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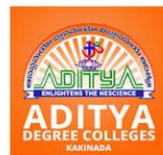
Dr.Kannadhasan Suriyan

Dr.Senthilkumar S

Dr. Revathi V

Prof. Murthy N

Dr.P.Sivakumar



**Aditya Degree and P.G. College(A) ,
Lakshminarayana Nagar, Kakinada, Andhra Pradesh, India.**

&

K.S.R. College of Engineering (Autonomous) , Nammakal, India.

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Exploring Determinants of Workplace Demand among Teachers: The Role of Emotional Demand, Excessive Workload, Human Relation and Interpersonal Conflict

Priyadharshini A, Anitha Kumari D and Chellamma Venkatesan

*Department of MBA, School of Management Studies and Commerce, Vels Institute of Science, Technology & Advanced Studies (VISTAS), Pallavaram, Chennai, Tamil Nadu, India
prilingam1987@gmail.com, anitha.smz@velsuniv.ac.in*

Keywords: Emotional Demand, Excessive Workload, Interpersonal Conflict, Job Satisfaction.

Abstract: This research aims at identifying the determinants of teachers' workplace demand in schools to include emotional demands; inadequate staff works load, and conflicts among teachers and other staff. The data were collected through a structured survey of which 300 questionnaires were administered and 273 responses were used for the analysis. EFA and CFA reaffirmed the reliability and validity of the constructs to the study. Confirmatory analysis was also conducted using Structural Equation Modelling (SEM) to analyse hypotheses. According to the results depicted, there is significant correlation between social reward demand, numerical and functional demand Interpersonal violation and job satisfaction. Among the concerns for managers, it is stated that to enhance teacher satisfaction, the mentioned difficulties should be addressed by the interventions. The current study therefore extends the understanding of job satisfaction antecedents in the education sector by offering policy recommendations and organisational practices that enhance positive job attitude. Future research directions therefore mean raising the question how effective these stressor-based interventions are and what leadership roles can foster change.

1 INTRODUCTION

Teaching is already a stressful job because one has to be emotionally involved, work extremely hard and at the same time be interpersonal in handling students and colleagues in constantly shifting contexts. Teachers work as educators, advisors, and managers and, at the same time; aim to encourage students' knowledge acquisition, development of problem-solving skills, and personality change. Because of the above-discussed level of emotional involvement such as empathy, supporting students and managing classroom behaviours, classroom management involves getting weary particularly with unpleasant incidents. In addition, planning and preparing lesson, marking work, dealing with other school-related business, supplementary schedules and extra curricula activities consume time that is far in excess of the working hours available to teachers, they don't enjoy any aspect of life. Relation compounded these difficulties because a teacher has to work out relation with students, parents, fellow teachers and subordinates. Such interactions can increase

collaboration or social relatedness, on the one hand, yet, at the same time, those interactions predicted destructive kind of conflict that influences job satisfaction.

Given the significance of these stressors, this work seeks to examine the relationship that exists between emotional demand, workload, and interpersonal conflict with teacher job satisfaction. Analysing these factors, the research aims to reveal the key findings to support the improvement of teacher's well-being and retention as well as work productivity. Regarding these issues, strengthening is important for educational institutions because teacher satisfaction is directly connected to the quality of education and institutional climate. By its very design – both quantitative and qualitative in nature – the study is going to offer a range of effective solutions aimed at minimizing stress-related factors, promoting the organizational culture conducive to teacher health and well-being and guaranteeing the principles of efficiency and sustainability in education tomorrow's teachers.

questionnaires administered to 300 respondents, with 280 responding, of which 273 were usable because of some missing information. Self-developed questionnaire Emotional demand was measured by using a scale adapted from prior literature while, excessive workload, interpersonal conflict, and job satisfaction were all measured using established scales. Each construct was assessed using a 5-point Likert scale ranging from "strongly disagree" to "strongly agree."

4 DATA ANALYSIS AND RESULTS

4.1 Demographic Information

Table 1: Demographic information about the respondents (N=273).

