

Relationship Between Burnout And Emotional Intelligence Of High School Teachers

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Abstract

The present investigation has been undertaken in order to study the relationship between burnout and emotional intelligence of high school teachers. Burnout Rating Scale (BRS) constructed and validated by the Investigator (2018) and Emotional Intelligence Scale (EIS) constructed and standardized by Anukool Hyde, Sanjyot Pethe and Upinder Dhar (2001) have been administered to a random sampling technique sample of 420 high school teachers working in Cuddalore District in Tamilnadu, India. The statistical techniques adopted to analyse the collected data were descriptive, differential and correlation analysis. Findings revealed that the burnout of high school teachers is average and high emotional intelligence. It is found that high school teachers differ significantly in burnout in respect of Gender and they do not differ significantly in burnout in respect of locality of the school. It is found that high school teachers differ significantly in emotional intelligence in respect of Gender and they do not differ significantly in emotional intelligence in respect of locality of the school. It is found that there is a negative and significant relationship between burnout and emotional intelligence of high school teachers.

Keywords: Burnout, Emotional intelligence, Gender, Locality of the School and High School Teachers.

1. Introduction

Burnout is a prolonged response to chronic emotional and interpersonal stressors on the job, and is defined by the three dimensions of exhaustion, cynicism and inefficacy. The past 25 years of research has established the complexity of the construct, and places the individual stress experience within a larger organization context of people's relation to their work. Recently, the work on burnout has expanded internationally and has led to new conceptual models. The focus on engagement, the positive antithesis of burnout, promises to yield new perspectives on the interventions to alleviate burnout. The social focus of burnout, the solid research basis concerning the syndrome, and its specific ties to the work domain make a distinct and valuable contribution to people's health and well-being.

Emotion is an intense feeling which causes mental agitation and excitement

accompanied with some bodily changes. Emotions dominate our lives. They add colour to our life. They are the basic stuff out of which all motivation arises. Emotions not only impel us to action, but often serve as goals of actions, seeking pleasant acts and avoid unpleasant ends. Emotions seem to guide many human activities. Emotions are serve and intense experiences. Emotions should not be suppressed as they ultimately affect one's life. An emotion encompasses feelings, thought, psychological and behavioural changes.

2. Need and Importance of the Study

Education plays an important role in the development of any nation. Therefore, it is important to prioritize the education system mainly possible through the teachers, in whose hand is the destiny of our arrival generation is kept. Burnout has become very much a part of the daily experience throughout the entire career of a professional teacher. Burnouts are responsible for mental and physical dysfunctional symptoms in teachers at every level of our nation's educational system. Emotional Intelligence is one of the basic features for teachers who are working specifically, this is because of its impact on educational centers to qualify and nurture their students socially and psychologically the study of selecting teachers in special education centers came about because they are considered the most important elements teaching the types of people with special needs and their education. The teacher's emotional intelligence determines all the achievements of the students and maintains the overall performance of the school. The present study is a valuable contribution to the process of improvement in education and will be of enormous value for the high school teachers.

3. Statement of the Problem

The problem chosen for the present study is entitled as “Relationship between Burnout and Emotional intelligence of High school teachers”.

4. Operational Definitions

Burnout

The emergence of exhaustion on high school teachers as a result of the recurring workloads and needs that he / she faces in service, and inventory measured by the score received by the teacher when burned.

Emotional Intelligence

Each compelling feeling has at its underlying foundations a motivation to activity; dealing with those driving forces is essential to emotional intelligence.

5. Objectives of the Study

1. To find out the level of burnout of high school teachers.
2. To find out the level of emotional intelligence of high school teachers.
3. To find out whether there is any significant difference in the burnout of high school teachers in respect of the following sub-samples a) Gender and b) Locality of the school.
4. To find out whether there is any significant difference in the emotional intelligence of high school teachers in respect of the following sub-samples a) Gender and b) Locality of the school.
5. To find out whether there is any significant relationship between burnout and emotional intelligence of high school teachers.

6. Hypotheses of the Study

1. The level of burnout of high school teachers is average.
2. The level of emotional intelligence of high school teachers is average.
3. There is no significant difference in the burnout of high school teachers in respect of the following sub-samples a) Gender and b) Locality of the school.
4. There is no significant difference in the emotional intelligence of high school teachers in respect of the following sub-samples a) Gender and b) Locality of the school.
5. There is no significant relationship between burnout and emotional intelligence of high school teachers.

7. Method of the Study

Normative survey method has been adopted for the present investigation. The present investigation is an attempt to find out the effect on sub-samples Gender, Locality of the school and independent variable Emotional intelligence on the dependent variable Burnout.

8. Sample of the Study

A sample of 420 high school teachers of Cuddalore District of Tamilnadu were selected. Random sampling technique has been employed for the selection of the sample with randomness and representativeness.

