

## EMOTIONAL INTELLIGENCE: A SHIELD AGAINST TEACHER BURNOUT

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### ABSTRACT

*Using secondary data from earlier studies, this review analyses the literature on the relationship between teacher burnout and emotional intelligence (EQ). The potential of emotional intelligence (EQ) to prevent burnout is the main focus of this analysis, which also examines the possible relationships management - and lower rates of burnout among teachers. This review attempts to advance knowledge of EQ's function in teacher well-being by integrating results from earlier research, it looks at the advantages of helping teachers develop their emotional intelligence, which could make them more resilient and productive teachers. Ultimately, interventions and professional development initiatives aimed at helping teachers increase their emotional intelligence can benefit from a fuller comprehension of this relationship. This might lead to the development of a more adaptable and successful teaching staff, which would enhance student learning environments and raise academic standards generally.*

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**Keywords:** Emotional Intelligence, Teachers Burnout, Teachers Wellbeing, Stress.

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### Introduction

The teacher workforce is impacted by teacher burnout both internally and outside. Due to teacher shortages and attrition, the damage to the teacher workforce is visible and quantifiable from the outside. In the United States, nearly forty percent of newly hired teachers quit their jobs within the first five years of their careers, and as many as twenty-five percent quit before their third year (Milner and Woolfolk Hoy 2003; National Centre for Education Statistics 2004; National Commission on Teaching and America's Future 2003; Smith and Ingersoll 2004). Internally, weariness can cause ineffectiveness and burnout in instructors who stay in the field, which can negatively impact classes and the school (Olivier and Venter 2003). According to international polls by the United Nations Educational, Scientific, and Cultural Organisation Joint Committee and the International Labour Organisation, between 25 and 33 percent of teachers experience severe stress (Macdonald 1999). Less than 10% of teachers in Germany stay in the field until they retire, whereas more teachers in Britain quit their jobs than continue in it until they do (Macdonald 1999). In addition to creating a staffing issue for schools, the ensuing teacher shortage could lower the calibre of education given the high. Compared to other professions, teaching entails major emotional requirements, labour, and work. While the symptoms of teacher burnout have been researched for decades, few researchers have looked at teacher burnout from the perspectives of emotion regulation and antecedent appraisals. Based on previous studies I have tried to show Teachers may feel unique negative emotions repeatedly as a result of their judgements regarding student behaviour and other teaching activities. This might eventually lead to a certain level of burnout.

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### **Emotional Intelligence**

Emotional intelligence is a set of emotional and social skills that collectively established how well we perceive and express ourselves develop and maintain social relationships cope with challenges and use emotional information in an effective and meaningful way. Basically, it is a predictor of success in life as well as work. In simple meaning emotional intelligence refers how well an individual handle her or him and others instead of their technical skills to solve the problem.

Emotional intelligence plays a major role among the well-being of many professionals in current scenario. So keeping this in mind the study aims in knowing about the emotional intelligence impact on professional productivity of teaching personal and EI level of teachers which is assessed using the appropriate tools. Emotional intelligence has its spectrum containing different types of emotions generally people feel. We can address difficulties more creatively and emotionally when we possess emotional intelligence. There is likely some overlap between general intelligence and emotional intelligence. Four skills are possessed by the emotionally intelligent person: the ability to recognise, use, comprehend, and control emotions.

#### **Definition Given by father of Emotional intelligence Salovey and Mayer**

Emotional Intelligence has been defined, by Peter Salovey and John Mayer, as “**The ability to monitor one’s own and other people’s emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behavior**”.

We can understand this definition like:

- The ability to appropriately sense emotions in oneself and others;
- The capacity to use emotions to promote thought;
- The comprehension of emotions, emotional language, and messages sent by emotions are some ways in which we can conceptualise it.
- Capacity to control emotions in order to achieve particular objectives.

#### **Core Components of Emotional Intelligence**

The five dimensions are the fundamental components of emotional intelligence, according to Goleman (1998). He developed the well-known Emotional Competence Framework, which includes twenty-five emotional competencies that correspond to these five elements of emotional intelligence: motivation, empathy, self-regulation, self-awareness, and social skills. Goleman classifies these competencies under each component, making a distinction between social competencies—like empathy and social skills—that regulate interpersonal interactions and relationships and personal competencies—like self-awareness, self-control, and motivation—that function intra personally to manage oneself.

#### **Personal Competence**

- Self-awareness: the ability to recognise one's own inner emotions, inclinations, assets, and instincts
  - Emotional awareness: understanding one's feelings and how they affect oneself.
  - Precise self-evaluation: being aware of one's capabilities and limitations.
  - Self-confidence: Having a strong belief in one's own abilities and worth.
- Self-Regulation: Controlling one's own inner emotions, inclinations, and resources.
  - Self-control: Restraining erratic feelings and impulses.
  - Being trustworthy means upholding moral principles like integrity and honesty.
  - Consciousness: Accepting accountability for one's own actions.
  - Adaptability: The capacity to adjust to change.
  - Innovation: Adapting to new concepts, methods, and knowledge with ease.
- Motivation: Affective inclinations that direct or aid in achieving objectives.
  - Achievement drive: Making an effort to do better or fulfil a high bar.
  - Commitment: Being in line with the organization's or group's objectives.
  - Initiative: Willingness to seize chances.
  - Optimism: the will to persevere in the face of challenges and disappointments.