Category	Subcategory	Frequency	Percentage (%)
Gender	Male	105	38.5
	Female	168	61.5
Age	21-30 years	72	26.4
	31-40 years	109	39.9
	41-50 years	62	22.7
	Above 50 years	30	11.0
Education Level	Bachelor's Degree	80	29.3
	Master's Degree	155	56.8
	Doctorate	38	13.9
Years of Experience	0-5 years	58	21.3
	6-10 years	95	34.8
	11-20 years	72	26.4
	Above 20 years	48	17.6
Marital Status	Single	87	31.9
	Married	186	68.1

The demographic data of the respondents offer information about the respondents' attributes. From the 273 participants, the majority were female, 108 (61.5%) while the males were 52 (38.5%). Using age distribution, the research found that 39.9% of the respondents fell under the age of 31-40 years, 26.4% under the age of 21-30 years, 22.7% under 41-50 years and only 11% above 50 years of age. Table 1 show the Demographic information about the respondents (N=273).

When it comes to education most participants possessed a Master's degree (56.8%), participants

with a Bachelor's degree (29.3%) and a Doctorate (13.9%) respectively. In terms of professional experience, the respondents have 34.8% have 6-10 years of experience, 26.4% 11-20 years of experience, 21.3% have 0-5 years of experience and 17.6% have more than 20 years of experience.

Last of all, 68.1% of the respondents were married while the rest 31.9% was single. The demographic distribution presented above describes a diverse population of respondents with regard to age, gender, Marital status, employment status, children, education, and monthly household income; all of which makes the obtained data fit to examine the factors that affect job satisfaction within the teaching profession.

4.2 Missing values

From 300 questionnaire, the researcher got 280 returned responses, the missing for two or three constructs were replaced using mean of the series. After removing incomplete responses 273 was finalized for data analysis.

4.3 Exploratory Factor Analysis

Table 2: Descriptives, Scale Items and Factor Loadings.

		Loadings
Emotional demand	ED1	.845
	ED2	.892
	ED3	.850
	ED4	.900
Excessive workload	EW1	.861
	EW2	.831
	EW3	.847
Interpersonal conflicts	IC1	.833
	IC2	.779
	IC3	.891
	IC4	.877
Job satisfaction	JS1	.874
	JS2	.860
	JS3	.824
	JS4	.886

Source: Primary survey

Before conducting analysis, KMO test was performed to assess sampling adequacy. Specifically, the KMO statistic was calculated as 0.916, which significantly exceeds the acceptable threshold cut off of 0.60, supporting the claim that the sample was adequate for conducting a factor analysis. Also, the Bartlett's test of sphericity was significant at the 1percent level, indicating that the data is suitable for conducting the EFA. Table 2 show the Descriptives,

2 LITERATURE REVIEW FOR HYPOTHESES DEVELOPMENT

That self-regulation to meet organizational requirement of emotional display has been associated with stress and burnout. As per the study of Karakas and Ozkan (2023), emotionally demanding classroom related interactions have negative impact on the job satisfaction of the concerned teachers because of lack of institutional supply. In the same way, Wong et al., (2022) posited on the build-up of the effects of emotional labor, underlying this on the assertion that unchecked stress results to poor morale in organizations. According to the studies conducted by Garcia-Chacón et al., (2021), it was identified that potential negative impacts of these changes can be buffered by the utilised emotional regulation strategies, however, the effectiveness of which depends on institutional conditions. For instance, Brown et al. (2019) found that uncontrolled emotional working condition related to high attrition rates of teachers, and this was especially so because such conditions were inherent to teaching practice in stressful institutions including urban centers.

Among the factors, excessive workload is acknowledged in the latest literature as one of the primary reasons for job dissatisfaction. Smith and Taylor (2023) reported showing that the long hours teaching and coupled with managerial responsibilities undermined teachers' capacity to perform their tasks meaningfully. These are consistent with Johnson et al. (2021), who found out that increased workload volumes lead to burnout, decline in mental health hence low satisfaction levels. Xu and Li (2020) ran a longitudinal study that sought to understand how changes to workload and role in a knowledge intensive team affect job satisfaction, and it was established that these changes have a positive correlation. Kim and Park (2018) found out that teachers with manageable workloads displayed improved job performance as well as students one Bear in mind that overload work has been deemphasized by many scholars in the course of our literature review in particular, Kim and Park (2018) noted that overload work is not only associated with improved job satisfaction but also received performance as well as students from teachers.

