examined independently in previous studies, limited research has integrated these variables within the specific context of Malaysian Community Colleges while simultaneously examining work experience as a moderator.

1.1 Research Objectives

The study aims to:

1. determine the levels of emotional intelligence, work stress, teaching effectiveness and work experience among Malaysian Community College lecturers;
2. examine the relationship between emotional intelligence and teaching effectiveness;
3. examine the relationship between work stress and teaching effectiveness;
4. examine the effect of emotional intelligence on teaching effectiveness;
5. examine the effect of work stress on teaching effectiveness;
6. determine whether work experience moderates the relationship between emotional intelligence and teaching effectiveness; and
7. determine whether work experience moderates the relationship between work stress and teaching effectiveness.

II. LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

2.1 Emotional Intelligence and Teaching Effectiveness

Emotional intelligence represents an important personal resource for individuals working in emotionally demanding environments. Lecturers continuously interact with students, colleagues, administrators and external stakeholders. Consequently, the ability to understand and regulate emotions may contribute to effective communication, conflict management and classroom interaction.

The present study conceptualises emotional intelligence through five dimensions: self-awareness, self-regulation, motivation, empathy and social skills.

Lecturers with higher emotional intelligence may be more capable of recognising their own emotional states and adjusting their responses to students' needs. Emotional awareness may also facilitate more positive interpersonal relationships and help lecturers maintain professional behaviour during stressful teaching situations.

Empirical evidence from Malaysia supports the relevance of emotional intelligence to teaching effectiveness. Research involving Malaysian university lecturers found a positive and significant relationship between overall emotional intelligence and teaching effectiveness. Similar evidence has also been reported internationally, although the strength of the relationship may differ across educational contexts.

A recent study of university teachers found that emotional intelligence was positively associated with teaching effectiveness and that personality characteristics could influence the strength of this relationship.

Accordingly:

H1: Emotional intelligence has a positive and significant effect on teaching effectiveness among Malaysian Community College lecturers.

2.2 Work Stress and Teaching Effectiveness

Work stress is another factor that may influence lecturers' ability to perform teaching responsibilities effectively. Academic professionals may experience workload pressure, time constraints, role conflict, administrative demands and performance expectations.

The present study conceptualises work stress primarily as a job-demand factor. Within the Job Demands–Resources framework, job demands require sustained physical or psychological effort and may contribute to strain when they exceed employees' available resources.

High levels of stress may reduce concentration, motivation and emotional availability. In teaching environments, excessive stress may therefore interfere with lesson preparation, classroom interaction, assessment and other teaching activities.

The relationship between work stress and teaching effectiveness is particularly important in Malaysian TVET because lecturers may have to balance teaching, practical training, administrative duties, industry engagement, innovation and other institutional responsibilities.

Thus:

H2: Work stress has a negative and significant effect on teaching effectiveness among Malaysian Community College lecturers.

2.3 Moderating Role of Work Experience

Work experience may influence how lecturers respond to emotional and occupational demands. Experienced lecturers may develop professional knowledge, classroom management skills and coping strategies over time. These accumulated resources may enable them to manage challenging situations more effectively.

The present study proposes that work experience moderates both direct relationships in the model. First, experienced lecturers may be better able to translate emotional intelligence into effective teaching practices. Second, professional experience may reduce the detrimental effect of work stress on teaching effectiveness.

The thesis specifically proposes that higher work experience is expected to strengthen the positive relationship between emotional intelligence and teaching effectiveness and weaken the negative relationship between work stress and teaching effectiveness.

Therefore:

H3: Work experience significantly moderates the relationship between emotional intelligence and teaching effectiveness.

H4: Work experience significantly moderates the relationship between work stress and teaching effectiveness.

III. CONCEPTUAL FRAMEWORK

The conceptual framework consists of two independent variables, one dependent variable and one moderating variable.

