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Relationship between emotional intelligence and burnout syndrome in sport teachers of secondary schools
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Abstract

This research was carried out to investigate the relationship between emotional intelligence and burnout syndrome on sport teachers of secondary schools. The sample in this study consisted of 183 subjects of male sport teachers that selected by a systematic stratified sampling method from among of teachers in Iran- Khuzestan province. These subjects had more than 5 years job history and they did not have special mental illness or disorder history. In this research, two questionnaires were used to collect data, such as emotional intelligence questionnaire Syber yashring and burnout syndrome questionnaire Maslach. This research is correlation type so to analyze the data, were used Pearson correlation co-efficient and Analysis of Regression. Research findings showed there is a significant relationship between emotional intelligence and burnout Syndrome(r=-0.627). Also there are relationship between burnout syndrome and emotional intelligence components. The level of significant in this study was P<0.01.

Keywords: Burnout Syndrome, Emotional intelligence, Sport teachers;

1. Introduction

Burnout has become an issue for along time exposing to all members of professions, including teaching. This concept was first introduced by Freudenberger in 1974. It was defined as wearing down or wearing out of energy. Some other views can be added to Freudenbergers to give a meaning the concept of burnout. According to Pines and Aronson (1988) burnout is formally defined and subjectively experienced as a state of physical, emotional, and mental exhaustion caused by long-term involvement in situations that are emotionally demanding. Maslach is one of the pioneers in the study of teacher burnout which was as a syndrome of physical and emotional exhaustion involving the development of negative job attitudes, poor professional self-concept, and loss of empathic concern for clients (Maslach & Pines, 1984). Work stress has been attributed to external (e.g., organisational settings) and internal (e.g., self efficacy) factors. It is reasonable to assume that objective external reasons (e.g., workload) contributes to burnout (e.g., Greenglass, Burke, & Fiksenbaum, 2001), but many individuals seem to cope successfully with heavy workloads, whereas others do not. Perhaps it is the subjective response to external factors, rather than the external factors itself, that contributes most to burnout. Personal characteristics have generally been

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related to burnout and the impact thereon has been analysed (e.g., Zellars, Perrewe, & Hochwarter, 2000). There has been a substantial amount of research on burnout among teachers (e.g., Schmitz & Schwarzer, 2004) and recently a few among burnout in novice teachers (Dückers-Klichowski, 2005).

Some studies have explored burnout among college students (e.g., Fuehrer & McGonagle, 1988) but not on student teachers, in particular. Also, those studies focused almost exclusively on individual (e.g., gender) and job type factors. During recent decades, an approach is established which shows the individual skills are not similar in their perception, understanding, and use of emotional intelligence. It notes that individuals are different from each other in their ability to control their emotional life (Mayer & Salovey, 1995). Today these individual differences are understood as difference in emotional intelligence. This term for the first time is suggested by Mayer & Salovey. Emotional intelligence, as a kind of ability, is the capacity of cognition, expression, perception and managing self and also others emotions (Mayer & Salovey, 1997). As the basic components of emotional intelligence includes the ability to understand others’ emotions and also to control and restrain your self and others in a compatible mood, so its expected that those people who enjoy higher emotions, could show better social compatibility and also social skills. Therefore, social skills are those promoters of social life that help individuals to have an effective mutual interaction with others (Maloff & Schutte, 1998). In addition, social skills are reciprocal and those who enjoy good social skills, in turn will receive better treatment and others love them (Anderson, 1968). Mayer & Salovey define the emotional intelligence by using some instances as specific competencies of which this factor is made of, and the amount of which this factor is enjoying of the capability to organize skills for percept emotions, facilitate thinking, and understand emotions and their managements.

In fact, the emotional intelligence indicate the knowledge about emotions and how this knowledge influences interpersonal relationship, and on the other hand, evaluation and emotional expression in a suitable and competence mood are as an indicator of the ability to recognition (lyusin, 2006). So, it could be assumed that the unity of these competencies could diminish the amount of teachers vulnerability against burnout syndrome. In other words, those teachers who are less vulnerable against burnout syndrome, maybe are among those who enjoy of higher emotional intelligence. May be these individuals are in a better situation regarding to their access to the valid information and also their attitude toward an action which is concealed in emotions and in using these information for bearing a meaning to their reactions against stressful elements (Chan, 2006).

2. Method

2.1. Participants

Two hundred and ten questionnaires were distributed to the sports teachers, and 183 questionnaires were returned. The 27 questionnaires were excluded in the final analysis, because of including inconclusive and/or incomplete data.

