

Research Paper

Relationship between Emotional Intelligence and Burnout among Teacher Educators

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ABSTRACT

The present study reports the extent of relationship between emotional intelligence and burnout among teacher educators working in University of Mysore and Bangalore University. A total of 400 teacher educators working in urban and rural areas were selected for the present study. They were administered Emotional Intelligence test (Mangal & Mangal, 2012) and Burn out Inventory (Misra, 2012) in one setting. The data analysis was done through Pearson's product moment correlation and stepwise multiple regression. Results revealed that Intrapersonal awareness component of EI was significantly and negatively related to depersonalization, emotional exhaustion, friction, task avoidance and total burnout scores. Significant and negative relationships were observed between interpersonal awareness and depersonalization, emotional exhaustion, task avoidance, neglecting and total burnout scores. Intrapersonal management of EI was significantly and negatively related to depersonalization, emotional exhaustion, task avoidance, and total burnout scores. Total emotional intelligence scores were significantly and negatively related to depersonalization, emotional exhaustion, friction, task avoidance, distancing, neglecting and total burnout scores. Finally stepwise multiple regression analysis revealed that out of 4 areas of emotional intelligence, only 2 areas best predicted burnout; they are Intrapersonal Awareness and Interpersonal Awareness and predicted to an extent of 6.5%.

Keywords: *Emotional Intelligence, Burnout, Teacher, Educators*

Now a days it can be easily noticed that there has been a drastic change and transformation in the global scenario – also true with the educational scenario. The teacher education has taken a new dimension in this context. Liberalization, privatization, globalization and corporatization have been the slogans of these days. Therefore teacher education gains relevance only when it makes right responses to the demand of these slogans with its updated value and techniques.

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Daniel Goleman (1998) defined emotional intelligence as "the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships". Based on extensive research, he has proposed five dimensions of emotional intelligence consisting of 25 competencies. Self-awareness, self-regulation and self-motivation constitute personal competence. Empathy and social skills constitute social competences. Emotional intelligence is considered as the prime factor which makes and keeps people employed. The teachers' emotional make up determines his professional success. The educational system and programs must make efforts for training the emotions of teachers and developing proper emotional intelligence potential among them. Tony Buzan defines Social intelligence as "simply the degree to which we 'get along with' and relate to other people around us". Human beings are, after all social animals, and this ability is absolutely vital if they are to get on in life and enjoy themselves.

Burnout phenomenon is considered to be most prevalent among human service professionals whose primary role is to help and interact with others in emotionally demanding contexts over time (Maslach, 1982). Given that teachers are the main provider of emotionally challenging and intensively interactive human service work in schools, it is not unusual that teachers have been a popular subject pool in the burnout literature (Schaufeli & Enzmann, 1998). Teacher burnout has been defined in a variety of ways throughout the history of the phenomenon (Gold, 1984). Studies have revealed that about as many as a third of the teachers surveyed in various studies around the world reported that they regarded teaching as highly stressful (Borg, 1990). The amount and degree of stress a teacher experiences may be related to his negative self-perception, negative life experiences, low morale, and the struggle to maintain personal values and standards in the classroom (Worrall & May, 1989). Kyriacou (2001) stated, "the stress experienced by a particular teacher will be unique to him or her, and will depend on the precise complex interaction between his or her personalities, values, skills, and circumstances" (p. 29). According to Milstein and Farkas (1988), while the stressors (e.g. students' misbehaviors and discipline problems, students' poor motivation for work, heavy workload and time pressure, role conflict and role ambiguity, conflicting staff relationships in school management and administration, and pressure and criticisms from parents and the wider community are found to be quite common across settings in the teaching profession, teachers do not react identically to these common stressors. Specifically, some teachers might develop psychological symptoms of varying severity, ranging from mild frustration, anxiety, and irritability to emotional exhaustion as well as psychosomatic and depressive symptoms (Kyriacou & Pratt, 1985).

The studies related to emotional intelligence and burnout are quite few in number. Colomeischi (2014), showed that the teachers' emotional intelligence makes a difference regarding the burnout syndrome: the more emotional intelligent the teachers are the less exposed to experience burnout syndrome they are. Mohammadyfar, Khan and Tamini (2009) in their study on school teachers revealed that emotional intelligence and job burnout were explained 43.9% of mental health and 13.5% of variance of physical health.