### Social Competence

- **Empathy**
  - Gaining empathy: identifying the thoughts, feelings, and concerns of others while demonstrating a sincere interest in their issues.
  - Developing others: identifying their areas of need and enhancing their skills.
  - Service orientation: Recognising, anticipating, and satisfying the requirements of clients.
  - Making the most of diversity: creating opportunities with a variety of individuals.
  - Political awareness: Recognising the power dynamics and emotional currents within a group.

### Social Skills: Skill at eliciting positive reactions from others

- Influence: Applying potent persuasive strategies
- Convincing messages are sent while listening and opening up.
- Managing conflicts: Reaching agreements and settling disputes.
- Leadership: Motivating and directing people and teams.
- Catalyst for change: Bringing about or overseeing change.
- Strengthening ties: Developing useful connections.
- Cooperations and collaborations: Working with others to achieve common objectives.
- Teamwork skills: fostering group cohesion in the pursuit of shared objectives.

### EQ – A Buffer Against Stress and Burnout

- **Self-Awareness as the Basis of Emotional Regulation**

Instructors deal with a variety of pressures, such as hard workloads and difficult student conduct. One essential element of EQ is self-awareness, which enables people to identify how they personally feel in reaction to stimuli. This comprises:

  - **Finding emotional triggers:** Instructors can become conscious of particular circumstances, actions, or tasks that frequently cause them to feel stressed out or frustrated. For instance, a teacher may notice that parent-teacher conferences or huge class sizes are overwhelming.
  - **Recognizing emotional states:** Teachers who are sensitive to their own feelings are able to distinguish between being overly anxious, overwhelmed, or just frustrated. This keeps emotions from getting out of control and enables a more nuanced response. Early warning signs: Teachers who are self-aware are better able to recognise the emotional or physical symptoms of impending burnout, such as headaches, trouble sleeping, or increasing irritability. This makes it possible for individuals to control their stress levels before it negatively affects their health.
- **Self-Control: Handling Feelings to Take Useful Action**

Teachers can regulate their emotions in a healthy way by using self-regulation after they are aware of their emotions and triggers. This includes:

  - Using healthy coping strategies: Self-regulation enables educators to create stress-reduction strategies such as deep breathing exercises, mindfulness training, or physical activity.
  - Retaining composure: Self-regulation enables educators to respond rationally and refrain from impulsive behaviour in difficult classroom circumstances.
  - Setting limits and prioritising work: By establishing clear, healthy boundaries between work and personal life, teachers can better manage their workload. This eases their tension and guarantees they have the stamina to handle the demands of the classroom.
- **Social Awareness: Establishing Bonds to Reduce Stress**

The social milieu has a big impact on teachers' wellbeing. Another aspect of EQ is social awareness, which enables educators to:

- Recognise the feelings of students and coworkers: Teachers can modify their interactions and create more encouraging environments by being aware of the emotions of their pupils and coworkers.
  - Recognise the struggles faced by students: Teachers that possess social awareness are better able to relate to their students' emotional experiences, which fosters a more responsive and compassionate learning environment.
  - Determine which students could want more assistance: Teachers can offer prompt support and early intervention to kids who exhibit signs of stress or anxiety by recognising these symptoms in them.
- **Relationship Management: Creating a Helping Circle**

Developing trusting bonds with parents, coworkers, and students results in a network of support that can reduce stress. A crucial component of EQ is relationship management, which enables educators to:

    - Build a good rapport with your pupils. This will help to reduce unpleasant interactions by fostering a more helpful and trustworthy classroom environment.
    - Work well together with colleagues: Good working relationships offer chances for teamwork, mutual problem-solving, and emotional support, which helps to organise and simplify tasks.
    - Effectively communicate with parents: Building strong bonds with parents encourages candid dialogue that can assist resolve issues and create a team-based strategy for student achievement.

#### **Rationale of the Study**

To study how Emotional Intelligence turns out as a shield for stress and burnout for teachers.

#### **Literature Review**

**Cuartero N., Julio J., & Ana M., (2016) 'Anxiety and stress coping mechanism. The mediating role of emotional intelligence'. 12<sup>th</sup> Nursing and Healthcare Congress, Vancouver, Canada, Volume 5, Issue 5:7 (Suppl).** In this work, the examination was done in the connections between coping strategies, anxiety, and emotional intelligence in high-stress scenarios, emphasising the mediation function of emotional intelligence. In Valencia, Spain, 434 students are enrolled in a nursing degree programme. According to demographic information, the students' ages range from 17 to 54 (M=21; SD=.320), with 76% of them being female and 24% being male. Of the population, 71.7% are single, 23.3% are in a relationship, 3.7% are married, and 1.3% are divorced. With 25% categorised as high class, 16.6% as middle-high class, 36.2% as medium class, and 22.2% as middle-low class, socioeconomic status varies. This research looks at coping strategies, emotional intelligence, and trait anxiety as measured by standardised exams and examined using a structural equation model for analysis. The findings show a direct correlation between trait anxiety and emotional intelligence, with trait anxiety having a negative correlation with coping avoidance techniques and a positive correlation with coping approaches.