9. Tools Used for the Study

The following tools have been administered in the study for the collection of data:

1. Burnout Rating Scale (BRS) Constructed and Validated by the Investigator (2018).

2. Emotional Intelligence Scale (EIS) Construct and Standardized by Anukool Hyde, Sanjyot Pethe and Upinder Dhar (2001).

10. Scoring Procedure**Burnout**

In the Burnout rating scale the high score is 113 & above, average score is 89-112 and low score is 113 & below.

Emotional Intelligence

All the 34 items of the scale were positively worded, and the items were scored as 5, 4, 3, 2 and 1 for Strongly Agree, Agree, Uncertain, Disagree and Strongly Disagree. A subject can get a maximum score of 170 and the minimum score of 34.

11. Analysis and Interpretation Data

The analysis and interpretation are given the following tables

Descriptive Analysis**Hypothesis 1**

The level of burnout of high school teachers is average.

Table-1
Showing the Mean and Standard Deviation Scores of Burnout of High School Teachers

Variable	N	M	SD
Burnout	420	106.20	22.66

It is evident from the Table 1, that the calculated mean score is found to be 106.20 and the standard deviation value is 22.66 respectively, which indicates that the mean score lay in between 89-112. Therefore hypothesis 1 is accepted and it is concluded that the level of burnout of high school teachers is average.

Hypothesis 2

The level of emotional intelligence of high school teachers is average.

Table-2
Showing the Mean and Standard Deviation Scores of Emotional Intelligence of High School Teachers

Variable	N	M	SD
Emotional Intelligence	420	105.33	21.36

It is evident from the Table 2, that the calculated mean score is found to be 105.33 and the standard deviation value is 21.36 respectively, which is higher than the mid value of 85. Therefore hypothesis 2 is rejected and it is concluded that the level of emotional intelligence of high school teachers is high.

Differential Analysis**Hypothesis 3**

There is no significant difference in the burnout of high school teachers in respect of the following sub-samples a) Gender and b) Locality of the school.

Table-3
Comparison of Mean Burnout Scores of High School Teachers in respect of the following Sub-Samples

Variable	Sub-Samples	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Burnout	Male	152	104.41	29.74	2.84	Significant
	Female	268	107.62	23.54		
	Rural	148	106.32	22.38	1.52	Not Significant
	Urban	272	107.60	23.67		

It is evident from the Table 3, that the calculated 't' value is found to be 2.84 which is significant. Hence, the framed null hypothesis 3(a) is rejected and it is concluded that the high school teachers differ significantly in burnout in respect of their gender.

It is evident from the Table 3, that the calculated 't' value is found to be 1.52 which is not significant. Hence, the framed null hypothesis 3(b) is accepted and it is concluded that the high school teachers do not differ significantly in burnout in respect of their locality of the school.

Hypothesis 4

There is no significant difference in the emotional intelligence of high school teachers in respect of the following sub-samples a) Gender and b) Locality of the school.

Table-4
Comparison of Mean Emotional Intelligence Scores of High School Teachers in respect of the following Sub-Samples

Variable	Sub-Samples	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Emotional Intelligence	Male	152	106.11	23.61	3.04	Significant
	Female	268	102.21	16.08		
	Rural	148	107.81	21.56	1.29	Not Significant
	Urban	272	108.53	21.71		

It is evident from the Table 4, that the calculated 't' value is found to be 3.04 which is significant. Hence, the framed null hypothesis 4(a) is rejected and it is concluded that the high school teachers differ significantly in emotional intelligence in respect of their gender.

It is evident from the Table 4, that the calculated 't' value is found to be 1.29 which is not significant. Hence, the framed null hypothesis 4(b) is accepted and it is concluded that the high school teachers do not differ significantly in emotional intelligence in respect of their locality of the school.

Correlation Analysis

Hypothesis 5

There is no significant relationship between burnout and emotional intelligence of high school teachers.

Table-5
Showing the Correlation Values between Burnout and Emotional Intelligence of High School Teachers

Variable	N	'r' Value	Level of Significance
Burnout and Emotional Intelligence	420	-0.231**	Significant

** Level of significance at 0.01 level

* Level of Significance at 0.05 level

Table 5 shows, the co-efficient of correlation between burnout and emotional intelligence of high school teachers is found to be N=420, $r=-0.231$ at 0.01 level which indicates that there is a negative correlation between burnout and emotional intelligence of high school teachers scores. Therefore null hypothesis is rejected and it is concluded that there is negative and significant relationship between burnout and emotional intelligence of high school teachers.

12. Findings of the Study

1. The level of burnout of high school teachers is average.
2. The level of emotional intelligence of high school teachers is high.
3. The high school teachers differ significantly in burnout in respect of their gender.
4. The high school teachers do not differ significantly in burnout in respect of their locality of the school.
5. The high school teachers differ significantly in emotional intelligence in respect of their gender.

6. The high school teachers do not differ significantly in emotional intelligence in respect of their locality of the school.
7. There is negative and significant relationship between burnout and emotional intelligence of high school teachers.

13. Conclusion

In the present study the high school teachers burnout is average and high emotional intelligence. It is found that there is a negative and significant relationship between burnout and emotional intelligence of high school teachers.

14. Reference

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