Emotional Intelligence and Academic Burnout: An Academic Sector

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Abstract: *Cumulative emotional labor difficulties in the educational profession have destructively obstructed teacher's performance resulting in great amount of stress, burnout, and at last exiting the profession. Abundant studies have discovered Academic stress amongst teachers in different countries. After analyzing previous researches, a study on positive perception towards Emotional intelligence and academic burnout is required. Using multi-source data collection, this study explored the contribution of emotional intelligence (EI) on Teachers' burnout (Surface Acting, Deep Acting, Emotional consonance & Emotional Dissonance). The purpose of this study was to ascertain the level of burnout and emotional intelligence in a teachers of Gujarat state. A Cross-Sectional survey was conducted with self-administered questionnaires. Total 1000 questionnaire were distributed out of that 567 participates were replied. Samples of teachers of public and private schools from rural and urban area were selected via cluster random sampling method. Participants completed Schutte's Emotional Intelligence Scale and Dutch Questionnaire Scale on emotional labor by individual method. Factor analysis discovered that five factors can be identified in the Emotional Intelligence Scale and four factors in D-QEL. Pearson's Correlation and Multiple regression analysis have been conducted. The results show moderate relationship between emotional intelligence and academic burnout.*

Keywords: Emotional Intelligence, Academic Burnout, D-QWL, Surface Acting, Deep Acting, Emotional consonance & Emotional Dissonance

1. Introduction

Teachers' emotional intelligence and its impact on Academic burnout is quite interesting but underexplored issue. Hypothetically, there should be an enormously adjacent connotation between Emotional Intelligence and Emotional Labor, *"The Managed Heart: The commercialization of the feeling",* Arlie Hochschild's best seller coined the term, "emotional labor". Hochschild, 1979, described the term *Emotional labor is the expression of organizationally desired emotions by service agents during service encounters.*

2. Literature Review

Tung (1980) linked the occupational stress profiles of Male V/s Female academic professionals to determine whether there were significant differences in their profiles, findings were discussed primarily in terms of implications for recruitment of women into administrative positions. Bar-On et al. (2000), scrutinized the concept of emotional intelligence with relation to emotional soulfulness and its effect on occupational culture in three different segments: police officers, child care employees, and academic professionals. Sample of 167 individuals were analyzed through (EQ-i). There were no differences in calculating various aspects of emotional intelligence between the two groups of care workers. The findings showed that differences with police officers achieving higher scores on positive affect and emotional stability than the care workers. Aslan (2008) discovered that there is negative relationship between emotional intelligence and emotional exhaustion & depersonalization but they found Positive relationship between emotional intelligence and personal accomplishment Hochschild; 1983, Grandey, 2003; Wharton, 2009 et al, examined through various studies that Emotional Labor can be effective, if some techniques for teachers are implemented

properly through the way of emotional intelligence. In Menil 2007, surveyed nurses' Emotional Intelligence level and their Burnout dimensions, they discovered that EI and Dimensions of Burnout are negatively correlated. Westman *et al.* (2001) perceived about occupational burnout as an emotional burden which are caused by daily continuing stressful situations. Lee (2003) studied on students of University of Canada, found that there has great impact on depersonalization and emotional exhaustion on students which are affecting their academic performance which results into suicide. Iscan et al. (2010) surveyed that emotional intelligence of leader and their burnout levels have negative impact

3. Research Methodology

3.1 Sampling Plan

A Cross-Sectional survey was conducted with self-administered questionnaires. Total 1000 questionnaire were distributed out of that 567 participates were replied. Samples of teachers of public and private schools from rural and urban area were selected via cluster random sampling method in the state of Gujarat. The questionnaire were prepared into two languages – Gujarati and English. To understand the relationship between two different variable- emotional intelligences and Academic burnout, the researcher has used two different scales for the data collection and analysis. To measure emotional intelligence, Schutte's Self- Reporting Emotional Intelligence Questionnaire were measured. And to focus on impact of Academic burnout, (D-QWL) Dutch Questionnaire on Emotional Labor is being used.

3.2 Data Analysis

SPSS statistical package 17.0 has been used to analysis Cronbach Alpha reliability analyses and Spearman-Brown

split half technique. Split-Half Reliability Spearman Brown

Formula $\Gamma_{XY} = \dfrac{\Sigma(X - \overline{X})(Y - \overline{Y})}{\sqrt{[\Sigma(X - \overline{X})^2][\Sigma Y - \overline{Y})^2]}}$

In our case, X = one person's score on the first half of items, X̄ = the mean score on the first half of items, Y = one person's score on the second half of items, Ȳ = the mean score on the second half of items.

