THE INFLUENCE OF EMOTIONAL INTELLIGENCE ON JOB STRESS MEDIATED BY SOCIAL SUPPORT AMONG FEMALE TEACHERS AT SMAN 8 PADANG

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ABSTRACT

This study aims to analyze the effect of emotional intelligence on job stress with social support as a mediating variable among female teachers at SMAN 8 Padang. Using a quantitative approach with a descriptive-causal design, data were collected through questionnaires distributed to 52 respondents using a total sampling technique. Descriptive analysis revealed that emotional intelligence was in the moderate category, while job stress was in the moderately low category Inferential analysis using SEM-PLS showed that emotional intelligence had a significant negative effect on job stress, emotional intelligence had a significant positive effect on social support, and social support had a significant negative effect on job stress. Additionally, social support significantly mediated the relationship between emotional intelligence and job stress. These findings highlight the importance of strengthening emotional and social aspects to reduce job stress in educational environments. The limitation of this study lies in the narrow sample scope, which only includes one school, making the results less generalizable.

Keywords: *Emotional Intelligence; Job Stress; Social Support; Female Teachers*

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INTRODUCTION

Human resources (HR) are a vital component in ensuring the success of any organization, both in the public and private sectors (Destiana, 2023). The success of an institution, including educational organizations, is largely determined by how effectively human potential is managed and developed (Wahyudi et al., 2023). Psychologically healthy human resources who can manage job pressure effectively are key assets in maintaining organizational performance, especially in the education sector (Bakker & Demerouti, 2007; Hakanen et al., 2006; Kyriacou, 2001).

In education, teachers play a central role as the frontline executors of the curriculum and as character builders for students (Fatmawati, 2021). However, teaching is widely recognized as a highly stressful profession due to the multiple roles teachers are expected to fulfill—teaching, mentoring, engaging with parents, and meeting administrative demands (Farista, 2018). Job stress refers to the pressure stemming from the job environment that may adversely affect a person's psychological health and performance (Parker in Arman & Guspa, 2025). If not addressed adequately, job stress can lower productivity, cause physical and mental disorders, and damage interpersonal relationships within the school environment (WHO, 2016; Cheng et al., 2021).

Female teachers are particularly vulnerable to job stress due to the dual demands of professional responsibilities and domestic obligations. Wahidah (2022) explains that women are often socially burdened with high multitasking expectations, increasing the risk of role conflict and emotional exhaustion Guo & Xu, (2021). Leiter et al. (2014) found that women experience higher levels of emotional fatigue compared to men in workplace contexts. The combination of complex workloads and emotional demands can significantly reduce teaching quality and job satisfaction among female educators.

To address such pressures, emotional intelligence emerges as an internal factor that can help individuals manage stress more adaptively (Salovey & Mayer, 1990; Goleman, 1995; Zeidner et al., 2009). Emotional intelligence, as defined by Salovey & Mayer (1990), is the ability to recognize, understand, manage, and use emotions positively in daily life. Prior studies have shown that teachers with high emotional intelligence are better equipped to recognize psychological stress, maintain emotional stability, and make sound decisions under pressure (Cormier et al., 2021).

In addition to internal factors, social support from one's environment plays an essential role in reducing work-related stress (Viswesvaran et al., 1999). Lincoln et al. (2005) emphasized that social support acts as a stress buffer, providing individuals with a sense of security and validation when facing pressure. Individuals who feel socially supported—by colleagues, supervisors, family, or the community, tend to show higher resilience when dealing with occupational challenges (Brosschot et al., 1994; Schwarzer & Knoll, 2007). In the context of female teachers, supportive social relationships strengthen emotional endurance and psychological well-being.

Interestingly, several studies suggest that social support not only directly affects stress levels but also serves as a mediating factor in the relationship between emotional intelligence and job stress (Ullah et al., 2023). Individuals with high emotional intelligence are more likely to establish healthy and open social relationships, increasing their chances of receiving meaningful social support (Ioannou et al., 2019; Yasin & Dzulkifli, 2010). In this way, social support becomes a key pathway through which emotional intelligence influences job stress.

