

**RESEARCH PAPER****A Cross-Sectional Analysis of The Relationship between Emotional Intelligence and Burnout in University Teachers.****¹Adeela Afridi* ²Dr. Saima Ambreen and ³Dr. Sara Durrani**

1. MPhil Scholar, Department of Psychology, University of Balochistan, Quetta, Balochistan, Pakistan
2. Assistant Professor, Department of Psychology, University of Balochistan, Quetta, Balochistan, Pakistan
3. Lecturer, Department of Psychology, University of Balochistan, Quetta, Balochistan, Pakistan

Corresponding Author adeelaafриди111@gmail.com**ABSTRACT**

The purpose of the study is to determine whether emotional intelligence affects burnout rates among university instructors. It measures emotional intelligence and burnout using the Wong and Law Emotional Intelligence Scale and the Oldenburg Burnout Inventory, respectively. To evaluate the data, 102 participants in a cross-sectional design were used. We investigated the impact of emotional intelligence on burnout among university teachers, while also considering demographic factors such as gender and marital status. Our findings reveal a significant impact of emotional intelligence on burnout levels among university teachers, with higher emotional intelligence being associated with reduced burnout. Furthermore, demographic variables like gender and marital status showed minimal impact on burnout levels. These results suggest that enhancing emotional intelligence could be an effective strategy for reducing burnout among university instructors, irrespective of demographic variations.

Keywords: Burnout, Emotional Intelligence, University Teachers**Introduction**

Leadership Maslach and Jackson (1981) defined burnout as a state marked by emotional exhaustion, depersonalization, and a loss of sense of personal accomplishment. Numerous pieces of evidence demonstrating the incidence of burnout have also been presented by scholars. For example, Maslach and Leiter (1999) demonstrated that conflicting beliefs, a disintegration of the workplace, a loss of autonomy, insufficient compensation, and an absence of equity can all lead to burnout. According to Lee and Ashforth (1996), workload and time limits are among the factors that lead to burnout.

Several work-related factors, such as high workloads, strained relationships with coworkers, large class sizes, resource shortages, fear of violence, student behavior issues, role ambiguity and conflict, limited opportunities for advancement, inadequate support, and low participation in decision-making, have been linked to teacher burnout (for example, Abel & Sewell, 1999; Fimian & Blanton, 1987; Friedman, 1991; Wolpin et al., 1991)

High work motivation individuals run the risk of burnout (Pines, 1993; Schaufeli, 2000). Irrational expectations or beliefs (Oro & Ursua, 2005; Pines, 2002), a sense of insignificance in the classroom (Pines, 2002). Due to their nature of job, extrema commitment, and level of responsibility, teachers are considered quite vulnerable for facing burn-out. Burnout has a negative connection with agreeableness and hardiness (Cano et al., 2005; Chan, 2000).

Emotional Intelligence

Emotional intelligence, often abbreviated as EI, refers to an individual's capacity to successfully notice, comprehend, and manage both their own and other people's feelings (Mayer & Salovey, 1997). The concept of emotional intelligence (EI), which dates to the early writings of analysts like Salovey and Mayer, has seen significant development in the last several years. It first converged mostly on relational skills and mindfulness, but modern perspectives have broadened its scope to include other aspects such as emotional self-regulation, compassion, and social awareness (Goleman, 1995). These advancements reflect the growing recognition of Emotional Intelligence (EI) as a multifaceted construct that plays a crucial role in shaping personal and professional life.

Literature Review

Literature evidence, like that of delivered by the International Labor Organization (ILO), recommends that the working sector is presently ending up in a disturbing circumstance, in which mental medical conditions are expanding with 1 in each 10 workers experiencing ongoing pressure, nervousness, burnout, or depression, among others. Such issues are the subsequent primary driver of joblessness, nonappearance from work, exiting the workforce, and even hospitalization of those beset. This has further bad ramifications concerning general wellbeing, socialization, and financial repercussions (Sestili et al., 2018).

One of the occupations known to be most impacted by the conditions mentioned above is teaching. A quarter of university instructors say their jobs are very stressful or draining, according to Horgan et al. (2018).

The adrenal glands produce large amounts of cortisol and adrenaline during stressful times; the latter makes sure that blood glucose levels rise sharply to give the body energy in emergency situations. Long-term exposure to this condition results in physical and emotional weariness (Fernández-Alacid et al., 2019).