Interpersonal conflict at the workplace is another important variable to reveal in educational institutions affecting teacher satisfaction. Lopez et al., (2023), noted that workers experience hostility from their colleagues and management they end up in

conflict of their duties hence job satisfaction and collaboration is affected. Consistent with Singh's and Rana's (2021) study, interpersonal conflict moderation was proposed with organizational culture as a moderator that either amplifies conflict or diminishes the conflict impact. However, Ahmed and Ali have pointed out that the encouragement of another type – open communication and conflict solving actually increases the level of satisfaction in the job. Williams and Chen (2018) offered ordinary empirical research on how interpersonal conflict remains unresolved leading to workplace exclusions and low organizational commitment.

A review of past research suggest that emotional demand strongly determines job satisfaction because of the relationship nature of teaching. Teacher workload characterized by overburden with teaching duties as well as administrative chores is also a significant predictor of teacher job satisfaction. When employees are involved in conflict in workplace relation, the physical environment becomes hostile and this also reduces satisfaction levels among employees. These hypotheses are formed with reference to theories and research done on these variables namely the interactions between the civil society organisations and private sector organisations.

2.1 Hypotheses

H1: Emotional demand influences job satisfaction among teachers.

H2: Excessive workload has a significant effect on job satisfaction in the teaching profession.

H3: Interpersonal conflict reduces job satisfaction among teachers.

2.2 Objectives

- To examine the relationship between emotional demand and job satisfaction among teachers.
- To assess the impact of excessive workload and interpersonal conflict on job satisfaction in educational institutions.

3 RESEARCH METHODOLOGY

To achieve the objectives of the study, the work used a quantitative research strategy to analyse the degree of impact that emotional demand, workload, and interpersonal conflict have on job satisfaction among teachers. Data collection was done through structured

Scale Items and Factor Loadings. Exploratory factor analysis (EFA) were conducted by principal component analysis with varimax rotation. Using Eigenvalues > 1 as a retention criterion, there were four factors extracted, which explained a total variance of 82.26%. A good level of explanation was attained.

4.4 Confirmatory factor analysis

Confirmatory Factor Analysis (CFA) was carried out to evaluate the validity and reliability of the constructs. Composite Reliability (CR) was performed to test of constructs internal consistency and Average Variance Extracted (AVE) was determined to test of convergent validity while Maximum Shared Variance (MSV) was conducted to test of the discriminant validity. According to Hair et al. (2010), the CR values must be greater than 0.7,

the AVE value must be greater than 0.5, and the MSV must be less than AVE for the construct to be reliable and valid.

According to Table 3, all constructs meet these thresholds, implying high reliability and validity. The CR for all constructs is > 0.7, AVE values are > 0.5, and MSV < AVE, indicating that the scales used in the study were appropriate to conduct SEM. CFA model fit indices further confirmed the model adequacy for subsequent analyses, with NFI and CFI greater than 0.90 and RMSEA less than 0.08. Figure 1 show the CFA model for the proposed scale.

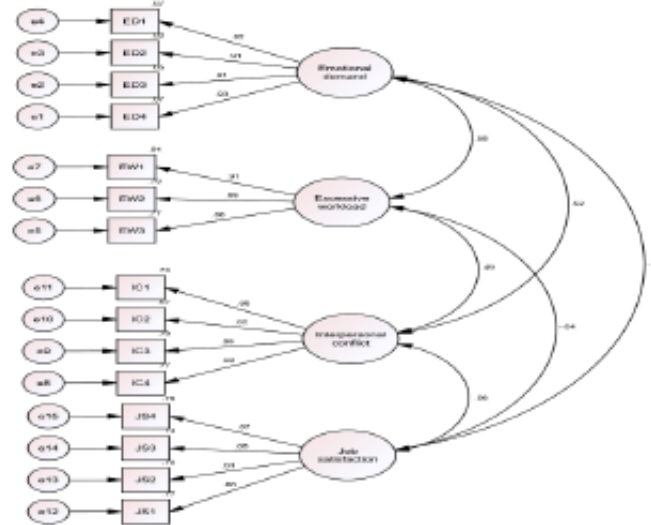


Figure 1: CFA model for the proposed scale.