Based on the background explained earlier, this study aims to analyze the effect of emotional intelligence on job stress, with social support as a mediating variable, among

female teachers at SMAN 8 Padang. This study was conducted at SMAN 8 Padang because the school has a considerable number of female teacher who often face dual responsibilities at work and home, making them more vulnerable to job stress. The results of this research are expected to provide empirical insights to help improve teacher well-being and serve as a basis for designing relevant psychosocial interventions in the school environment.

LITERATURE REVIEW

Stress and Coping Theory

This study is grounded in the Stress and Coping Theory developed by Lazarus and Folkman (1984). This theory explains how individuals evaluate potentially stressful situations and employ coping strategies to manage them. The transactional model of stress they proposed views stress as the result of a dynamic interaction between the individual and their environment. In this model, stress is not solely determined by external events but also by how the individual perceives and appraises those events (Lazarus, 1966; Folkman, 1984).

In the context of the present study, emotional intelligence is considered a cognitive-affective factor that influences how female teachers appraise stressors in the workplace. Meanwhile, social support—whether from colleagues, family, or the community—acts as a coping strategy that helps mitigate the negative impact of work-related stress. According to Sarafino (2002), coping refers to the efforts made by individuals to neutralize or reduce the adverse effects of stress.

Lazarus (1984) further argues that individuals who take proactive steps to manage stress experience fewer negative psychological and physiological consequences. Such individuals engage in continuous cognitive and behavioral efforts to manage internal or external demands that are perceived as taxing or exceeding their personal resources. These coping actions are key to maintaining well-being (Ghani et al., 2014).

Coping strategies, according to Lazarus and Folkman, (1984) are generally categorized into two forms: problem-focused coping and emotion-focused coping. Problem-focused coping involves direct actions to eliminate or reduce the source of stress, whereas emotion-focused coping aims to regulate the emotional response to stress, such as through distraction, acceptance, or emotional reframing (Stuart & Sundeen, 1991).

Furthermore, coping responses may vary by age and gender. Taylor (2003) notes that coping strategies evolve across developmental stages, while Long (1990) found that women are more likely to display emotional responses when coping with stress, in contrast to men who tend to focus on solving the core issue directly.

Job Stress

Job stress refers to the emotional and mental strain individuals experience when job demands exceed their coping capacities (Lazarus & Folkman, 1984). Sense of pressure in dealing with work, while Beehr and Newman (in Luthans, 2006) describe it as a state that disrupts normal functioning when jobdemands surpass personal ability. Stress arises from uncertainty and pressure at work, often affecting emotional well-being and performance. Stress may stem from various sources, including physical, psychological, and social domains (Khoirurrahman et al., 2023).

Factors contributing to job stress include individual elements such as family problems, financial issues, and personality traits; organizational aspects like workload, role ambiguity, and unsupportive colleagues; and environmental influences such as

economic shifts, political instability, technological changes, and security concerns (Robbin, cited in Guridno et al., 2021) . In education, these stressors are intensified by digital demands and complex social roles (Wang et al., 2023).

To assess job stress in teachers, this study adopts five indicators from the School Teachers Job Stressor Scale (Naono-Nagatomo et al., 2019): (1) time spent outside of formal job hours, (2) self-assessed teaching competence, (3) workplace relationships, (4) social demands beyond teaching, and (5) non-teaching duties.

Job stress is considered the dependent variable in this study, influenced negatively by emotional intelligence and mitigated by social support. High levels of job stress are associated with decreased performance, lower job satisfaction, and poor psychological well-being.

Emotional Intelligence

Emotional intelligence refers to an individual's ability to recognize, understand, manage, and utilize emotions effectively—both their own and those of others (Dogru, 2022). Goleman (in Setiawan et al., 2020) was among the first to popularize this concept, asserting that non-academic intelligence plays a critical role in one's success. He defines emotional intelligence as the capacity to regulate emotions, stay motivated, control impulses, and build positive relationships (Goleman, 2014). Similarly, Hasibuan (in Setiawan et al., 2020) emphasizes its importance in managing emotional responses under pressure, controlling anger, and fostering enthusiasm and social connections. Mangkunegara (2017) adds that it involves understanding and evaluating not only one's own emotions but also the emotions of others. Alonazi (2020) further notes that emotional intelligence integrates emotional regulation with cognitive processing to help individuals pursue both short- and long-term goals.