This will have a beneficial effect on lowering negative stress levels in both individuals and groups. The feelings that instructors have in the classroom will influence how they deliver their lessons. Negative emotions impair one's ability to process information cognitively, but happy emotions foster creativity, which enables people to successfully navigate challenging circumstances (Pulido-Martos et al., 2016). Educators with high emotional intelligence ratings are frequently also described as rapid problem solvers and, because of their higher optimism, as people who can create a more comfortable learning environment in the lecture hall and engage students in the process of teaching and learning (Barłozek, 2015).

Every day there are a variety of obstacles and difficult circumstances to deal with when carrying out work activities. Emotions must be used appropriately in these situations in order to provide the methods required to convert negative emotions and dissatisfaction into higher levels of affective commitment (Sastre-Morcillo, 2017). According to Schön-Persson et al. (2018), creating a favorable learning environment in the classroom can lead to increased personal satisfaction, which is crucial for maintaining wellbeing at work. Additionally, it is an implicit tool that allows us to comprehend what others are trying to convey to us. People around us experience rejection when we misuse our physical resources, which exacerbates burnout by creating feelings of incomprehension and low satisfaction with our produced work (Turgoose et al., 2018).

Burnout and emotional intelligence are closely related; in areas with strong emotional intelligence, burnout is less likely to occur. Researchers have discovered that burnout is more common in social workers and other professionals with low emotional intelligence. They displayed reduced stress tolerance (Dette, 2008). Mende (2003) found

that among 49 secondary school teachers in his study, there was a relationship between teacher burnout and emotional intelligence. There was demonstrated to be a strong association between the three aspects of burnout: emotional weariness, depersonalization, personal accomplishment; and emotional intelligence. The correlation between gender and ethnicity was also discovered (Palser, 2005).

Education experts who present high view of emotional intelligence are frequently likewise portrayed as being speedy and successful issue solvers, and because of their more prominent hopefulness, are fit for producing a more wonderful climate in the auditorium that associates with their understudies and brightens up the instructing growing experience (Barłozek, 2015).

Research have also pointed out that higher EI teachers have a lower risk of burnout and typically report greater job satisfaction (Extremera et al., 2007). Self-efficacy, or instructors' excitement, curiosity, and positive attitude toward their work, is positively correlated with EI (Federici & Skaalvik, 2012). Training emotional intelligence (EI) may be a means of reducing physical and psychological tiredness in teaching professionals, as it is a predictor of burnout and job satisfaction (Bauer & Silver, 2018; Hopman et al., 2018).

Similarly, many other studies (Fernández-Berrocal et al., 2017; Thompson et al., 2011) show a high relationship between instructors' emotional intelligence (EI) and affective balance. Furthermore, it has been discovered that the association between EI and burnout is mediated by both happy and negative emotions (Augusto-Landa et al., 2012; Brackett et al., 2010). Therefore, by increasing job satisfaction, EI may reduce the risk of burnout by acting as a protective factor against long-term work-related stress (Kafetsios & Zampetakis, 2008; Rey et al., 2016; Sánchez-Álvarez et al., 2015; Serrano & Andreu, 2016). So, getting trained for improving emotional intelligence (EI) may be a means of reducing physical and psychological tiredness in teaching professionals, as it is a predictor of burnout and job satisfaction (Bauer & Silver, 2018; Hopman et al., 2018).

Material and Methods

This study investigates the emotional intelligence and burnout among university teachers in Quetta with an aim to explore if emotional intelligence influences the occurrence and intensity of burnout among them. The study adopted a cross-sectional research design.

Sample

The sample included 102 university educators chosen from universities situated in Quetta at convenience. The sample include both male ($n=50$) and female ($n=52$) teachers.

Tools

The Oldenburg Burnout Inventory , (Demerouti & Nachreiner,1998) was used to measure the level of burnout among university instructors. The instrument has two unique subscales: disengagement and exhaustion (Pereira-Lima & Loureiro, 2015). On the other hand, emotional intelligence (EI) was measured using the Wong and Law Emotional Intelligence Scale (WLEIS), a 16-item self-report questionnaire developed by Wong and Law in 2002. This utility consists of four main parts: (1) Emotional management; (2) self-emotion appraisal; (3) use of emotions; and (4) evaluation of others' emotions.

Procedure

All research tools were given to consented participants for gathering information on research variables. Research ethical considerations were ensured. All collected information was then reviewed, organized, and properly recorded for further analyses.

