

## Job burnout and emotional intelligence among teaching and non-teaching teachers

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### ABSTRACT

The objective of the present study was investigating the predictive association between emotional intelligence and job burnout in the teaching and non-teaching teachers. The sample of the study consisted of 100 teaching and non-teaching teachers. Their age range was between 25-50 years. Data analysis involved use the Product Moment of correlation and t-test. The results indicate that job burnout and emotional intelligence positively and significantly correlated. The study also reveals significant difference among teachers on the basis of their age, teaching experience and type of school they served, and no significant difference on the basis of gender and marital status in terms of their burnout and emotional intelligence. Results are discussed in the light of previous researches.

**Keywords:** *Burnout and Emotional Intelligence, Teachers*

**B**urnout is a state of emotional and physical exhaustion caused by excessive and prolonged stress. It can occur when you feel overwhelmed and unable to meet constant demands. As the stress continues, you begin to lose the interest or motivation that led you to take on a certain role in the first place. Burnout reduces your productivity and saps your energy, leaving you feeling increasingly hopeless, powerless, cynical, and resentful. The unhappiness burnout causes can eventually threaten your job, your relationships, and your health.

Burnout may be defined as a state of physical, emotional and mental exhaustion that results from long-term involvement in work situations that are emotionally demanding. A great deal of research has been devoted to the understanding of factors contributing to burnout and to its consequences for individuals and their health. Research indicates that stress and burnout are significant factors in the development of both physical and psychological illness (McGrath *et al.*, 1989). Further research findings show that burnout is correlated with numerous self-reported measures of personal distress (Belcastro and Gold, 1983; Greenglass, 1991; Schaufeli and Enzmann, 1998). These findings parallel those reported for teachers that burnout also correlates positively with depression, anxiety andomatization (Greenglass *et al.*, 1990; Bakker *et al.*, 2000).

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The term emotional intelligence (EI) was popularized by Goleman (1995) who claimed that emotional intelligence “can be as powerful, and at times more powerful, than I.Q.” There are a number of different definitions of emotional intelligence in the psychological literature, but in general, it is defined as an ability to identify, regulate, and manage emotions in the self and in others. Research indicates that higher levels of emotional intelligence are associated with a range of positive outcomes, such as better workplace performance and physical and mental health. Good teachers need a strong emotional intelligence. Understanding what makes a particular student “tick” emotionally can be important in helping with individual learning. Further, by being mindful of students’ emotions and helping students to regulate their emotions, teachers can ease interpersonal conflicts and contribute to the students’ emotional and social development. Importantly, emotionally intelligent teachers also have the ability to perceive and regulate their own emotions, which might help to increase workplace engagement and reduce burnout.

### REVIEW LITERATURE

The burnout syndrome entails three distinct states in which employees feel emotionally “spent” (emotional exhaustion), display a detached attitude toward others (depersonalization), and experience a low sense of efficacy at work (diminished personal accomplishment) (Maslach & Jackson, 1986). Burnout has been consistently linked with physiological and affective outcomes (Burke & Greenglass, 1995; Cherniss, 1992; Lee & Ashforth, 1993; Maslach & Leiter, 1998) as well as with organizational consequences such as increased turnover, increased intention to leave, negativework attitudes, and reduced levels of performance (Cameron, Horsburgh, & Armstrong-Stassen, 1994; Jackson, Schwab, & Schuler, 1986; Lee & Ashforth, 1996; Wolpin, Burke, & Greenglass, 1991; Wright & Bonett, 1997; Wright & Cropanzano, 1998). Given the forgoing, research that extends the ability to predict burnout is important.

Although emotional exhaustion is at the core of burnout, the burnout literature has rarely considered emotional work demands as predictors of burnout. Previous research assumed that it was the frequency or *quantity* of interactions with clients/customers that caused role overload and burnout (Cordes & Dougherty, 1993; Maslach, 1978). As is evident from research in other areas (Frone, 1999), the *quality* of experiences must also be considered. Frequent interaction with people may be tiring in itself given its implications for workload, but such interaction can also involve the need for employees to regulate their emotional expressions in mandated ways (Rafaeli & Sutton, 1989). This lack of attention to the emotional nature of interpersonal encounters as predictors of burnout has been acknowledged by burnout researchers (Cordes & Dougherty, 1993; Schaufeli, Maslach, & Marek, 1993). The current study employed an emotional labor framework as a means of explicitly examining the emotional demands of work and the individual styles of responding to these emotional demands, which have been proposed as contributing to employee stress (Hochschild, 1983).

Early research by Keller (1990) identified stressors in emergency nursing as well as effective coping skills used to decrease the stress levels. Emergency nurses that used a combination of short and long term coping skills reported lower levels of burnout and higher levels of personal accomplishment and job satisfaction. The Maslach burnout inventory was the main survey tool used in this study (Keller 1990).