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The present investigation was intended to explore the independent existence of emotional intelligence and to investigate its potentiality to predict burn out among teacher educators. The teacher educators' role as facilitators gains significance only when they respond positively to the 'New' and the 'Novel'. In addition to the acquisition of the knowledge of updated technology they should imbibe in them the emotional and social competencies essential for their success and psychological wellbeing.

METHOD

Following hypotheses were formulated for the present study

- H1: There is no relationship between areas of emotional intelligence and different dimensions of burnout of teacher educators.
- H2: Emotional intelligence is not a significant predictor of the burnout of teacher educators

Sample:

The study involved a sample of 400 teacher educators working in the teacher education colleges of, Bangalore, and Mysore universities. This sample was drawn in such a way as to make available all categories of teacher educators as mentioned in moderator variables. Stratified random sampling was employed for the purpose

Tools employed

1. MANGAL EMOTIONAL INTELLIGENCE INVENTORY (2012).

Emotional intelligence of the subjects was assessed by Dr. S.K. Mangal and Mrs Shubhra Mangal's Mangal Emotional intelligence inventory (MEII). Emotional 33 intelligence inventory has been designed for use with Hindi and English knowing 16+ years ago of school, college & university students for the measurement of their emotional intelligence (total as well as separately) in respect of four areas or aspects of emotional intelligence namely, intra personal awareness (knowing about one's own emotions), inter personal awareness (knowing about other's emotions), intra personal management (managing one's emotions) and inter personal management (managing others emotions) respectively. It has 100 items 25 each from the four areas to be answered in 'yes' or 'no'. The validity for the inventory has been established by adopting two different approaches namely factorial and criterion related approach. For adopting factorial approach inter-correlations among the four areas of the inventory vary from .437 to .716 (after testing these correlations at the 0.01 level - 2tailed, it was found that all were significant). As far as criterion related validity is concerned, with adjustment inventory for college students and emotional maturity scale the validity coefficients were found to be -.662 and -.613 respectively. The split half, K-R formula (20) and test-retest reliabilities were found to be .89, .90 and .92 respectively. Scoring can be done by hand or with the help of stencil. The mode of response to each of the item of the inventory is in the form of a forced choice i.e. either 'yes' or 'no', indicating complete agreement or disagreement with the proposed statement respectively. In the present emotional intelligence inventory, there are items where the response 'yes' is indicative of the presence of emotional intelligence and 'no' for the lack of emotional intelligence where 'no'

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response provides clue for the presence of emotional intelligence and 'yes' for its absence. For scoring one mark is to be 34 given for the response indicating presence of emotional intelligence and zero for the absence of emotional intelligence.

2. BURN OUT INVENTORY (Misra, 2012):

Burn out inventory for Indian sample is developed by Misra (2012). The inventory has 48 items measuring burn out of an individual in 8 dimensions-non accomplishment, depersonalization, emotional exhaustion, friction, task avoidance, distancing, neglecting and easy going. The respondent has to answer each question on five alternative Likert scale-almost always, often, many times, sometimes and always never. Further, the inventory has good psychometric properties of reliability and validity. The reliability computed for the sample of higher education teachers was .825, whereas for B.Ed. students it was .936. When validities were calculated through correlations between total burn out scores and scores on each dimension, the obtained correlation coefficients were found to be significant at .01 level. After, scoring, the scores were converted into Z scores, assigned grades too. The norms clearly indicate that higher the Z score, higher would be the burn out. The norm classification of burn out ranges from extremely low, low, below average, slightly below average, average, slightly above average, above average, high and extremely high.

Procedure:

The researcher personally went to selected colleges in University of Mysore and Bangalore University, produced the permission letters for the administration of test and took the permission from the respective heads of the institution and administers the tool to 400 teacher educators. Before administrating the questionnaire, the teacher educators were assured that their responses utilized only for research purpose and maintained confidentiality. They were asked to answer all questions. Once the data were collected, they were scored and fed to the computer.