Results and Discussion

The data was analyzed using SPSS (version 23). Descriptive, reliability, and mean differences (t-test) based analyses were employed to weigh if having high and low level of EI (based on median based cut-off scores) have any effect on the level of burnout of university teachers. Independent sample t-test was further employed to measure the variances across gender and marital status group.

Table 1
Score Distribution for the Research Scales

S.no	Scales	No. of items	Mean	SD	Alpha	Range		Skewness	
						Min	Max	Statistics	SE
1	WLEIS	16	65.47	25.825	.975	22	112	.044	.239
2	OBBI	16	43.76	15.228	.965	23	101	2.069	.239

Note. WLEIS= Wong and Law Emotional Intelligence Scale; OBBI= Oldenburg Burnout

Descriptive statistics including mean, standard deviation, range, and skewness for the Emotional Intelligence Scale (WLEIS) and the Burnout Inventory (OBBI) are presented in this table along with reliability coefficients. Skewness statistic indicate acceptable values while reliability coefficients seem quite good for both research tools.

Table 2
Differences in Means and Standard Deviations of University Teachers having High and Low WLEIS Scores on the Oldenburg Burnout Inventory (OBBI)

WLEIS	OBBI		<i>t</i>	<i>P</i>	95% CI		Cohan's d
	M	SD			LL	UL	
Low	53.33	15.836	-8.14	<.001	-23.79	-14.48	1.61
High	34.20	5.553					

Note. WLEIS= Wong and Law Emotional Intelligence Scale; OBBI= Oldenburg Burnout Inventory.

This table displays a mean score comparison of university teachers having high and low EI on burnout scale. The OBBI mean score is significantly ($p<.001$) lower for teacher having high score on WLEIS than teachers having lower scores indicating a higher burnout level for participant with low emotional intelligence. Cohen's d effect size indicates a large effect, suggesting a substantial difference between the two scales.

Table 3
Differences in Means and Standard Deviations of University Teachers having High and Low WLEIS Sub-scales Scores on the Oldenburg Burnout Inventory (OBBI)

Scale	OBBI		<i>t</i>	<i>P</i>	95% CI		Cohan's d
	M	SD			LL	UL	
WLEIS-SEA			-8.037	<.001	-23.71	-14.324	1.6468
	Low	53.83	16.19				
	High	34.81	5.99				
WLEIS-ROE			-6.860	<.001	-22.213	-12.250	1.4123
	Low	51.54	15.18				
	High	34.30	6.84				
WLEIS-UOE			-7.235	<.001	-22.746	-12.956	3.6274
	Low	53.57	16.74				
	High	35.71	7.08				
WLEIS-OEA			-7.816	<.001	-23.863	-14.200	1.4603
	Low	55.15	17.11				

High	36.11	6.85
------	-------	------

Note. WLEIS-SEA= Self-emotions appraisal, WLEIS-ROE= Regulation of Emotions, WLEIS-UOE= Use of Emotion, WLEIS-OEA= Others-Emotion Appraisal

This table shows how university instructors with high and low EI sub-scale scores compare in terms of mean burnout scores. Interestingly, for all sub-scales instructors with high scores on the WLEIS sub-scales have an OBBI mean score that is significantly lower ($p < .001$) than teachers with lower scores.

Considering the second research objective, the mean differences of teacher's burnout scores were also explored for high and low EI scorers across the two gender and marital status groups but non-significant mean differences were indicated. This indicate that being male or female and being single or married do not seem to effect the way EI influences burnout among university teachers in our study.

Discussion

Research on the relationship between academic burnout and emotional intelligence (EI) has been motivated by the reason that academic burnout is a widespread issue and that EI may be able to mitigate its consequences. For university teachers, burnout is a major concern due to its detrimental impacts on performance, job satisfaction, and overall well-being. Chronic stress can lead to a state of emotional, mental, and physical exhaustion known as burnout. To address this pressing issue, it is critical to understand the factors that contribute to burnout and identify potentially protective characteristics, such as emotional intelligence.

Burnout is defined by three factors: depersonalization, diminished sense of personal accomplishment, and emotional exhaustion. Physical tiredness and low energy levels are the symptoms of emotional exhaustion, while adopting a negative or indifferent attitude toward one's work and the people one deals with is the process of depersonalization. Diminished personal growth signifies a decline in an individual's sense of competence and achievement in their role. Collectively, these elements give rise to burnout, which can have several detrimental consequences such as reduced productivity, increased absenteeism, and lowered job satisfaction.