Sawatzky (1996) examined the specific stressors related to critical care nursing. The research showed that the highest stress levels were related to patient care and management

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issues. This research is important to the nursing field because “if the origins of stress in the ICU can be identified and controlled, improved nursing performance will lead to a consistent level of optimal patient care” (Sawatzky 1996).

In another study, Adali and Priami (2002), examined the levels of stress in emergency, intensive care, and internal medicine units using the Maslach Burnout Inventory. The study revealed that nurses in the emergency department experienced a higher level of stress and related burnout than those that worked in the intensive care or internal medicine wards (Adali & Priami 2002).

In 2003, Gillespie and Melby conducted research aimed at determining stressors, affects on patient care, and the impact of stress outside of the clinical setting. This research showed that nurses in an acute medicine environment had higher levels of stress than those working in accident and emergency medicine (Gillespie & Melby 2003).

More research needs to be done in an attempt to identify possible stressors which will in turn decrease levels of stress in the nursing environment, and ultimately lead to reduced rates of burnout and improved patient care. The more research that is conducted, the more professionals will recognize the importance of this matter in relation to the nursing profession as a whole.

According to the Salovey and Mayer’s (1990) original model, emotional intelligence consists of appraisal of emotion in the self and others, emotional expression, regulation of emotion in the self and others, and utilization of emotion in solving problems. Mayer, Salovey, and Caruso (2004) later on refined their 1990 model but the basic aspect of Emotional intelligence proposed remained similar to the old model. In their 1990 model, Salovey and Mayer described emotional intelligence as a mix of what might be considered abilities and traits whereas, in the recent model, they have argued for a pure ability conceptualization of emotional intelligence. Such an ability conceptualization is associated with a measurement approach that focuses on latent abilities assessed through performance tasks (Mayer et al., 2004; Mayer, Salovey, Caruso, & Sitarenios, 2003). Emotional Intelligence, along with the ability of carefully reason emotional feelings (Mayer et al., 2008) also includes other characteristics like the ability to excite oneself, ability to resist failures, maintaining one's morals, repressing depression during thinking, empathy, intimacy and optimism (Goleman, 1995). This not only helps in controlling emotional responses, but it also facilitates the appropriate exploitation of emotions in various situations and can predict reductions in burnout (Mayer et al., 2008). Emotional intelligence by adequately processing the events which bear emotional load, empower the individual to sensibly deal with the events, apply continence and control immediate demands. It, therefore, may be argued that, considering its significant role in emotional control including appropriate emotional management and individual's adaptability to the environment, Emotional intelligence may help in reducing burnout and enhance emotional control (Goleman, 1998).

### ***Objective of the study***

1. To study the level of burnout among teachers.
2. To study the level of high experience of burnout among male teachers.
3. To study the level of high experience of burnout among female teachers.
4. To study the level of low experience of burnout among male teachers.
5. To study the level of low experience of burnout among female teachers.

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6. To study the level of emotional intelligence in among teaching and non- teaching teachers.
7. To study the level of high experience of emotional intelligence among male teachers.
8. To study the level of high experience of emotional intelligence among female teachers.
9. To study the level of low experience of emotional intelligence among male teachers.
10. To study the level of low experience of emotional intelligence among female teachers.

### ***Hypotheses***

- HO<sub>1</sub> There are no significant difference burnout the perceived gender (male & female) of under the study.
- HO<sub>2</sub> There are no significant differences of burnout of high and low experience of male teachers.
- HO<sub>3</sub> There are no significant differences of burnout of high and low experience of female teachers.
- HO<sub>4</sub> There are no significant differences of emotional intelligence the perceived (male & female) of under the study.
- HO<sub>5</sub> There are no significant differences of emotional intelligence of high and low experience of male teachers.
- HO<sub>6</sub> There are no significant differences of emotional intelligence of high and low experience of female teachers.

### ***Participants***

A total of 100 teaching and non- teaching teachers included in the present study. The sample is based on purposive sample technique. It consists of work experience (high and low) And gender (male and female teachers).

### ***Instrument***

In this present study following research tools are used to assess the organization citizenship behaviour and job involvement.

- Personal Data questionnaire.
- Maslach Burnout inventory (MBI) Scale.
- Emotional Intelligence Scale (EIS).

### **Personal data questionnaire**

Personal data questionnaire will be prepared by the researcher. It contains items related to respondent's personal and professional identity, age, educational qualification, service and tenure.