2.1.1. Measurements

The Syber Yashring questionnaire for emotional intelligence is used in this research. It includes 33 questions of 5 components. These elements are as self- motivation, self-awareness, self-control, social consciousness and social skills. With filling this questionnaire, each subject receives total number of 6, 5 of which is related to subscales and 1 number is assigned to the total emotional intelligence. Persian version of the Maslach Burnout Inventory (MBI) was used in this study. This questionnaire has been tested repeatedly and has always had a reliability of above 80% (Mansori, 2002; Haidari, 2008). In this study, Cronbach’s alpha for the total emotional intelligence measured 0.82, and for all dimensions measured respectively Self-awareness 0.61, Self-control 0.73, Self- motivation 0.71, Social consciousness 0.69, and Social skills 0.77. Participants were asked to fill out a background information sheet and respond to the intensity dimension of the Maslach Burnout Inventory (22 items) (Maslach C, Jackson SE. (1986, and 1981). Participants were requested to evaluate each item in terms of the frequency of their feelings ranging from 0
(never) to 6 (every day). The items are scored into the three components of emotional exhaustion, depersonalizations and personal accomplishment. In our study Chronbach’s alphas measured for Total burnout 0.79 and for three dimension measured respectively (Emotional exhaustion) 0.67 (Depersonalization) 0.63 and (Personal accomplishment) 0.59 but in this research only used from total burnout score.

2.1.1.1. Procedure

High scores of the first two scales and low scores of the last scale are indicative of burnout. Quantitative data were analyzed by using descriptive statistics, correlation analysis and Step by step analysis Regression on Statistical Package for the Social Sciences (ver.17.0).

3. Results

The research results are given in table1 - 4. The research findings are presented in two levels of descriptive and inference. The descriptive findings indicate that the age variable is in a range of 25-50 and an education variable includes of %15.43 from diploma class, %46.67 from bachelors, %14.19 from master class and %23.71 are with unknown education. In inference study of the data and also in studying the first hypothesis, these research findings (see table 1) indicate that the correlation coefficient between the total emotional intelligence and teachers burnout syndrome r = - 0.627 is significant in (p<0.001). In other words, there is an inverse negative relation between two variables of emotional intelligence and burnout syndrome.

| Variables          | r       | P      | N  |
|--------------------|---------|--------|----|
| Emotional intelligence | **-0.627** | 0.001  | 183 |

Also there are relationship between burnout syndrome and emotional intelligence components respectively: self motivation (-0.474), self-awareness (-0.356), self-control (-0.411), social consciousness (-0.619) and social skills (-0.606). (See table 2.)

| NO  | Variables                 | 1      | 2       | 3       | 4       | 5       | 6       |
|-----|----------------------------|--------|---------|---------|---------|---------|---------|
| 1   | Self- motivation           | 1      |         |         |         |         |         |
| 2   | Self-awareness             | **0.393** | 1      |         |         |         |         |
| 3   | Self-control               | **0.346** | **0.252** | 1      |         |         |         |
| 4   | Social consciousness       | **0.620** | **0.386** | **0.547** | 1      |         |         |
| 5   | Social skills              | **0.543** | **0.431** | **0.562** | **0.703** | 1      |         |
| 6   | Burnout                    | **-0.474** | **-0.356** | **-0.411** | **-0.619** | **-0.606** | 1      |

Finally, a step by step regression analysis is used in both study and description of the third hypothesis, so that the prediction role of subscales as self-motivation, self-awareness, self-control, social consciousness and social skills in the related or criterion variable is indicated. The analysis results are presented in table 3.
Step 1: predictor variables: social skills
Step 2: predictor variables: social skills and social consciousness.

The results of step by step regression analysis show that among predictor variables, only the two variables of social skills and social consciousness have the potential to predict the criterion variable. But the other variables are omitted from the regression equation due to the lack of sufficient potential for prediction. The results of variance analysis and also the regression statistic characteristics between mean burnout syndromes with predictor variables are presented in Table 3. According to the obtained results, the amount of observed F for social skills variable is significant (p<0.001) and this variable alone clarify about %38 of variance changes related to burnout syndrome ($R^2=0.38$). The two variables of social skills and social consciousness totally clarify %46 of variance change in burnout syndrome of sport teachers ($R^2=0.46$) and the observed F is significant (p<0.001). According to Table 4, the efficacy coefficients of the social skills ($B=0.618$) and social consciousness components ($b=0.32$) and statistics t indicated that these two variables could confidently predict %99 of the changes regarding to burnout Syndrome variance in sport teachers (%46), that means higher social skills and also social consciousness are accompanied with diminished burnout syndrome.