Based on data from the Karakus study (Karakus 2013), it is becoming increasingly clear that teachers are experiencing burnout from their work, which highlights the need for them to develop emotional intelligence. As a result, intervention programs have begun, and those that have been put into place at the Primary Education level have improved both the institutional climate's quality and the participants' ability to control their emotions (Johnson and Naidoo 2017; Ju et al. 2015).

The sample of 102 university teachers was chosen to represent a wide range of educators who work in academic environments. This sample size allows for a detailed investigation of the relationship between emotional intelligence and burnout and guarantees adequate statistical power. Due to the unique demands and challenges associated with working in academia, including long hours, pressure to publish, and the duty of supervising and instructing students, university teachers were the study's target population.

Conclusion

Our findings support previous research that highlights the critical role emotional intelligence plays in lowering burnout among university professors by demonstrating a substantial correlation between emotional intelligence and burnout. The results validate the recommendations put forth by scholars such as Dette (2008) and Vesely-Maillefer et al.

(2014), who are in favor of strategies that improve emotional intelligence in order to reduce or avoid occupational burnout. According to our research, people who possess higher emotional intelligence are better able to handle stress at work and continue to perform at their best, which is why they are linked to a lower risk of burnout.

Furthermore, our research goes beyond previous studies in this field by concentrating on specific emotional intelligence subscales and their relationship to burnout among university teachers. Our study's results are in line with those of Rey and Extremera (2011), O'Toole and Friesen (2016), and Satybaldina et al. (2015), who also found that developing emotional intelligence skills such as emotional expression and resolution can lessen burnout in university teachers.

Moreover, our study found no statistically significant differences in burnout levels based on gender or marital status, indicating that emotional intelligence serves as a general protective factor across all demographic categories. This finding is consistent with research showing that emotional intelligence plays a significant role in reducing burnout regardless of the specific conditions.

Lastly, our study provides significant insight into the relationship between emotional intelligence and burnout among university instructors. By examining the specific traits of emotional intelligence and taking demographic factors into account, our findings contribute to the growing body of research demonstrating the value of emotional intelligence in promoting well-being and minimizing burnout in academic contexts. These results underline the need for targeted interventions aimed at raising the emotional intelligence of university teachers in order to enhance their overall performance and job satisfaction as well as foster a healthy work environment.

Recommendations

The study's findings have several outcomes for both practice and research. First off, the fact that emotional intelligence and exhaustion are negatively correlated emphasizes how crucial it is to include emotional intelligence training programs in teacher education curriculum. Teachers can lower their risk of burnout by developing stronger coping mechanisms to handle the demands of their career by improving their emotional intelligence abilities. The results further emphasize the necessity of organizational initiatives targeted at encouraging a nurturing work environment that supports university instructors' emotional wellbeing.

Additionally, it is possible that interventions aimed at enhancing emotional intelligence and lowering burnout should be customized to the specific requirements of instructors rather than being predicated on gender stereotypes, given the lack of significant gender disparities in these domains strategies for dealing with mental health concerns at work.

References

- Abel, M.H., & Sewell, J. (1999). Stress and Burnout in Rural and Urban Secondary School Teachers. *The Journal of Educational Research*, 92(5), 287-293.
- Augusto-Landa, J.M., López-Zafra, E., & Berrios-Martos, M.P. (2012). The relationship between emotional intelligence, occupational stress and health in nurses: A questionnaire survey. *International Journal of Nursing Studies*, 49(6), 888-901.
- Barłozek, E. (2015). Teachers' emotional intelligence and occupational well-being. *Psychology of Language and Communication*, 19(2), 229-244.
- Brackett, M.A., Rivers, S.E., Shiffman, S., Lerner, N., & Salovey, P. (2010). Relating emotional abilities to social functioning: A comparison of self-report and performance measures of emotional intelligence. *Journal of Personality and Social Psychology*, 98(4), 615-628.
- Chan, D. (2000). Understanding job stress: Toward a theoretical framework. *The Academy of Management Review*, 25(3), 559-572.
- Dette, D.E. (2008). The relationship between teachers' emotional intelligence and job satisfaction. *Dissertation Abstracts International*, 69(10), 1-154.
- Extremera, N., Salguero, J.M., & Fernández-Berrocal, P. (2007). Emotional intelligence and feeling of burden in family caregivers for elderly people. *Personality and Individual Differences*, 42(3), 305-314.
- Federici, R.A., & Skaalvik, E.M. (2012). The impact of perceived self-efficacy on teachers' job satisfaction and perceived autonomy: A longitudinal study. *Studies in Educational Evaluation*, 38(1), 141-149.
- Fernández-Berrocal, P., Cabello, R., Castillo, R., & Extremera, N. (2017). Gender differences in emotional intelligence: The mediating effect of age. *Behavioral Psychology*, 25(1), 7-13.
- Fernández-Alacid, L., López-García, J.J., & Sánchez-Martínez, P.M. (2019). Burnout in university teachers: Relationship with cortisol and adrenaline levels. *Journal of Applied Psychology*, 25(2), 176-189.
- Friedman, I.A. (1991). High and low burnout schools: School culture aspects of teacher burnout. *The Journal of Educational Research*, 84(5), 325-333.
- Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. New York: Bantam Books.
- Hopman, J., Verhoeven, C., Scherer-Rath, M., & Houkes, I. (2018). Emotional intelligence and nursing performance among nursing students. *Nurse Education Today*, 69, 53-58.
- Johnson, S., & Naidoo, N. (2017). The effects of emotional intelligence, age, work experience, and academic performance on clinical competency of nursing students. *Curationis*, 40(1), e1-e7.
- Ju, C.H., Kim, N.H., & Lee, Y.J. (2015). Emotional intelligence, emotion regulation, and empathy among Korean nursing students. *Asian Nursing Research*, 9(4), 299-304.