In essence, emotional intelligence plays a central role in workplace performance, especially in emotionally demanding professions such as teaching (Jamal et al., 2023). It enables individuals to handle stress, maintain empathy, self-regulate under pressure, and stabilize mood to prevent emotional disruption from impairing cognitive function and behaviour (Alonazi, 2020). Emotional intelligence not only enhances personal well-being but also contributes to organizational success by supporting motivation and emotional resilience (Hashmi et al., 2024).

To measure emotional intelligence, this study adopts the model developed by Wong and Law (WLEIS), as cited in (Alonazi, 2020), which identifies four core dimensions: (1) Self-Emotional Appraisal, the ability to recognize and understand one's own feelings; (2) Others' Emotional Appraisal, the capacity to perceive and interpret the emotions of others through cues such as tone, expression, or body language; (3) Use of Emotion, the ability to harness emotions to support personal motivation and achieve goals; and (4) Regulation of Emotion, the skill to manage emotional responses, particularly under stressful or challenging circumstances.

Emotional intelligence is hypothesized to have a negative and significant effect on job stress. Teachers with higher EI are better equipped to handle emotional demands, maintain calm under pressure, and avoid stress escalation.

H1: Emotional intelligence has a negative and significant effect on job stress among female teachers at SMAN 8 Padang

Emotional intelligence is believed to enhance social by fostering interpersonal relationships, effective communication, and empathy (Alonazi,2020). Teacher with high emotional intelligence tend to engage positively with colleagues, student, and school

leaders, leading to greater emotional and instrumental support.

H2: Emotional intelligence has a positive and significant effect on social support among female teachers at SMAN 8 Padang

Social Support

Social support refers to the assistance individuals receive through their social relationships, which may take the form of emotional comfort, practical help, advice, or reassurance (Taylor, 2011). According to Smet (1994), social support involves the provision of verbal and non-verbal assistance that protects individuals from negative behaviors. King (2010) describes it as feedback or information from others that conveys a sense of love and belonging. Sarafino (2011) defines social support as expressions of care, attention, appreciation, or aid received by an individual or group. Similarly, Coban (1976) and Syme & Berkman (1979) highlight that social support is built upon reciprocal relationships of trust, help, and validation. Gottlieb (in Irwan, 2017) adds that the presence of supportive individuals in one's environment can offer emotional benefits and influence behavior positively.

From these perspectives, social support can be understood as a psychological and emotional resource derived from meaningful relationships, offering a buffer against stress and enhancing a person's sense of worth, safety, and connectedness (Fiori et al., 2023). It plays a particularly important role in the workplace, where it fosters resilience, especially in emotionally demanding professions such as teaching (Vaguliene et al., 2022).

To measure social support in this study, the Multidimensional Scale of Perceived Social Support (MSPSS) developed by Zimet et al., (1988) is used. This instrument assesses perceived social support from three primary sources: (1) Family support, referring to emotional closeness, empathy, and assistance provided by family members; (2) Friend support, which includes emotional comfort and practical help offered by close friends during challenging times; and (3) Significant other support, which captures the perceived support from a person with a strong emotional bond such as a life partner, close confidant, or mentor.

Social support is hypothesized to have a mediating effect in the relationship between emotional intelligence and job stress. It can strengthen the stress-buffering function of emotional intelligence by providing external emotional reinforcement and validation (Alonazi, 2020; Fiori et al., 2023). In addition to its mediating role, social support is also believed to exert a direct influence on reducing job stress by offeringindividuals a sense of belonging, emotional assurance, and practical assistance in challenging situation (Taylor, 2011; Vaguliene et al., 2022).