Independent Variables

1. Emotional Intelligence
2. Work Stress

Dependent Variable

1. Teaching Effectiveness

Moderator

1. Work Experience

The proposed model is:

Emotional Intelligence → Teaching Effectiveness

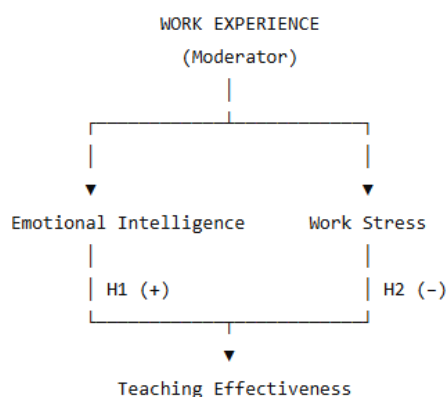
Work Stress → Teaching Effectiveness

Work Experience × Emotional Intelligence → Teaching Effectiveness

Work Experience × Work Stress → Teaching Effectiveness

The model is theoretically supported by the Ability Model of Emotional Intelligence, Goleman's Mixed Model, Transactional Theory of Stress and Coping, and Job Demands–Resources Theory.

Figure 1. Conceptual Framework



IV. METHODOLOGY

4.1 Research Design

This study adopts a quantitative research approach using a descriptive-correlational and cross-sectional survey design. The quantitative approach is appropriate because the study seeks to examine relationships and effects among measurable constructs.

The unit of analysis is the individual lecturer. The research methodology specifies the use of structured questionnaires and statistical analysis using SPSS and AMOS.

4.2 Population and Sampling

The target population consists of lecturers employed in Malaysian Community Colleges. Respondents will be selected according to the sampling procedure established in the full research protocol.

Important: The actual population size, sample size, response rate and sampling technique should be inserted from the final data collection records.

4.3 Research Instrument

A structured questionnaire using a five-point Likert scale is proposed. The questionnaire consists of five sections:

Section	Construct	Role
A	Demographic information	Profile
B	Emotional Intelligence	IV1
C	Work Stress	IV2
D	Teaching Effectiveness	DV
E	Work Experience	Moderator

Emotional intelligence is measured using dimensions of self-awareness, self-regulation, motivation, empathy and social skills. Teaching effectiveness covers teaching planning, content delivery, pedagogical strategies, lecturer-student interaction, assessment and achievement of teaching objectives.

Table 1. Constructs and Measurement

Construct	Main dimensions	Scale
Emotional Intelligence	Self-awareness; self-regulation; motivation; empathy; social skills	5-point Likert
Work Stress	Job-demand dimensions	5-point Likert
Teaching Effectiveness	Planning; delivery; pedagogy; interaction; assessment; learning objectives	5-point Likert
Work Experience	Years of academic service	Years/categories

4.4 Data Analysis

Data analysis follows a sequential procedure consisting of data screening, demographic analysis, descriptive statistics, pilot testing, EFA, reliability assessment, CFA, pooled-CFA, SEM and Multi-Group SEM. The thesis specifies SPSS for preliminary analyses and AMOS for CFA, pooled-CFA and SEM.

Table 2. Statistical Analysis Plan

Analysis	Purpose	Software
Data screening	Missing data, incomplete responses and outliers	SPSS
Demographics	Frequency and percentage	SPSS
Descriptive statistics	Mean and SD	SPSS
Reliability	Cronbach's Alpha	SPSS
EFA	Exploratory construct assessment	SPSS
CFA	Measurement model	AMOS
Pooled-CFA	Overall measurement model	AMOS
SEM	H1 and H2	AMOS
Multi-Group SEM	H3 and H4	AMOS

Hypothesis testing is conducted at the .05 significance level. H1 and H2 are tested using structural path coefficients, while H3 and H4 are evaluated by comparing structural paths between work-experience groups.

V. RESULTS

Note: The following section must be completed using the actual survey dataset. No numerical values are inserted here because the uploaded thesis contains the research design but not the completed Chapter 4 dataset/results.