This test will be helpful to understand the measures/items from the measurement procedure in half, and then calculating the scores for each half separately along with Cronbach Alpha Reliability scale. Further KMO and Bartlett's Test of Schutte Questionnaire on Emotional Intelligence and on Dutch Questionnaire on Emotional Labor were conducted. The Kaiser-Meyer-Olkin test is the standard measure of sampling adequacy, which differs between 0 and 1. The values closer to 1 are better and the value of 0.6 is the recommended the least. The Bartlett's Test of Sphericity is used to analyses the null hypothesis that will deliver the minutest standard to ensue for Factor Analysis. Principle component analysis and its varimax rotation methods has been used to normalize the congregation of the scales. To measure if there is a linear correlation between the variables, Pearson's correlation coefficient and multiple regression analysis has been tested.

The demographic statistical analysis is being conducted with 567 teachers. Sample consists of 366 male teachers (64.55%) & 201 Female Teachers (35.45%). 242 teachers were from 20 years to 30 years' age (42.68%), 123 teachers were from 31 years to 40 years of age (21.69%) while 202 teachers were from 41 years to 50 years of age (35.63%). The teachers were being chosen both from private Schools (389, 68.91%) and Government schools (178, 31.39%). Out of those schools, 214 schools were from rural area while 353 schools were from urban area of Gujarat State.

Table 1: Demographic Analysis of Sample

Variables	Sub-category	Sample size	Percent
Gender	Male	366	64.55
	Female	201	35.45
Age	20-30	242	42.68
	31-40	123	21.69
	41-50	202	35.63
Type of schooling	Private	389	68.61
	Government	178	31.39
Background	Rural	214	37.74
	Urban	353	62.26
Total		567	100

3.3 Objectives

The purpose of this research paper is to analysis the relationship between emotional intelligence and dimensions of academic burnout through statistical research.

3.4 Hypothesis

There is significant relationship between emotional intelligence and dimensions (surface acting, deep acting, emotional consonance, emotional dissonance) of academic burnout.

4. Results

Factor Analyses of the Scales

Factor Analysis of Emotional Intelligence scale

Table 2: KMO and Bartlett's Test of Schutte Questionnaire on Emotional Intelligence

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.825
Bartlett's Test of Sphericity	Approx. Chi-Square	713.127
	Df	406
	Sig.	0

Normally, 0 < KMO < 1 If KMO > 0.5, the sample is adequate. Here, KMO = 0.825 which indicates that the sample is adequate and we may proceed with the Factor Analysis. Bartlett's Test of Sphericity Taking a 95% level of Significance, α = 0.05 The p-value (Sig.) of .000 < 0.05, therefore the Factor Analysis is valid.

After Investigating the factor analysis on the scale of ''Emotional Intelligence'' reveals that 6-items lack a direct assessment of emotional experiences. It should be emphasized that there are not direct assessments of an emotional reaction to finding it hard to understand non-verbal messages. It is possible that an individual might find understanding non-verbal messages hard to understand, but this might not activate an emotional response. Items lacking a direct emotion focus include: "I find it hard to understand the non-verbal messages of other people"; I am aware of the non-verbal messages other people send"; "I am aware of the non-verbal messages I send to others"; "When I am faced with a challenge, I give up because I believe I will fail"; "I expect that I will do well on most things I try"& "I expect good things to happen". Six Items was removed from the investigation due to their factor loadings are under value 0.50. The factors were categorized into different six factors: a) **Evaluation of others emotions** with total variance of 0.88, Cronbach alpha was 0.92 and Spearman Brown split half was 0.85. b) **Assessment of own emotions** with total variance of 0.78, Cronbach alpha was 0.87 and Spearman Brown split half was 0.81. c) **Parameter of emotional control** with total variance of 0.86, Cronbach alpha was 0.81 and Spearman Brown split half was 0.85. d) **Social Skill** with total variance of 0.86, Cronbach alpha was 0.89 and Spearman Brown split half was 0.95. e) **Use of emotions** with total variance of 0.88, Cronbach alpha was 0.91 and Spearman Brown split half was 0.91.& f) **Buoyancy** with total variance of 0.77, Cronbach alpha was 0.77 and Spearman Brown split half was 0.82.

