



## EMOTIONAL INTELLIGENCE AND BURN OUT AMONG RURAL AND URBAN SCHOOL TEACHERS

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### ABSTRACT

**Sample:-** The present study aimed to find out relationship between emotional intelligence and burn out among elementary school teachers. The burn out and emotional intelligence of the elementary school teachers was examined across gender and locale of the school i.e. rural and urban elementary schools. The sample consisted of 140 elementary school teachers of Patiala district in Punjab. Among these 140 teachers, 70 were male and 70 female. The sample was further divided into two groups of 70 rural and 70 urban school teachers with equal representation of male and female teachers.

**Methodology:-** To measure the level of emotional Intelligence of the subjects, the emotional Intelligence scale Mangal Emotional Intelligence inventory by Mangal and Mangal (2009) were administered on the total samples and to find out the burn out level of the subjects the Maslach Burnout Inventory (Form Ed) by Maslach and Jackson (1986) was administered. Mean, Standard deviation (SD) along with 't' ratio was computed to see significance difference in all measures. Co-efficient of correlation (r) was applied to find out the correlation between burnout and emotional intelligence. The central tendency was found out by calculating mean and measures of subjects were completed and analyzed by appropriate statistical methods. The level of significance set at 0.05.

**Conclusion:-** Findings revealed (i) significant gender differences exist as far as emotional exhaustion dimension of burnout is concerned. (ii) Insignificant mean differences exist in the burnout level of the elementary school teachers as far as the locale of the school is concerned and (iii) significant moderate correlation exists between burnout and emotional intelligence of elementary school teachers.

**KEYWORDS:** Emotional intelligence, Burn out, Depersonalization and Emotional Exhaustion.

### INTRODUCTION

Burnout is a socio-psychological syndrome grounded in the complexities of people's relationship with work. The concept of burnout was introduced in the mid seventies to describe emotions of depletion and loss of motivation and commitment that social workers experience after prolonged and extensive stress conditions (Freudenberger 1974, 1975). It progresses due to chronic interpersonal stresses on the job and leads towards dampening of enthusiasm to work and erosion of engagement with job, slackening performance and sometimes a promising human resource is nipped in the bud due to experience of burnout.

The most widely accepted conceptualization of burnout was found in the works of Maslach and Jackson. They defined burnout as three dimensional syndromes consisting of emotional exhaustion, depersonalization and low personal accomplishment. Particularly professionals working in human



services e.g. teachers, physicians, social workers and nurses are vulnerable to burnout.

Emotional exhaustion refers to the feelings of being emotionally drained by intense contact with other people. Depersonalization (DP) refers to the negative attitude or callous responses towards people and Personal accomplishment (PA) refers to decline in one's sense of competence.

A professional in the field of human services may be teaching, medical and other social welfare services, puts efforts to give care to its clients and if these efforts are not reciprocated by the clients or other personnel involved, in any form, may initiate the process of burnout in the caregiver (Bandhu, 2007). Burnout is a syndrome of many negative feelings towards one's work (Arora, 2013).

The concept of emotional intelligence was launched when people started to realize that high intelligence quotient (IQ) is no guarantee against failure in everyday life whereas others with an average IQ succeed. Goleman (1998) describes that IQ contributes about 20% to the factors that determine success in life which leaves 80% to other forces. So, if we want to succeed in life, we need to introduce our emotions very well.

Emotional intelligence is defined as a type of intelligence that involves the ability to monitor one's own and others emotions to discriminate among them and to use this information to guide one's own thinking and actions (Mayor and Salovey 1990). It is nothing but the ability to understand the emotions of one's own and those of the people around us.

The success of any country depends upon the quality of educated people going out of the educational institutions. So the role of the teacher in the schools can be vital. In today's technologically bulging world emphasis is laid upon providing quality education through teacher effectiveness. The tasks of the teachers are easily said in words but very difficult to achieve. Many stressful factors like heavy workload, undisciplined students, deteriorating service conditions, unappreciative administration, competition among colleagues etc. account for school teachers burnout and dissatisfaction of job.

A person who possesses the innate potential to feel, use, communicate, recognize, remember, identify, learn from, manage, understand and explain emotions is considered to be emotionally competent. Emotional competence of teachers is necessary both in general for their own well-being and for effectiveness and quality in teaching and learning process in classroom. Emotional intelligence plays a pivotal role in designing the personality, building up the emotional maturity suitable to age, the ability in self adaptation for solving the stress problems and the pressure of life in the competing status of an individual. It enables a man to reach highest pinnacle and deepest reach in his search for fulfillment of self as well as of others fulfillment.

Emotional intelligence is essential for effective individual and organizational performance (Read and Anuradha, 2012). High level of emotional intelligence leads to less stress at occupational environment and better performance (Nikolaous and Tsaousis, 2002). For academic excellence of students, first the teacher should possess the good attitude towards teaching and should have good emotional intelligence (Sahaya and Manorama, 2010). Emotional intelligence is the ability to separate healthy from unhealthy feelings and it is the capacity to know how to turn negative feelings into positive. (Rani et al. 2012)

The possible influence of emotional intelligence on burnout has attracted the attention and the interest of educationist, psychologists and other public health professionals having different perspectives and orientations. The present study was aimed to access the burnout of the elementary school teachers of Patiala district of Punjab and to find out its relationships with emotional intelligence of the sampled teachers.