- Kafetsios, K., & Zampetakis, L.A. (2008). Emotional intelligence and job satisfaction: Testing the mediatory role of positive and negative affect at work. *Personality and Individual Differences, 44*(3), 712-722.
- Lee, R.T., & Ashforth, B.E. (1996). A meta-analytic examination of the correlates of the three dimensions of job burnout. *Journal of Applied Psychology, 81*(2), 123-133.
- Madaliyeva, D., Karakus, M., & Ucal, M. (2015). The effects of emotional intelligence and burnout on career development in primary education teachers. *International Journal of Education and Research, 3*(11), 183-194.
- Maslach, C., & Jackson, S.E. (1981). The measurement of experienced burnout. *Journal of Organizational Behavior, 2*(2), 99-113.
- Maslach, C., & Leiter, M.P. (1999). Teacher burnout: A research agenda. In R.V. Vandenberghe & M. Huberman (Eds.), *Understanding and preventing teacher burnout: A sourcebook of international research and practice* (pp. 295-303). Cambridge University Press.
- Mayer, J.D., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D.J. Sluyter (Eds.), *Emotional development and emotional intelligence: Implications for educators* (pp. 3-31). Basic Books.
- Mende, A.J. (2003). Emotional intelligence and teacher burnout among secondary school teachers. *Dissertation Abstracts International, 64*(08), 1-248.
- Oro, C., & Ursua, E. (2005). Self-esteem, motivation and stress in teachers. *Electronic Journal of Research in Educational Psychology, 3*(2), 189-202.
- Palsler, M. (2005). The relationship between emotional intelligence, occupational stress and health in nurses: A questionnaire survey. *International Journal of Nursing Studies, 49*(6), 888-901.
- Pines, A. (1993). Burnout: An existential perspective. In W.B. Schaufeli, C. Maslach, & T. Marek (Eds.), *Professional burnout: Recent developments in theory and research* (pp. 33-51). Taylor & Francis.
- Pulido-Martos, M., López-Zafra, E., & Augusto-Landa, J.M. (2016). How do emotional intelligence and self-esteem influence the distress caused by the perception of academic stress? A study of moderation. *Anxiety, Stress, & Coping, 29*(4), 479-489.
- Rey, L., Extremera, N., & Pena, M. (2011). Emotional intelligence and burnout in teachers. *Curr. Psychol., 30*(1), 25-37.
- Sastre-Morcillo, M., Álvarez-García, D., & Rodríguez-Gómez, J. (2017). Effects of emotional intelligence on the satisfaction and burnout of primary school teachers. A preliminary study. *Revista Latinoamericana de Psicología, 49*(2), 97-105.
- Sánchez-Álvarez, N., Extremera, N., & Fernández-Berrocal, P. (2015). The relation between emotional intelligence and subjective well-being: A meta-analytic investigation. *The Journal of Positive Psychology, 10*(3), 1-12.
- Serrano, J.P., & Andreu, Y. (2016). The mediating effect of coping between emotional intelligence and subjective well-being: A longitudinal analysis. *Personality and Individual Differences, 102*, 188-192.