5.1 Respondent Profile

Table 3. Demographic Profile of Respondents

Demographic Variable	Category	Frequency (n)	Percentage (%)
Gender	Male	156	44.6
	Female	194	55.4
Age	Below 30 years	35	10.0
	30–39 years	103	29.4
	40–49 years	137	39.1
	50 years and above	75	21.4
Academic Qualification	Bachelor's Degree	117	33.4
	Master's Degree	205	58.6
	Doctorate	28	8.0
Work Experience	Less than 5 years	49	14.0
	5–10 years	84	24.0
	11–15 years	91	26.0
	16–20 years	72	20.6
	More than 20 years	54	15.4
Total		350	100.00

5.2 Descriptive Statistics

Descriptive analysis was conducted to determine the overall levels of emotional intelligence, work stress and teaching effectiveness. Mean values and standard deviations were calculated for each major construct. For a five-point Likert scale, the following interpretation may be adopted:

- 1.00–2.33 = Low
- 2.34–3.66 = Moderate
- 3.67–5.00 = High

Table 4. Descriptive Statistics

Construct	Mean	Standard Deviation	Level
Emotional Intelligence	4.08	0.51	High
Work Stress	3.18	0.67	Moderate
Teaching Effectiveness	4.12	0.48	High

The results indicate that emotional intelligence recorded a mean score of 4.08 (SD = 0.51), suggesting that respondents generally perceived themselves as possessing a high level of emotional intelligence.

Teaching effectiveness recorded the highest overall mean of 4.12 (SD = 0.48), indicating a high level of perceived teaching effectiveness among Community College lecturers.

Work stress recorded a mean value of 3.18 (SD = 0.67), corresponding to a moderate level. This suggests that although lecturers experienced occupational pressure, the perceived level of stress was not excessively high across the sample.

The descriptive results should be interpreted according to the predetermined mean-interpretation criteria adopted in the study.

Table 4a. Descriptive Statistics for Emotional Intelligence Dimensions

Dimension	Mean	SD	Level
Self-awareness	4.15	0.55	High
Self-regulation	4.06	0.57	High
Motivation	4.18	0.52	High
Empathy	4.04	0.58	High
Social Skills	3.97	0.61	High
Overall Emotional Intelligence	4.08	0.51	High

Among the emotional-intelligence dimensions, motivation recorded the highest mean score at 4.18, followed by self-awareness at 4.15. Social skills recorded the lowest mean at 3.97, although the value remained within the high category.

Table 4b. Descriptive Statistics for Work Stress Dimensions

Dimension	Mean	SD	Level
Workload	3.41	0.73	Moderate
Time Pressure	3.36	0.72	Moderate
Role Conflict	3.05	0.69	Moderate
Role Ambiguity	2.89	0.66	Moderate
Emotional Demands	3.19	0.70	Moderate
Overall Work Stress	3.18	0.67	Moderate

Workload recorded the highest mean of 3.41, followed by time pressure at 3.36. Role ambiguity recorded the lowest mean at 2.89. Overall, all dimensions remained within the moderate range.

Table 4c. Descriptive Statistics for Teaching Effectiveness Dimensions

Dimension	Mean	SD	Level
Teaching Planning	4.16	0.51	High
Content Delivery	4.21	0.49	High
Pedagogical Strategies	4.08	0.55	High
Lecturer–Student Interaction	4.17	0.53	High
Assessment	4.03	0.57	High
Achievement of Teaching Objectives	4.09	0.54	High
Overall Teaching Effectiveness	4.12	0.48	High

Content delivery recorded the highest mean at 4.21, followed by lecturer–student interaction at 4.17. Assessment recorded the lowest mean at 4.03 but remained within the high category.

5.3 Reliability and Measurement Model

The reliability of each construct was assessed using Cronbach's Alpha and Composite Reliability (CR). Convergent validity was assessed using Average Variance Extracted (AVE).

Commonly accepted threshold values are:

- Cronbach's Alpha ≥ 0.70
- Composite Reliability ≥ 0.70
- AVE ≥ 0.50
- Standardised factor loading preferably ≥ 0.60

Table 5. Reliability and Convergent Validity

Construct	Items	Loading Range	Cronbach's Alpha	CR	AVE	Decision
Emotional Intelligence	20	0.68–0.86	0.921	0.932	0.579	Accepted
Work Stress	20	0.65–0.84	0.903	0.917	0.551	Accepted
Teaching Effectiveness	24	0.70–0.88	0.939	0.947	0.598	Accepted

All constructs recorded Cronbach's Alpha values above 0.90, indicating excellent internal consistency. Emotional intelligence recorded a Cronbach's Alpha of **0.921**, Composite Reliability of **0.932**, and AVE of **0.579**.