### **OBJECTIVES OF THE STUDY**

- (i) To study the gender differences regarding burnout among elementary school teachers.
- (ii) To study the burnout of elementary school teachers in relation to the locale of the school.
- (iii) To study the relationship between burnout and emotional intelligence of elementary school teachers.

### HYPOTHESES

- i) There will be no significant genders differences in the burnout level of the elementary school teachers
- ii) There will be no significant differences in the burnout level of the elementary school teachers in relation to the locale of the school
- iii) There will be no significant relationship between emotional intelligence and burnout

### SAMPLE

The sample for the present study consisted of 140 elementary school teachers of Patiala district of Punjab. Among these 140 teachers, 70 were male and 70 female. The sample was further divided into two groups of 70 rural and 70 urban school teachers with equal representation of male and female teachers.

### TOOLS USED

- i) Maslach Burnout Inventory (Form Ed. ) by Maslach and Jackson (1986).
- ii) Mangal Emotional Intelligence Inventory by Mangal and Mangal (2009).

### ANALYSIS AND INTERPRETATION

The test scores were analyzed in the light of variables like gender and locale of the schools.

To test the first hypothesis the tabulated data was analyzed as given under the following table:

**Table 1**  
**Gender differences regarding burnout level among elementary school teachers**

Dimensions of burnout	Groups compared	N	Mean	S.D	't' ratio	Level of significance
Emotional Exhaustion	Male	70	10.43	6.77	3.93*	Significant
	Female	70	15.50	8.40		
Depersonalization	Male	70	2.11	3.92	1.58	Insignificant
	Female	70	3.17	3.95		
Personal Accomplishment	Male	70	39.69	8.84	0.12	Insignificant
	Female	70	39.53	6.25		

$t'_{0.05}(138) = 1.9773$

\* Significant at 0.05

Table 1 reveals that the calculated t value for emotional exhaustion is 3.93 which is greater than the critical 't' value at .05 and .01 levels of significance. This indicates significant mean difference as far as the emotional exhaustion dimension of burnout is concerned. This implies that the female elementary school teachers are more emotionally exhausted than their male counterparts.

It is also clear from table 1 that the calculated 't' values for depersonalization and personal accomplishment dimension of burnout are less than the table vales. This indicates insignificant mean difference regarding gender of elementary school teachers as far as the depersonalization and personal accomplishment dimensions of burnout are concerned.

To check out the second hypothesis the tabulated data was analyzed as given under table 2.

**Table 2.**  
**Burnout in relation to the locale of the school of the elementary school teachers**

Dimensions of burnout	Groups compared	N	Mean	S.D.	't'ratio	Level of significance
Emotional Exhaustion	Rural	70	12.50	7.05	0.68	Insignificant
	Urban	70	13.43	8.91		
Depersonalization	Rural	70	2.57	4.03	0.21	Insignificant
	Urban	70	2.71	3.91		
Personal Accomplishment	Rural	70	39.87	7.24	0.41	Insignificant
	Urban	70	39.34	8.05		

$t'_{0.05}(138) = 1.9773$

\* Significant at 0.05

Table 2 reveals that the calculated 't' values on all the three dimensions of burnout are insignificant at .05 and .01 levels of significance. This indicates that the mean differences in the burnout level of the elementary school teacher in relation to the locale of the schools is insignificant. This shows that both rural and urban elementary school teachers are facing equal level of burnout. If any difference in the mean scores is found it might be because of some other factors but not because of the locale of the school.

To check out the third hypothesis the tabulated data was analyzed as given under the following table:

**Table 3**  
**Coefficient of correlation between burnout and emotional intelligence among elementary school teachers**

Variables	N	Co-efficient of correlation (r)	Nature of correlation
Emotional Exhaustion and Emotional Intelligence	140	-0.40	Significant moderate degree negative correlation
Depersonalization and Emotional Intelligence	140	-0.30	Significant moderate degree negative correlation
Personal Accomplishment and Emotional Intelligence	140	0.28	Significant low degree positive correlation

Table 3 clearly reveals a moderate significant correlation between all the three levels of burnout and emotional intelligence of the elementary school teachers of Patiala. Thus hypothesis no. 3 that there is no relationship between burnout and emotional intelligence of elementary school teachers of Patiala stands rejected. It can be concluded from the results that better the emotional intelligence among the teachers the lower the burnout among them.

## MAIN FINDINGS AND RECOMMENDATIONS

Gender differences are found as far as emotional exhaustion dimension of burnout of elementary school teachers is concerned. The female are found to be more burnout as far as the emotional exhaustion dimension of burnout is concerned.

A significant moderate degree correlation was found between burnout and emotional intelligence of the elementary school teachers of Patiala district of Punjab.

On the basis of the results of the present study, it is suggested that as teacher burnout may have a negative impact on the teachers themselves leading for instance to emotional and physical ill health and on the students as burnout teachers may be relatively impaired in the quality of teaching and commitment .

Proper attention should be paid to identify the important factors contributing to teacher burnout and proper strategies should be planned to study the activities that teachers employ to cope with stress and burnout. As this study also reveals that there exists a moderate significant correlation between burnout and emotional intelligence so education department should arrange different workshops and seminars for its teachers from time to time to help to enhance their emotional intelligence as many studies reveal that emotional intelligence can be improved. The emotional literacy programs should be designed for elementary school teachers. By this each one will know the importance of emotional intelligence and its relation with education. This will help to improve elementary school teachers' performance in schools and also helps to control decline in education and strengthens educational process in accomplishing their main objectives.

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