Further, statistical analysis was done through Pearson's product moment correlation and stepwise multiple regression, to find out the mutual relationship between areas of emotional intelligence and dimensions and burnout as well as to predict burn out from emotional intelligence scores. .

Tables 1 and 2 present results of Pearson's product moment correlation and stepwise multiple regression respectively.

RESULTS

Table 1, Results of Pearson's product moment correlations between dimensions of burnout and Dimensions of burn out inventory

		Areas of emotional intelligence				
		Intra personal awareness	Interpersonal awareness	Intra personal management	Interpersonal management	Total scores

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		Areas of emotional intelligence				
Non accomplishment	Cor.	-.077	-.096	.000	-.006	-.071
	Sig.	.125	.054	.993	.905	.157
Depersonalization	Cor.	-.147	-.188	-.145	-.040	-.203
	Sig.	.003	.000	.004	.429	.000
Emotional exhaustion	Cor.	-.213	-.123	-.107	-.023	-.178
	Sig.	.000	.014	.033	.651	.000
Friction	Cor.	-.149	-.095	-.084	.033	-.113
	Sig.	.003	.059	.092	.513	.023
Task Avoidance	Cor.	-.161	-.122	-.155	-.050	-.188
	Sig.	.001	.015	.002	.318	.000
Distancing	Cor.	-.075	-.035	-.089	-.062	-.099
	Sig.	.135	.490	.076	.215	.049
Neglecting	Cor.	-.077	-.134	.020	-.064	-.102
	Sig.	.125	.007	.696	.200	.042
Easy Going	Cor.	-.007	-.018	-.027	-.074	-.048
	Sig.	.896	.712	.593	.139	.335
Total burnout scores	Cor.	-.241	-.207	-.182	-.106	-.284
	Sig.	.000	.000	.000	.034	.000

Intrapersonal awareness and burnout: Intrapersonal awareness component of EI was significantly and negatively related to depersonalization ($r=-.147$; $p=.003$), emotional exhaustion ($r=-.213$; $p=.000$), friction ($r=-.149$; $p=.003$), task avoidance ($r=-.161$; $p=.001$) and total burnout scores ($r=-.241$; $p=.000$). As the scores in intrapersonal awareness increased, scores in above mentioned dimensions also decreased linearly and significantly. Rest of the dimensions of the burnout inventory-distancing, neglecting and easy going were not significantly related to intrapersonal awareness of EI.

Interpersonal awareness and burnout: In the case of interpersonal awareness, significant and negative relationships were observed between interpersonal awareness and depersonalization ($r=-.188$; $p=.000$), emotional exhaustion ($r=-.123$; $p=.014$), task avoidance ($r=-.122$; $p=.015$), neglecting ($r=-.134$; $p=.007$) and total burnout scores ($r=-.207$; $p=.000$). However, remaining dimensions of burn out inventory-non-accomplishment, friction, distancing and easy going were not significantly related to interpersonal awareness.

Intrapersonal management and burnout: Intrapersonal management of EI was significantly and negatively related to depersonalization ($r=-.145$; $p=.004$), emotional exhaustion ($r=-.107$; $p=.000$), task avoidance ($r=-.155$; $p=.002$), and total burnout scores ($r=-.182$; $p=.000$). As the scores in intrapersonal management increased, scores in above mentioned dimensions also decreased linearly and significantly. Rest of the dimensions of the burnout inventory-non accomplishment, friction, distancing, neglecting and easy going were not significantly related to intrapersonal management of EI.

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Interpersonal management and burnout: In the case of interpersonal management, none of the areas of burn out were significantly related, except for total burnout scores ($r=-.106$; $p=.034$). A significant and negative relationship was observed between interpersonal management and total burnout scores.

Total emotional intelligence scores and burnout: Total emotional intelligence scores were significantly and negatively related to depersonalization ($r=-.203$; $p=.000$), emotional exhaustion ($r=-.178$; $p=.000$), friction ($r=-.113$; $p=.023$), task avoidance ($r=-.099$; $p=.049$), distancing ($r=-.099$; $p=.049$), neglecting ($r=-.102$; $p=.042$) and total burnout scores ($r=-.284$; $p=.000$). As the scores in emotional intelligence increased, scores in above mentioned dimensions also decreased linearly and significantly. Rest of the dimensions of the burnout inventory-non-accomplishment, distancing, and easy going were not significantly related to total emotional intelligence.