H3: Social support has a negative and significant effect on job stress among female teachers at SMAN 8 Padang

H4: Social support mediates the relationships between emotional intelligence and job stress among female teachers at SMAN 8 Padang

METHOD

This study employed a descriptive-causal research design, which aims to examine the direction and magnitude of cause-and-effect relationships between variables (Sugiyono, 2019). In this case, the study was conducted to determine the extent to which emotional intelligence influences job stress, with social support acting as a mediating variable, specifically among female teachers at SMAN 8 Kota Padang. Descriptive-causal research is used to describe existing phenomena and analyze causal relationships between

independent and dependent variables. In line with this design, the research used a quantitative approach, utilizing a structured questionnaire as the main instrument for data collection.

Participants were selected using purposive sampling to ensure they met criteria relevant to the study namely, being active female teachers with a minimum of one year's teaching experience (Etikan et al., 2016). The questionnaire included three validated instruments: an Emotional Intelligence Scale model developed by Wong and Law (WLEIS), as cited in Alonazi (2020), a Job Stress Scale based on the School Teachers Job Stressor Scale (Naono-Nagatomo et al., 2019), and a Social Support Scale adapted from the Multidimensional Scale of Perceived Social Support (Zimet et al., 1988), each using a 5-point Likert scale. A pilot study involving 15 respondents from a comparable school was conducted to test the instruments' validity and reliability, leading to minor revisions for clarity.

The final version was distributed to 52 female teachers, either directly or through an online form depending on availability. Data were analyzed using SmartPLS 3, beginning with descriptive statistics, followed by measurement model testing to assess indicator loadings, composite reliability, and average variance extracted (AVE). Structural model analysis was then conducted to evaluate the direct and indirect relationships among variables, with bootstrapping used to assess the mediating role of social support through significance testing of indirect effects (Hair et al., 2019).

RESULTS AND DISCUSSION

Descriptive Statistical Analysis

This analysis aims to observe the minimum, maximum, mean, and standard deviation values for each measured variable. The results of the descriptive statistical analysis are presented in the following table:

Table 1
Descriptive Statistic

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Emotional Intelligence	52	36	80	55.33	8.255
Job Stress	52	50	100	69.62	13.298
Social Support	52	26	53	39.50	6.623
Valid N (listwise)	52				

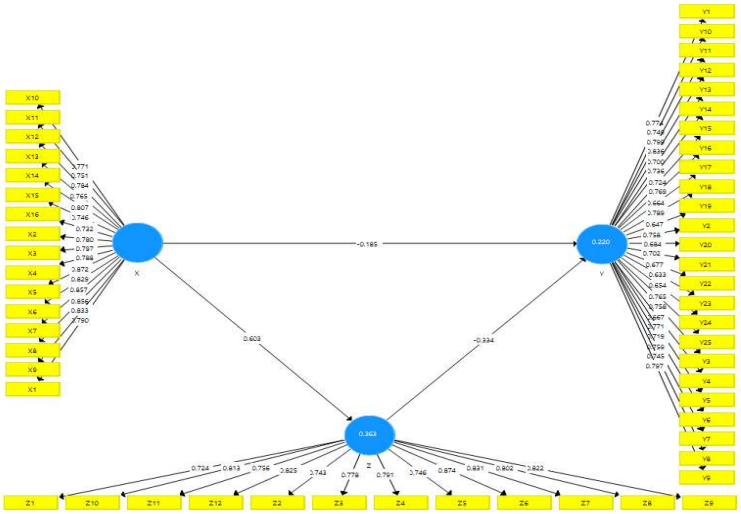
Source: Data processed by the author, 2025

Based on the descriptive statistical analysis of 52 respondents, it was found that the emotional intelligence variable had a minimum score of 36 and a maximum of 80, with a mean of 55.33 and a standard deviation of 8.255. This indicates that the emotional intelligence levels among respondents were quite varied, with a tendency toward a moderate category. The job stress variable had a minimum score of 50 and a maximum of 100, with a mean of 69.62 and a standard deviation of 13.298, indicating that respondents generally experienced moderate to high levels of job stress with substantial variation.