**Maslach Burnout Inventory (MBI):** In this study the MBI developed by Maslach et. al. (1986) was used to measure burnout in school teachers, having three subscales: Emotional Exhaustion (EE), Depersonalization (DP) and Personal Accomplishment (PA) which covered 22 items. The authors strongly recommended different and separate interpretations of three subscales and not to combine in a single score because higher EE, DP and lower PA constitute higher burnout. The Cronbach's reliability coefficient was .90 for EE, .79 for DP and .71 for P.A. A good convergent and discriminate validity was determined of the scale.

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**Emotional Intelligence Scale (EIS):** In this study EIS developed by Rambir (2007) was used which covered five components in 44 items. Each item has five alternatives. The split-half reliability of the scale was 0.61 and discriminate validity was 0.07.

### RESULT

*Table -1 Table showing Mean, S.D, and t value of Burnout on the basis of gender.*

GROUP	N	MEAN	SD	SED	t- ratio	SIGNIFANCE
MALE	60	58.26	13.26	2.70	.12	P>.01
FEMALE	60	62.57	16.24			

*Table-2 Showing Mean, S.D, and t value of Burnout on the basis of experience in male teachers.*

GROUP	N	MEAN	SD	SED	t- ratio	SIGNIFANCE
HIGH EXPERIENCE	60	50.26	12.11	2.41	4.57	P<.01
LOW EXPERIENCE	60	61.29	14.26			

*Table-3 Showing Mean, S.D, and t value of Burnout on the basis of experience in female teachers.*

GROUP	N	MEAN	SD	SED	t- ratio	SIGNIFANCE
HIGH EXPERIENCE	60	50.26	12.11	7.74	.52	P>.01
LOW EXPERIENCE	60	61.29	14.26			

*Table -4 Table showing Mean, S.D, and t value of Emotional Intelligence on the basis of gender.*

GROUP	N	MEAN	SD	SED	t-ratio	SIGNIFANCE
MALE	60	58.26	13.26	2.70	1.59	P<.05
FEMALE	60	62.57	16.24			

*Table-5 Showing Mean, S.D, and t value of Emotional Intelligence on the basis of experience in male teachers.*

GROUP	N	MEAN	SD	SED	t- ratio	SIGNIFANCE
HIGH EXPERIENCE	60	50.26	12.11	2.51	4.57	<.01
LOW EXPERIENCE	60	61.29	14.26			

*Table-6 Showing Mean, S.D, and t value of Emotional Intelligence on the basis of experience in female teachers.*

GROUP	N	MEAN	SD	SED	t-ratio	SIGNIFANCE
HIGH EXPERIENCE	60	56.26	12.93	2.433	2.31	P<.01
LOW EXPERIENCE	60	61.89	13.86			

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**Table-7 Table Shows correlation coefficient among teaching and non- teaching teachers in term of Burnout and Emotional Intelligence.**

	<b>Burnout</b>	<b>Emotional intelligence</b>
Burnout	*****	-.72
Emotional Intelligence	-.72	*****

### **DISCUSSION**

- Table no. 1 shows that male and female did not differ significantly in terms of burnout. Male and female teachers both experience of burnout.
- Table no. 2 shows that high and low experience teachers differ significantly in terms of burnout. Low experience teachers having more burnout.
- Table no. 3 shows that high experience teachers low burnout teachers than low experience teachers.
- Table no. 4 shows that male and female teachers did not differ significantly in terms of emotional intelligence.
- Table no. 5 shows that high and low experienced teachers differ significantly in terms of emotional intelligence. Low experienced teachers having more emotional intelligence.
- Table no 6. Shows that high experienced teachers emotional intelligence teachers less than low experienced teachers.
- Table no. 7 indicates that there is a negative correlation between burnout and emotional intelligence.

### **CONCLUSION**

Teachers emotional intelligence means that person must have a self awareness that enables to recognize feeling and manage people's emotions role of teachers in restructure that society in invincible. Emotional competence of teachers is necessary both in general for their own wellbeing and for effectiveness and quality in caring out teaching – learning process in the class room and in particular for the social – emotional development of student these can be improved with effective intelligence of the teachers. Thus, it is necessary to create various projects, in order to give teachers to give teachers more information about burnout and how they come overcome it and to understand how they can deal with the problem.

### **Limitation**

1. This research has certain limitation due to which its result cannot be generalized.
2. If sample size would be larger than generalization of result would be better.
3. Also, time of the study can play an important indicator as for example beginning of the semester, mid –semester or the end of the semester as teaching burden varies accordingly and thus the stress level.
4. The issue requires further investigation such as longitudinal studies are needed to evaluate the possibility of a causal relationship between emotional intelligence and burnout.
5. An important aspect as personality attributes, traits of characteristic may also be taken into consideration. These variables might have some reflection with burnout.

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### ***Conflict of Interest***

The author declared no conflict of interest.

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