Table 2, Results of stepwise multiple Regression

Variables Entered	R	R ²	AdjustedR ²	Std. Error of the Estimate
Intrapersonal Awareness	.241	.058	.056	12.49698
Interpersonal Awareness	.265	.070	.065	12.43193

When stepwise regression was applied to find out the predictors for burn out by 4 areas of emotional intelligence, following results were obtained. When 4 scores of areas of EI were regressed on total burnout scores, the analysis revealed that only 2 areas of EI best predicted burnout of the teacher educators. The first variable to enter in the equation was Intrapersonal Awareness with the correlation coefficient of .241, R² value of .058 and adjusted R² value of .056. The second area of EI to enter into the equation along with the Intrapersonal Awareness was Interpersonal Awareness with the combined correlation of .264, R² value of .070 and adjusted R² value of .065. In total both Intrapersonal Awareness and Interpersonal Awareness areas contributed 6.5% of the burnout. In other words, lesser the emotional intelligence in Intrapersonal Awareness and Interpersonal Awareness more was the burn out for teacher educators.

DISCUSSION

Major findings of the study

- Intrapersonal awareness component of EI was significantly and negatively related to depersonalization, emotional exhaustion, friction, task avoidance and total burnout scores.
- Significant and negative relationships were observed between interpersonal awareness and depersonalization, emotional exhaustion, task avoidance, neglecting and total burnout scores.
- Intrapersonal management of EI was significantly and negatively related to depersonalization, emotional exhaustion, task avoidance, and total burnout scores.
- Total emotional intelligence scores were significantly and negatively related to

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depersonalization, emotional exhaustion, friction, task avoidance, distancing, neglecting and total burnout scores.

- Out of 4 areas of emotional intelligence, only 2 areas best predicted burnout; they are Intrapersonal Awareness and Interpersonal Awareness and predicted to an extent of 6.5%.

From the above findings it is evident that emotional intelligence has definite influence on burnout of teacher educators to some extent. It is clear that when Intrapersonal Awareness and Interpersonal Awareness are low, the burnout of the teacher educators is high. This finding calls for further inquiry why lesser intra and interpersonal awareness leads to higher burnout rates among teacher educators. It boils down the fact that the intra and inter personal management did not have much influence over burnout, but it is the awareness which had influence on burnout among teacher educators.

H1 stated as there is no relationship between areas of emotional intelligence and different dimensions of burnout of teacher educators is partially accepted as the analysis revealed that few areas of emotional intelligence are significantly and negatively related to few dimensions of burnout. H2 stated Emotional intelligence is not a significant predictor of the burnout of teacher educators is rejected as at least 2 areas of emotional intelligence significantly predicted the burnout of teacher educators.

The association between emotional intelligence and teacher burnout has received increasing attention in educational settings. The results of the present study are in agreement with studies done elsewhere. In a recent study, Cohen and Abedallah (2015) reported negative associations between EI and burnout dimensions. More specifically, emotion appraisal and depersonalization were found to show the strongest relation. Platsidou (2010) study showed that overall EI was related to burnout dimensions. Specifically, teachers who reported higher levels in the subscale optimism/mood regulation showed lower levels of emotional exhaustion and depersonalization, again Pena and Extremera (2012) reported similar findings showing negative links among EI dimensions and emotional exhaustion and depersonalization. Chan (2006), argued that EI could influence burnout symptoms considering a progressive sequential pattern.

To conclude, high emotional intelligence of the teachers is negatively correlated with teachers' burnout dimensions. These could have practical implications for educational settings in order to enhance the quality of school life. In order to reduce the teachers' burnout and to raise the level of the teachers' engagement, and their wellbeing it could be possible to enable them to be more emotional intelligent and more confident in their own possibilities of success both personal and professional. The authors suggest that the identification both of teachers' life satisfaction level and the teachers' emotional intelligence is important in terms of teaching profession, since it could predict a better attitude toward work and a lower chance to experience burnout.

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