Table 3: Reliability, validity and correlation.

	CR	AVE	MSV
Interpersonal conflict	0.920	0.742	0.315
Emotional demand	0.925	0.755	0.392
Excessive workload	0.923	0.799	0.407
Jobsatisfaction	0.920	0.743	0.407

The psychometric aspects of the constructs that were formed in the current study such as interpersonal conflict, emotional demand, excessive workload, and job satisfaction were especially satisfying. The

CR of all the constructs exceeds a threshold of 0.7, indicating adequate internal consistency of the measures. If, for all items under a particular construct, the CR value is greater than 0.90

as follows, then we can conclude that all the items are valid indicators of the particular construct: Interpersonal conflict 0.920; emotional demand 0.925; excessive workload 0.923 and job satisfaction 0.920.

Variance extracted averages for all constructs are above the threshold of 0.5 as indicated by higher scores of 0.742 for interpersonal conflict, 0.755 and 0.799 for emotional demand, and job satisfaction respectively. Table 4 show the Model fit indices. This indicates sufficient to good degree of convergent validity since each of them accounts for a reasonable

variance in its measured indicators. In addition, the diagonal in all the cross-loadings tables is the square root of the AVE for all constructs, and the MSV for each construct is also lower than the AVE, which gives evidence of discriminant validity. Interestingly, there is moderate correlation between the MSV of interpersonal conflict which is 0.315 and moderate correlated with the other three; emotional demand $r=0.392$; excessive workload $r=0.407$ and job satisfaction $R=0.407$ respectively to ensure that the constructs are genetic and the scales are not overly tagged.

Table 4: Model fit indices.

Indices	Abbreviation	Observed Values	Recommended Criteria
Normed Chi Square	χ^2/df	1.547	$1 < \chi^2/df < 3$
Goodness-of-Fit Index	GFI	0.941	> 0.90
Normed Fit Index	NFI	0.963	> 0.90
Comparative Fit Index	CFI	0.987	> 0.90
Tucker-Lewis Index	TLI	0.983	$0 < TLI < 1$
Root Mean Square Error of Approximation	RMSEA	0.045	$< 0.05 = \text{Good Fit} < 0.08 = \text{Acceptable Fit}$

4.5 Hypotheses testing using SEM model

Structural Equation Modeling (SEM) was utilized through the maximum likelihood estimation (MLE) method, recognized for its accuracy and flexibility in structural analyses (Hair et al., 2019). The path analysis results, including standardized regression weights (β), standard errors (SE), critical ratios (CR), and p-values for each hypothesized relationship, are summarized in Table 5. All proposed relationships between independent variables and job satisfaction were statistically significant, emphasizing the impact of emotional demand, excessive workload, and interpersonal conflict on teachers' job satisfaction.

Emotional demand negatively affected job satisfaction, with a standardized regression weight (β) of -0.369, a CR of -6.525, and a p-value of 0.000. As the p value < 0.05 and $CR > 1.96$, this confirmed the impact is significant and supporting H1. This finding illustrates how managing emotional demands in teaching such as addressing students' emotional needs can influence teachers' satisfaction levels. Previous research indicates that unaddressed emotional demands lead to burnout and decreased job satisfaction (Brown et al., 2021). Figure 3 show the Structural model.

We found that emotional demand had a negative impact on job satisfaction ($\beta=-0.369$; $CR=-6.525$; $p=0.000$). Since p value 1.96, so it indicates the effect is significant and supportive to H1. This finding shows how managing emotional demands in the teaching profession like providing to students' emotional needs can affect levels of teachers' satisfaction. Research has shown that unfulfilled emotional needs result in burnout and lack of job satisfaction (Brown et al., 2021).

H2 was supported by excessive workload, which showed β of -0.407 and a CR of -6.981, and a p-value of 0.000. Table 5 show the Path coefficients of the Structural model. This resonates with previous studies that found heavy teaching workloads and administrative duties reduce job satisfaction (Smith et al., 2020). Strategies such as redistribution of workload and support of technology could lessen some of these pressures.