### Table 3. Brief Regression Model, Analysis of Variance and Statistical Regression of Burnout on Anticipator Variables

| Model | Sum of Squares | Mean Square | F  | Sig levels | R  | R² | SE |
|-------|----------------|-------------|----|------------|----|----|----|
| 1 Regression | 1983.5 | 1 | 1971.3 | 11.89 | 0.001 | 0.61 | 0.38 | 11.93 |
| Residual | 9590.4 | 115 | 82.1 | 1.90 | 0.055 | 0.57 | 0.43 | 10.93 |
| 2 Regression | 4960.0 | 2 | 2480 | 11.89 | 0.001 | 0.60 | 0.46 | 10.05 |
| Residual | 7729.80 | 109 | 70.8 | 1.05 | 0.001 | 0.60 | 0.46 | 10.05 |

### Table 4. Coefficient of determination, Beta, and t step by step regression analysis of anticipator variables

| Indexes | B   | Beta | t   | Sig level |
|---------|-----|------|-----|-----------|
| Social skills | -0.618 | -2.40 | 4.489 | 0.001 |
| Social consciousness | 0.32 | -1.37 | 3.907 | 0.001 |

### 4. Discussion & Conclusion

The results of this research indicate that there is a negative and significant relationship between emotional intelligence and burnout syndrome in sport teachers, it means those teachers who enjoy of higher emotional intelligence, are less suffering from burnout syndrome and on the contrary, those who enjoy of less emotional intelligence, are suffering more from burnout syndrome (Carson, 2000) and (Chan, 2006) are consonant. The researchers investigations indicate that those who enjoy of higher emotional intelligence, are socially more active, have less excitments and also sleepless and less suffering from body pains and disorders. The burnout syndrome and other disease signs are less evident among them. The first component of emotional intelligence, is the social consciousness or the capability to distinguish others emotions and agitations that plays the most important role in clarifying burnout syndrome. Those unanimous people are familiar and acquaintance with delicate social tips and interactions that express others’ needs and desires. This skill, make them to be more powerful in educational, occupational and management aspects and help them to have an effective relationship with others. This ability includes another important result, that is easier and better access to the social support sources which in turn could play an important role in preserving people against difficulties. The sport teachers among other teachers that are occupied with teaching in the same school are more considered by students. The evidence for this fact is the joy and happiness of students experience before the sport class begins or even with seeing their sport teacher in other days.

This desires and acceptability make the sport teacher to play a role of a pattern for students, and the students’ stimulation will courage this teacher to continue his path. The investigated findings in the current research indicate
that there is a negative significant relationship between emotional intelligence and burnout syndrome in sport teacher. These results are consonant with investigated findings of (Chan, 2006), (Maloff, 1988) & (Schmitz, 2004). The second component of emotional intelligence is social skill. It means controlling emotions in a suitable way. This component is vital to create and keep effective relationships with others, and is in close relation with potential aspects of leadership and also regular or harmonized relationship. Those individuals who enjoy of good social skills, in turn will treated better and beloved by others (Anderson, 1968). A sport teacher is considered as a prevalent pattern for instructing social and movement skills to the students. On this basis, he gradually will gain more experiences in his role and become capable, so that most of the students consult him regarding to the problems that are confronting with out of the school environment. These responsibility and interactive sense make the sport teachers, in addition to maintain their role as a leader, also more believe in their capability or self confidence about the importance of their work more than what it seems apparently. One of the related results is the negative relationship between characteristics type of F (that are high scores in responsibility, interpersonal relation management, commitment to moral rules) and also burnout syndrome.

In fact it should be noted that the due to encountering with different students behaviors, so the sport teachers enjoy of higher social skills. The result of the present study indicates that the components of social consciousness and skills are related significantly with and burnout syndrome and %46 of variance changes for burnout syndrome could be predicted. Here, this question is propounded that why the other emotional intelligence elements thought are related with burnout syndrome, yet couldn’t predict the burnout syndrome variance. One reason for this is the relation and overlaps that are between the emotional intelligence components that is natural for those elements which constitute a single concept. On the other hand, the function of regression analysis is to assign a definite and separate share for each component (predictor elements) step by step from their relation with criterion variable. It could be argued that those other components that related to burnout syndrome are included anyway in both social consciousness and skills. So, when a separate share for each component is recognized, those parts are pertained to these two components, as the result other components will miss their prediction potential.

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