Meanwhile, the social support variable showed a minimum value of 26 and a maximum of 53, with a mean of 39.50 and a standard deviation of 6.623. This suggests that the family support received by respondents was in the moderate category, with relatively moderate data dispersion.

Convergen Validity

Convergent validity refers to the degree to which a measure is correlated with other measures of the same construct, typically assessed through factor loadings (Hair et al., 2019). An indicator is considered to have good convergent validity if its loading value exceeds 0.70. However, for exploratory or preliminary studies, a loading value between 0.50 and 0.60 is still acceptable (Abdillah & Hartono, 2015). The PLS model output is shown in Figure 1.



Source: Data processed by the author using SmartPLS, 2025

Figure 1
Model PLS

Average Variance Extracted

Discriminant validity can be evaluated using the Average Variance Extracted (AVE) for each latent variable (Fornell & Larcker, 1981; Hair et al., 2019). A construct is considered to fulfill discriminant validity if the square root of the AVE value is greater than the correlation between constructs in the model (Fornell & Larcker, 1981; Hair et al., 2019). In this study, the AVE values for each construct are presented in the following table:

Table 2
AVE, Composite Reliability, Cronbach Alpha

Variabel	AVE	Composite Reliability	Cronbach Alpha
Job Stress	0,537	0,967	0,964
Emotional Intelligence	0,638	0,966	0,962
Social Support	0,629	0,953	0,946

Source: Data processed by the author, 2025

Based on the AVE values, all variables in this study exceed the threshold of 0.50, indicating that convergent validity is met. The job stress variable has an AVE of 0.537, emotional intelligence is 0.638, and social support is 0.629. This means all constructs are valid, as each indicator explains more than 50% of the variance of the respective construct.

Reliability

Reliability in this study was measured using Composite Reliability and Cronbach's Alpha, with a minimum threshold of 0.70 indicating that a construct is considered reliable (Hair et al., 2019).

As shown in Table 2, all constructs have composite reliability values greater than 0.95 and Cronbach's Alpha values above 0.94. These results demonstrate that the instruments used in this study have high internal consistency and are considered reliable. In conclusion, the measurement model in this study meets both validity (convergent and discriminant) and reliability criteria, indicating that the constructs used are both accurate and consistent in measuring the intended variables.

Coefficient of Determination (R^2)

The R^2 value is used to determine the extent to which the variability of a dependent variable can be explained by the independent variables (Hair et al., 2019).

Table 3
Coefficient of Determination (R^2)

Variable	R Square
Job Stres	0,220
Social Support	0,363

Source: Data processed by the author, 2025

Based on the analysis results, the Job Stress variable has an R^2 value of 0.220, indicating that emotional intelligence and social support together explain 22% of the variance in Job Stress, while the remaining 78% is influenced by factors outside the model. Meanwhile, the Social Support variable has an R^2 value of 0.363, suggesting that emotional intelligence contributes 36.3% to the variability in social support. These results indicate that both models demonstrate a moderate level of explanatory power.

t-statistic

The final step of this testing process aims to evaluate the validity of the hypotheses proposed in the study. The testing was conducted using a t-statistic test, where the obtained t-statistic values were compared to the critical t-table value of 1.96 (at a 5% significance level). If the t-statistic exceeds 1.96, the hypothesis is considered accepted; conversely, if it is lower, the hypothesis is rejected (Ghozali, 2014).

Table 4
t-statistic

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
EI -> JS	-0,386	-0,418	0,123	3,146	0,002
EI -> SS	0,603	0,617	0,099	6,107	0,000
SS -> JS	-0,334	-0,385	0,120	2,790	0,005

Source: Data processed by the author, 2025

Based on Table 4, the t-statistic test results indicate that all relationships between the variables in this study are statistically significant. First, Emotional

Intelligence has a significant negative effect on Job Stress, with a coefficient value of -0.386, a t-statistic of 3.146, and a p-value of 0.002. This means that the higher a person's emotional intelligence, the lower the level of Job Stress experienced. Second, Emotional Intelligence also has a significant positive effect on Social Support, with a coefficient of 0.603, a t-statistic of 6.107, and a p-value of 0.000, indicating that individuals with high emotional intelligence tend to receive greater social support. Third, Social Support has a significant negative effect on Job Stress, with a coefficient of -0.334, a t-statistic of 2.790, and a p-value of 0.005, meaning that the higher the level of social support received, the lower the level of Job Stress perceived.