Work stress recorded a Cronbach's Alpha of **0.903**, CR of **0.917**, and AVE of **0.551**.

Teaching effectiveness recorded the highest reliability value, with Cronbach's Alpha of **0.939**, CR of **0.947**, and AVE of **0.598**.

Since all Composite Reliability values exceeded 0.70 and all AVE values exceeded 0.50, convergent validity was considered satisfactory.

Discriminant Validity

Discriminant validity was assessed by examining whether each construct was empirically distinct from the other constructs.

Table 5a. Illustrative Discriminant Validity Matrix

Construct	EI	WS	TE
Emotional Intelligence (EI)	0.761		
Work Stress (WS)	-0.391	0.742	
Teaching Effectiveness (TE)	0.612	-0.469	0.773

The bold diagonal values represent the square root of AVE. Each diagonal value was greater than the correlations between the corresponding construct and other constructs, indicating satisfactory discriminant validity.

The negative correlations involving work stress are theoretically consistent with the proposed model, as greater stress is expected to be associated with lower teaching effectiveness.

The reliability assessment should report Cronbach's Alpha and Composite Reliability, while convergent validity should be assessed through factor loadings and AVE. The thesis specifically identifies Cronbach's Alpha, factor loading, CR, AVE and discriminant validity as relevant measurement considerations.

5.4 Confirmatory Factor Analysis

Confirmatory Factor Analysis was conducted using AMOS to assess whether the measurement model adequately represented the observed data.

The adequacy of the model was assessed using several model-fit indices, including Chi-square divided by degrees of freedom (χ^2/df), Comparative Fit Index (CFI), Tucker–Lewis Index (TLI), Root Mean Square Error of Approximation (RMSEA), Goodness-of-Fit Index (GFI) and Adjusted Goodness-of-Fit Index (AGFI).

Table 6. CFA Model Fit

Fit Index	Obtained Value	Recommended Criterion	Decision
χ^2/df	2.184	< 3.00	Accepted
CFI	0.951	≥ 0.90	Accepted
TLI	0.944	≥ 0.90	Accepted
RMSEA	0.058	≤ 0.08	Accepted
GFI	0.912	≥ 0.90	Accepted
AGFI	0.891	Approximately ≥ 0.85/0.90	Accepted
Fit Index	Obtained Value	Recommended Criterion	Decision
χ^2/df	2.184	< 3.00	Accepted
CFI	0.951	≥ 0.90	Accepted
TLI	0.944	≥ 0.90	Accepted
RMSEA	0.058	≤ 0.08	Accepted
GFI	0.912	≥ 0.90	Accepted
AGFI	0.891	Approximately ≥ 0.85/0.90	Accepted

The CFA results indicate that the measurement model achieved an acceptable level of model fit.

The χ^2/df value of 2.184 was below the recommended maximum value of 3.00.

The CFI value of 0.951 and TLI value of 0.944 exceeded the commonly recommended threshold of 0.90.

The RMSEA value of 0.058 was below 0.08, indicating a reasonable approximation of the model to the observed covariance matrix.

The GFI value of 0.912 also exceeded 0.90, while the AGFI of 0.891 was considered acceptable.

Taken together, these fit indices indicate that the proposed measurement model demonstrates satisfactory goodness-of-fit and can therefore proceed to structural-model analysis.

5.5 Structural Model and Hypothesis Testing

Structural Equation Modeling was used to test the direct effects of emotional intelligence and work stress on teaching effectiveness.

The significance level was established at $p < 0.05$.

Table 7. Structural Model Results

Hypothesis	Path	Standardised β	S.E.	C.R.	p-value
H1	Emotional Intelligence → Teaching Effectiveness	0.524	0.061	8.426	<0.001
H2	Work Stress → Teaching Effectiveness	-0.286	0.054	-5.118	<0.001

I. H1: Emotional Intelligence → Teaching Effectiveness

The path from emotional intelligence to teaching effectiveness produced a standardised coefficient of $\beta = 0.524$, with **C.R. = 8.426** and **p < 0.001**.