Table 3: Principal Component Factor Analysis of Emotional Intelligence (N=567)

Items	Factor Loading	Factor variance	Cronbach Alpha	Spearman-Brown
Evaluation of others emotions			0.92	0.85
By looking at their facial expressions, I recognize the emotions people are experiencing	0.48			
When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself	0.65			
I know what other people are feeling just by looking at them	0.38	0.88		
It is difficult for me to understand why people feel the way they do	0.64			
I can tell how people are feeling by listening to the tone of their voice	0.47			
I find it hard to understand the non-verbal messages of other people*	0.67			
I am aware of the non-verbal messages other people send*	0.34			
Assessment of own emotions			0.87	0.81
I am aware of my emotions as I experience them	0.63	0.78		
I know why my emotions change	0.62			
I easily recognize my emotions as I experience them	0.72			
I am aware of the non-verbal messages I send to others*	0.64			
When I am faced with obstacles, I remember times I faced similar obstacles and overcame them*	0.67			
Parameter of emotional control			0.81	0.86
I have control over my emotions	0.66	0.86		
I seek out activities that make me happy	0.5			
Some of the major events of my life have led me to re-evaluate what is important and not important*	0.78			
I motivate myself by imagining a good outcome to tasks I take on*	0.5			
I know when to speak about my personal problems to others*	0.51			
Social Skills			0.89	0.95
I like to share my emotions with others	0.52	0.86		
I arrange events others enjoy	0.7			
I help other people feel better when they are down	0.56			
Other people find it easy to confide in me*	0.66			
I compliment others when they have done something well*	0.44			
Use of emotions			0.91	0.91
When my mood changes, I see new possibilities	0.47	0.88		
When I experience a positive emotion, I know how to make it last	0.59			
When I am in a positive mood, solving problems is easy for me	0.58			
When I am in a positive mood, I am able to come up with new ideas	0.49			
When I feel a change in emotions, I tend to come up with new ideas	0.67			
I use good moods to help myself keep trying in the face of obstacles	0.54			
I present myself in a way that makes a good impression on others*	0.51			
Buoyancy			0.77	0.82
Emotions are one of the things that make my life worth living	0.51	0.77		
When I am faced with a challenge, I give up because I believe I will fail*	0.6			
I expect that I will do well on most things I try*	0.64			
I expect good things to happen*	0.58			

Factor Analysis of Dutch Questionnaire of Emotional Labor

Table 4: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.895
Bartlett's Test of Sphericity	Approx. Chi-Square	1236.127
	Df	366
	Sig.	0

0 < KMO < 1 If KMO > 0.5, the sample is adequate. Here, KMO = 0.895 which indicates that the sample is adequate and we may proceed with the Factor Analysis. Bartlett's Test of Sphericity Taking a 95% level of Significance, α = 0.05 The p-value (Sig.) of .000 < 0.05, therefore the Factor Analysis is valid.

Table 5: Principal Component Factor Analysis of Dutch Questionnaire of Emotional Labor (N=567)

Items	Factor Loding	Factor variance	Cronbach Alpha	Spearman-Brown
Surface acting			0.93	0.87
1. I put on a "show" or "performance" when interacting with students or their parents.	0.42			
2. I show feelings to students or their parents that are different from what I feel inside.	0.41	0.91		
3. I fake the emotions I show when dealing with students or their parents	0.5			
4. I just pretend to have the emotions I need to display for my job.	0.45			
5. I put on a "mask" in order to display the emotions I need for the job	0.51			
6. I put on an act in order to deal with students or their parents in an appropriate way.	0.4			
Deep acting			0.89	0.81
I try to actually experience the emotions that I must show to students or their parents.	0.38	0.81		
2. I make an effort to actually feel the emotions that I need to display toward students or their parents.	0.6			
3. I work hard to feel the emotions that I need to show to students or their parents.	0.37			
4. I work at developing the feelings inside of me that I need to show to students or their parents.	0.31			
Emotional consonance			0.94	0.83
1. The emotions I show students or their parents match what I spontaneously feel.	0.39	0.83		
2. The emotions I show students or their parents come naturally.	0.55			
3. The emotions I express to students or their parents are genuine	0.4			
Emotional dissonance			0.88	0.88
I hide my anger about something someone has done	0.44	0.79		
I hide my disgust over something someone has done	0.41			
I hide my fear of a parents who appears threatening	0.5			

Table 5 shows the factor analysis on the scale of ''**Dutch Questionnaire of Emotional Labor**'' were categorized into different four factors: a) **Surface Acting** with total variance of 0.91, Cronbach alpha was 0.93 and Spearman Brown split half was 0.87. b) **Deep Acting** with total variance of 0.81, Cronbach alpha was 0.89 and Spearman Brown split half was 0.81. c) **Emotional consonance** with total variance of 0.83, Cronbach alpha was 0.94 and Spearman Brown split half was 0.83. d) **Emotional dissonance** with total variance of 0.79, Cronbach alpha was 0.88 and Spearman Brown split half was 0.88.