Mediation Effect

The mediation effect was tested following the mediation analysis procedure proposed by Hair et al. (2014), as presented in the table 5.

Table 5
Mediation Effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
EI > SS -> JS	-0,201	-0,241	0,094	2,145	0,032

Source: Data processed by the author, 2025

Based on the analysis results, the indirect effect of Emotional Intelligence on Job Stress through Social Support shows a coefficient (Original Sample) of -0.201, a t-statistic of 2.145, and a p-value of 0.032. Since the t-statistic exceeds 1.96 and the p-value is less than 0.05, it can be concluded that Social Support serves as a significant mediator in the relationship between Emotional Intelligence and Job Stress.

The Influence of Emotional Intelligence on Job Stress

Based on the analysis results, emotional intelligence has a negative and significant effect on Job Stress, with a p-value of 0.002 and a t-statistic of 3.146. These values meet the significance criteria ($p < 0.05$ and $t > 1.96$), thus the hypothesis is accepted. This means that the higher the level of emotional intelligence possessed by teachers, the lower the level of Job Stress they experience.

The TCR (Total Criteria Rate) shows that emotional intelligence has an average score of 69.5% (categorized as moderate), while Job Stress is at 55.8% (categorized as fairly low). This condition aligns with the inferential analysis results, which confirm a negative and significant relationship between emotional intelligence and Job Stress. In other words, a reasonably good level of emotional intelligence among teachers contributes to reducing Job Stress, allowing them to manage pressure more effectively within their job environment.

These findings are consistent with Megawati & Yuwono (2010), who stated that individuals with high emotional intelligence tend to remain calm under pressure and are able to perform well without experiencing excessive stress. Additionally, Karlom and Noermijati & Primasari (2015) emphasized that the ability to regulate emotions is a crucial aspect of stress management—where the higher a person's emotional intelligence, the lower the level of Job Stress they perceive. This is further supported by Fiorilli et al. (2019), who argued that teachers with strong emotional competence are

better prepared to face pressure and are more capable of understanding stressors in a rational manner.

The Influence of Emotional Intelligence on Social Support

Based on the analysis results, emotional intelligence has a positive and significant influence on social support, with a p-value of 0.000 and a t-statistic of 6.107. Thus, the second hypothesis is accepted. This finding indicates that teachers with strong emotional intelligence are more capable of building solid social relationships, allowing them to receive higher levels of support from their surrounding environment.

This is supported by descriptive data, which show that the average TCR (Total Criteria Rate) for the social support variable reached 65.6%, falling into the "moderate" category. Among the indicators, support from family had the highest TCR at 67%, followed by support from friends (65%) and significant others (65%). These figures suggest that teachers receive a reasonable amount of emotional, informational, and practical support from those closest to them.

Emotional intelligence enables individuals to be more sensitive to the dynamics of interpersonal relationships and to engage in positive, empathetic communication. With these abilities, teachers are better positioned to establish healthy and mutually supportive social bonds. This finding aligns with Afwina (2019), who stated that the ability to manage emotions facilitates individuals in developing healthy social relationships and focusing on their professional responsibilities. The social support received enhances job effectiveness and mitigates the impact of stress. Additionally, Fiorilli et al. (2019) emphasized that emotional intelligence is closely related to one's ability to engage in social interaction, and teachers with high EI (emotional intelligence) tend to perceive social resources around them more positively.