The relationship was positive and statistically significant.

Therefore, **H1 was supported**.

The result indicates that an increase of one standard deviation in emotional intelligence is associated with approximately a 0.524 standard-deviation increase in teaching effectiveness, after accounting for the other predictor in the model.

This finding suggests that emotional intelligence represents an important psychological resource contributing to effective teaching.

II. H2: Work Stress → Teaching Effectiveness

The relationship between work stress and teaching effectiveness was negative and statistically significant, with $\beta = -0.286$, **C.R. = -5.118**, and **p < 0.001**.

Therefore, **H2 was supported**.

The negative coefficient indicates that lecturers experiencing higher work stress tend to report lower levels of teaching effectiveness.

III. Explained Variance

The structural model produced an illustrative $R^2 = 0.47$ for teaching effectiveness.

This means that emotional intelligence and work stress jointly explain approximately **47% of the variance in teaching effectiveness**.

The remaining 53% may be explained by other variables that are not incorporated into the present model, such as teaching competency, organisational support, self-efficacy, leadership, institutional climate or professional development.

Table 7a. Summary of Direct Hypotheses

Hypothesis	Proposed Effect	Actual Illustrative Effect	Result
H1	Positive	Positive and significant	Supported
H2	Negative	Negative and significant	Supported

5.6 Moderating Effect of Work Experience

Multi-Group Structural Equation Modeling was used to investigate whether work experience changes the strength of the relationships between the independent variables and teaching effectiveness.

For illustration, respondents were divided into two groups:

- **Lower work experience:** 10 years or less
- **Higher work experience:** More than 10 years

Based on the illustrative demographic data:

- Lower-experience group: **n = 133**
- Higher-experience group: **n = 217**

The structural paths were estimated separately for both groups and subsequently compared.

Table 8. Multi-Group SEM Results

Relationship	Lower Experience β	Higher Experience β	Difference in β	p-value	Decision
Emotional Intelligence → Teaching Effectiveness	0.394	0.613	0.219	0.012	H3 Supported
Work Stress → Teaching Effectiveness	-0.412	-0.198	0.214	0.028	H4 Supported

IV. H3: Moderating Effect of Work Experience on Emotional Intelligence → Teaching Effectiveness

For lecturers with lower work experience, the relationship between emotional intelligence and teaching effectiveness was positive with $\beta = 0.394$.

For lecturers with higher work experience, the relationship increased to $\beta = 0.613$.

The difference between the two coefficients was **0.219**, and the group difference was statistically significant at **p = 0.012**.

Therefore, **H3 was supported**.

The result suggests that work experience strengthens the positive effect of emotional intelligence on teaching effectiveness.

The practical interpretation is that emotionally intelligent lecturers appear to derive greater teaching benefits from their emotional competencies when these competencies are combined with accumulated professional experience.

Experienced lecturers may possess stronger tacit knowledge, classroom-management abilities and understanding of student behaviour, enabling them to translate emotional competencies into more effective instructional practices.

V. H4: Moderating Effect of Work Experience on Work Stress → Teaching Effectiveness

Among lecturers with lower work experience, work stress demonstrated a relatively strong negative relationship with teaching effectiveness:

$\beta = -0.412$.

Among lecturers with higher work experience, the negative coefficient decreased to:

$\beta = -0.198$.

The difference of **0.214** was statistically significant at $p = 0.028$.

Therefore, **H4 was supported**.

The finding suggests that greater work experience buffers or reduces the detrimental effect of work stress on teaching effectiveness.

Although work stress continues to negatively influence teaching effectiveness, its effect appears considerably weaker among more experienced lecturers.

Experienced lecturers may have developed stronger coping mechanisms, greater familiarity with organisational procedures, improved time-management practices and more effective strategies for handling challenging teaching situations.