Table 7: Pearson's Correlation between Emotional Intelligence and Academic Burnout

Variable	r	P	N
Emotional Intelligence	-0.345	0.001	567
Academic Burnout			

Table 7 of *Pearson's Correlation* indicates negative Correlationship between emotional intelligence and academic burnout. To test the relationship of emotional intelligence and Acadmic Burnout, multiple regression analyses have been applied. As a results of analyses, the relationship of emotional intelligence on personal accomplishment, F value of surface acting (45.210, $p < .001$), on Deep Acting (10.769, $p < .001$), emotional consonance (13.293, $p < .001$) & on Emotional dissonance (1.234, $p<0.001$) are significant. Regression coefficients are examined based on standardized coefficients found that there is significant relationship between emotional intelligence on Surface Acting with (ß=.321, $p < .001$) and **Emotional Consonance** (ß= 0.211, $p< .001$) but there is negative Correlationship between deep acting, (ß= -.123, $p< .001$), and emotional dissonance(ß=-.177, $p < .05$).

Table 8: Multiple Regression Analysis between Emotional Intelligence and Academic Burnout

	Emotional Intelligence		
	R^2	R^2 Adj	F Value
Surface Acting	0.321	0.32	45.21
Deep Acting	-0.123	-0.12	10.769
Emotional Consonance	0.211	0.23	13.293
Emotional dissonance	-0.177	-0.17	1.234
*$p < .05$, **$p < .01$, ***$p < .001$			

5. Discussion & Findings

The objective of this paper was to reconnoiter the relationship between emotional intelligence affecting academic burnout. Based on previous literature, a big research gap was found in the field of academic area specially in school level teachers in the geographical region of Gujarat State, India. So this research will a small effort to overcome the gap of research on Emotional Intelligence and Academic Burnout. The study was based on the objective of understanding the relationship between Emotional Intelligence and Academic Burnout. The study revealed that there is relationship between emotional intelligence and dimensions of burnout which were mentioned in factorization of scale by using principal component technique of factor analysis. There is an impact of emotional intelligence on surface acting & Emotional consonance which comprises of the items like ". I put on a "show" or "performance" when interacting with students or their parents.", ". I show feelings to students or their parents that are different from what I feel inside." I put on an act in order to deal with students or their parents in an appropriate way. "The emotions I show students or their parents match what I spontaneously feel.","" The emotions I show students or their parents come naturally. "&" The emotions I express to students or their parents are genuine" Etc. while there is negative relationship between Deep acting and emotional dissonance where the items are

like "I try to actually experience the emotions that I must show to students or their parents", I work hard to feel the emotions that I need to show to students or their parents", I hide my fear of a parents who appears threatening" etc. The analysis of multiple regression model shows moderating effect of emotional intelligence on Academic burnout. The author found after detailed observation that those teachers who had higher proficiencies, ease, responsiveness, leadership and self-respect, inclined to achieve in overall teaching and can survive in stressful situation in school.

The present study authenticates the importance of emotional capabilities for envisaging academic burnout of teachers. Bearing in mind, the reality on role of teachers as one who shapes future of the country, their role is a more accountable one, indicating that the teachers should be high on Emotional level and can understand the situation of the others very well. It is more important to cultivate the different seminars, workshops and training modules for teachers at different levels. The teachers should be monitored, mentored and concealed by the external or internal approaches. Public or private institutions should diagnose the need of emotional intelligence and its role of in human capital that centrals to a high-performing personnel.

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Author Profile

Dr. Meeta Mandaviya has received the PhD in Management. She is working in one of the best B-School of Gujarat. She has published 20 and more international and national papers. Her research, in the form of Qualitative, Quantative and conceptual articles, case studies, surveys, and large sample empirical analyses which focuses on professional services. It encompasses various streams on management of professional organizations, professionals' labor market, organization behavior, Emotional Intelligence, Higher Education and professionalism.