The Influence of Social Support on Job Stress

The results of the third hypothesis test show that social support has a negative and significant effect on Job Stress, with a p-value of 0.005 and a t-statistic of 2.790. This indicates that the higher the social support received by teachers, the lower the level of Job Stress they experience. This hypothesis is accepted and reinforces the understanding that social support plays a protective role against work-related pressures. Supporting this conclusion, descriptive analysis reveals that the TCR for social support stands at 65.6% (moderate category), while the TCR for Job Stress is only 55.8% (fairly low category). This balance reflects the significant contribution of social support—from family, colleagues, and significant others—in alleviating the psychological burden faced by teachers in performing their duties.

These findings are consistent with Noviati (2015) who stated that social support provides both physical and psychological comfort for educators in managing work-related stress. Windistiar (2016) also noted that teachers with strong social support are more capable of coping with major stressors, allowing them to manage stress effectively and prevent negative impacts on their job performance.

In addition, these findings are in line with the Stress and Coping Theory developed by Folkman & Lazarus (1986), which explains that stress arises from the transactional relationship between an individual and their environment. According to this theory, how a person perceives and appraises stressors greatly determines their emotional and behavioral responses. In this context, social support functions as a coping mechanism that helps reduce the negative psychological impact of stress by providing emotional resources, information, and practical assistance.

Sarafino (2011) explains that coping refers to the efforts made by individuals to neutralize or reduce the harmful effects of stress. Folkman & Lazarus (1986) also argues that individuals who actively engage in coping strategies tend to experience fewer psychological and physiological consequences. Therefore, social support serves as a key protective factor that helps individuals including teachers regulate their emotional responses and maintain mental well-being in demanding work environments.

The Mediating Role of Social Support in the Relationship Between Emotional Intelligence and Job Stress

The results of the mediation analysis indicate that social support acts as a mediator in the relationship between emotional intelligence and Job Stress, with a p-value of 0.032 and a t-statistic of 2.145. As these values meet the criteria for statistical significance, it can be concluded that emotional intelligence not only has a direct effect on Job Stress but also exerts an indirect effect through social support. In other words, the higher a teacher's emotional intelligence, the greater the level of social support received, which in turn helps to reduce perceived Job Stress.

This finding is consistent with the study by Fiorilli et al. (2019), which emphasizes that emotional intelligence plays a crucial role in fostering the quality of social relationships. Teachers with high emotional intelligence tend to be more open, capable of effective communication, and more attuned to their social environment. This enables them to receive social support from colleagues, family members, and their surrounding community. Such support functions as a "buffer" against the pressures and workload they face, thereby effectively reducing work-related stress.

Moreover, high emotional intelligence facilitates individuals in managing conflicts, nurturing harmonious interpersonal relationships, and creating a supportive job atmosphere. Afwina (2019) also asserted that good emotional regulation helps individuals build positive social relationships, which ultimately strengthens the social support they receive. This support is vital as it provides a sense of security, emotional comfort, and motivation in facing job demands.

Thus, the results of this study reinforce the essential role of social support as an effective mediating pathway in reducing Job Stress among teachers. Strong emotional intelligence not only aids individuals in managing their own emotions but also contributes to building positive social relationships, thereby enhancing their resilience to stress in the workplace.

CONCLUSION AND SUGGESTION

Based on the results of this study, it can be concluded that emotional intelligence plays a crucial role in reducing job stress among female teachers, both directly and indirectly through the mediating role of social support. Higher emotional intelligence is associated with lower levels of job stress, as it enhances individuals' ability to manage pressure and maintain emotional stability. Additionally, emotional intelligence positively influences the level of social support received, which in turn further alleviates job stress.

These findings highlight the importance of developing emotional intelligence and strengthening social support systems as effective strategies to enhance teachers' psychological well-being and resilience in the workplace.

Future research is suggested to incorporate additional variables such as job satisfaction, organizational commitment, and leadership style, as these factors are theoretically and empirically linked to job stress and emotional intelligence. Including

these variables will provide a more comprehensive understanding of the mechanisms that influence teachers' psychological well-being and workplace performance. Furthermore, subsequent studies are encouraged to apply a wider methodological approach, such as qualitative or mixed methods to overcome the limitation of relying solely on self-report data and to generate richer and more in-depth insights

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