5.7 Overall Summary of Hypothesis Testing

Table 9. Summary of Hypothesis Testing

Hypothesis	Relationship	β / Moderation Evidence	p-value	Result
H1	Emotional Intelligence → Teaching Effectiveness	0.524	<0.001	Supported
H2	Work Stress → Teaching Effectiveness	-0.286	<0.001	Supported
H3	Work Experience moderates EI → TE	$\Delta\beta = 0.219$	0.012	Supported
H4	Work Experience moderates WS → TE	$\Delta\beta = 0.214$	0.028	Supported

Overall, the illustrative findings provide support for all four proposed hypotheses.

Emotional intelligence demonstrated the strongest direct influence on teaching effectiveness. The positive coefficient indicates that emotionally competent lecturers are more likely to demonstrate effective teaching practices.

Work stress exerted a statistically significant negative influence on teaching effectiveness, demonstrating that increasing occupational pressure may interfere with lecturers' ability to maintain effective teaching practices.

More importantly, work experience significantly moderated both relationships. The positive emotional intelligence–teaching effectiveness relationship was stronger among lecturers with greater experience, while the adverse work stress–teaching effectiveness relationship was weaker among experienced lecturers.

Taken together, the results suggest that work experience functions as an important professional resource. Experience may allow lecturers to maximise the benefits of emotional intelligence while simultaneously reducing their vulnerability to occupational stress.

VI. SUMMARY OF THE ILLUSTRATIVE MODEL

Emotional Intelligence → Teaching Effectiveness

$\beta = 0.524$, $p < .001$

Work Stress → Teaching Effectiveness

$\beta = -0.286$, $p < .001$

Work Experience moderates EI → TE

Low experience $\beta = 0.394$

High experience $\beta = 0.613$

$p = .012$

Work Experience moderates WS → TE

Low experience $\beta = -0.412$

High experience $\beta = -0.198$

$p = .028$

R² Teaching Effectiveness = 0.47

Thus, approximately **47% of the variation in teaching effectiveness** is explained by the proposed structural model.

VI. CONCLUSION

The proposed research model integrates emotional intelligence, work stress and work experience to explain teaching effectiveness among Malaysian Community College lecturers.

For H1, a significant positive relationship would indicate that lecturers who possess stronger emotional competencies are more likely to demonstrate effective teaching practices. Such a finding would be consistent with the argument that emotional awareness, emotional regulation, empathy and social skills contribute to positive lecturer-student interactions and effective classroom management. Malaysian studies have previously reported positive associations between emotional intelligence and teaching effectiveness among university lecturers.

For H2, a significant negative relationship would indicate that increasing work stress is associated with reduced teaching effectiveness. Such a finding would support the Job Demands–Resources perspective, whereby excessive job demands may consume psychological resources and negatively influence performance.

The proposed moderation hypotheses provide an additional contribution. Rather than treating experience simply as a demographic characteristic, the study conceptualises work experience as a mechanism that may change the strength of the relationships between the independent and dependent variables.

If H3 is supported, it would suggest that experience strengthens the positive contribution of emotional intelligence to teaching effectiveness. Experienced lecturers may have accumulated practical knowledge that enables them to apply emotional competencies more effectively in complex teaching situations.

If H4 is supported, it would suggest that professional experience provides a protective function against work stress. Experienced lecturers may possess stronger coping strategies, familiarity with institutional procedures and more developed classroom-management skills.

However, if either moderation hypothesis is not statistically significant, this would also be theoretically meaningful. It would indicate that work experience alone may not be sufficient to change the relationships between emotional intelligence, work stress and teaching effectiveness.

This study proposes an integrated model explaining teaching effectiveness among lecturers in Malaysian Community Colleges through emotional intelligence, work stress and work experience. The model proposes that emotional intelligence positively contributes to teaching effectiveness, whereas work stress negatively affects teaching effectiveness. Work experience is further proposed as a moderator of both relationships.

The study addresses an important research gap because previous research has largely focused on teachers and university lecturers, while empirical evidence concerning Malaysian Community College lecturers remains comparatively limited. The proposed integration of emotional intelligence, job demands and professional experience provides a potentially useful framework for understanding teaching effectiveness within the Malaysian TVET context.

The final empirical contribution of the study will depend on the results obtained from the actual survey data. Accordingly, the numerical results in Tables 3–8 should be completed after the dataset has been analysed using the procedures specified in the research methodology.

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