H3 was supported as the interpersonal conflict construct significantly negatively influenced job satisfaction ($\beta -0.285$, $CR -5.040$, $p -0.000$). According to literature, disputes between employees lead to a workplace hostile, which decreases the level of satisfaction (Johnson & Lee, 2019). Providing an avenue for resolving conflict between employees can help create a better-cultured workplace.

Emotional demand, excessive workload, and interpersonal conflict explained 38% of the variance in job satisfaction ($R^2 = 0.382$). It is evident that more

specific interventions are needed to improve job satisfaction for teachers in schools



Figure 2: Structural model.

Table 5: Path coefficients of the Structural model.

Outcome variables		Causal Variables	Standardized regression weights	Standard error	Critical ratio (CR)	P	Result
Job satisfaction	<---	Emotional demand	-.369	.047	-6.525	0.000	H1 supported
Job satisfaction	<---	Excessive workload	-.407	.046	-6.981	0.000	H2 supported
Job satisfaction	<---	Interpersonal conflict	-.285	.063	-5.040	0.000	H3 supported

5 MANAGERIAL IMPLICATIONS

This study, however, helps with what factors externalize job satisfaction while working in teaching institutions in the same capacity. The study brings insight into how negative emotional demand contributes to job satisfaction showing that it is fundamental to control negative emotional demands while teachers educate learners. Since emotional demand has the greatest significant impact on job satisfaction, educational institutions should implement targeted support measures. These programs might include counselling and

psychological support services, emotional intelligence seminars and training for staff. A lot of these measures would help the teachers to deal with the burden of the emotional demand, not to mention the advantages of providing them with a healthier working condition so they would get more satisfaction from their job.

Also, the enormous negative influence of excessive workload on job satisfaction shows the need to reverse the rising burden of demands in teachers. This is an indication that long working hours and administrative overload are major causal factors of job dissatisfaction. Employers in educational institutions need to look at ways of addressing work and roles balance, cutting on bureaucracy, and

considering use of ICT in the institutions. These measures would enable teachers to perhaps become more effective and satisfied with their more core instructional tasks, inasmuch as most of the bureaucratic overhead of highly prescriptive mechanistic systems would be lifted from their shoulders.

Interpersonal conflict also featured prominently as the fourth determinant of job satisfaction. These conflicts make the working environment for teachers' hostile hence contributing to their dissatisfaction. This proposed research therefore seeks to determine the role of conflicts in the workplace in contributing to teacher dissatisfaction. In this regard, it is necessary that schools, colleges and other institutions must develop conflict solving strategies and encourage people to share their problems. Improved and more effective communication among team members means that there should be team building sessions and courses which deal with conflicts and their solutions.

Overall, the study highlights the need for educational institutions to adopt a more holistic approach to improving job satisfaction. By addressing emotional demands, excessive workloads, and interpersonal conflicts, schools and colleges can create a work environment that supports teachers' well-being, reduces burnout, and fosters greater job satisfaction.

6 CONCLUSION AND FUTURE RESEARCH SCOPE

This study highlights the significant challenges that impact job satisfaction among teachers, particularly emotional demand, excessive workload, and interpersonal conflict. These results imply that educational institutions must focus on establishing positive organizational conditions to reduce those critical sources of stress. Among these are scaling up of interventions to deal with emotional demands, proper work sharing or work load balancing, promotion of positive organizational culture by engaging in conflict solving programs in this way institutions will go a long way to increase teacher satisfaction and teacher retention.

The research findings will help us to establish the factors in educational institutions that must be changed to improve employee satisfaction and thus contribute to the changing of educational policies and managerially relevant practices of the colleges and schools. Considering all these challenges that teachers are experiencing in their line of duty, this

study hence highlights the need to address teacher burnout as a core business of institutional effectiveness.

Future studies may investigate precisely what interventions can be performed to decrease the level of emotional demand and workload, and what outcomes enhanced job satisfaction, when looked at from the context of the workplace culture in the long run? Furthermore, papers regarding the leadership behaviors and organizational commitment in managing interpersonal conflict would extend the understanding of increasing teacher engagement in varying educational settings. These channels would help advance improved approaches to optimise work climate for teachers thus improving the results of education.

Disclosure of Interests. The authors have no competing interests to declare that are relevant to the content of this article.

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