**Curci, A., Lanciano, T., & Soletti, E. (2014). *Emotions in the classroom: 'The role of teachers' emotional intelligence ability in predicting students' achievement*. The American Journal of Psychology, 127(4), 431-445.** In this study, researchers looked into how students' self-esteem, ability perceptions, and metacognitive beliefs, as well as teachers' emotional intelligence (ei) ability, self-efficacy, and emotional states, predicted academic accomplishment. We postulated that the influence of students' self-perceptions and views about their accomplishments in mathematics and science would be moderated by the teacher's ei ability level. A multilevel strategy was employed in the study, which involved 338 junior high school students from Italy and their maths teachers (n = 12). Results demonstrated that teachers' ei, by amplifying the impact of students' self-perceptions of ability and self-esteem, had a positive function in fostering students' achievement. The use of intervention programmes on the affective, motivational, and metacognitive aspects of learning and studying behaviour may be affected by these findings.

**Rafiee, M., Kazemi, H., & Alimiri, M. (2013). 'Investigating the effect of job stress and emotional intelligence on job performance', Management Science Letters, 3, 2417-2424.** Scholars in the fields of management and behavioural sciences have endeavoured to ascertain the efficacious aspects that impact efficiency and effectiveness, hence augmenting organisational performance.

Additionally, they have endeavoured to discern the factors that give rise to job stress. In this study, we use organisational, moral, and emotional intelligence to examine how work stress affects job performance. This descriptive-analytic study employs survey data collection methods, correlation analysis, and structural equation modelling for analysis. The entire staff of the Registry Organisation in the city of Arak makes up the research population. The findings imply that, while job stress does not affect job performance through emotional intelligence, it does influence job performance through organisational and moral intelligence. According to study hypotheses, data analysis and results indicate that while job stress does not affect job performance, it does have an impact on emotional, organisational, and moral intelligence. Furthermore, the findings indicate that while emotional intelligence has no effect on job performance, organisational and moral intelligence do.

**Yogesh, S., Ratna S. (2012). 'Relationship Between General Intelligence, Emotional Intelligence, Stress Levels and Stress Reactivity', *Annals of Neuroscience, Volume 19, Number 3, 107-111*.** The purpose of the study, which involved thirty-four healthy male student volunteers, was to determine the association between GI, EI, acute stress, and perceived stress as well as the subjects' acute stress reactivity in relation to varied degrees of GI and EI. Using conventional evaluation instruments, baseline scores for GI and EI, acute stress, and perceived stress were determined. Subjects were divided into four groups based on the median GI and EI score as cutoff values. Acute stress response was similar among GI-EI groups, although salivary cortisol (particularly post-stressor level) and perceived stress level were differentiators. Perceived stress levels, both acute and chronic, were inversely correlated with high EI. A strong link was discovered between the reported stress levels of acute and chronic conditions. Acute stress reactivity and chronic or acute stress levels did not correlate with general IQ. The performance on the Sternberg memory test at baseline and after stress, as well as in all three Stroop test settings, was unaffected by the variations in the GI and EI groups. In summary, emotional intelligence is an aspect that is more adapted to managing both acute stress on a daily basis and perceived stress over time.

**Chang, M-L.(2009). *An Appraisal Perspective of Teacher Burnout: Examining The Emotional Work Of Teachers. Educational Psychology Review, 21(3), 193-218*.** The purpose of this article is to review the literature on teacher burnout and teachers' emotions and to examine the role of teachers' appraisal of their emotion exhaustion. Through reviewing the literature on teacher burnout and emotion, researcher argue that the habitual patterns in teachers' judgments about student behaviour and other teaching tasks may contribute significantly to teachers' respected experience of unpleasant emotion and those emotions may eventually lead to burnout. In order to ease teacher burnout, this study suggest how to regulate those emotions.

Many times, the causes of teacher burnout are thought to be complex (Maslach et al., 2001). Based on the origins of burnout they uncover, studies on teacher burnout can be divided into three groups: transactional, organisational, and individual variables. Age, gender, number of years spent teaching, and personality traits are examples of demographic and personality variables that are considered individual factors (Friedman and Farber, 1992; Greenglass and Burke, 1988; Maslach and Jackson, 1981). Institutional and job features include unreasonable workloads, the school's socioeconomic standing, and administrative assistance are examples of organisational elements (Brissie et al., 1988; Evers et al., 2004; Farber, 1984; Maslach et al., 2001). Research that concentrates on individual characteristics reveal "who" becomes burned out, whereas studies that look at organisational and social aspects reveal "what" causes burnout in educators.

### **Statement of the Problem**

Teacher burnout is a serious problem in education that affects students' learning as well as the wellbeing of educators. In order to close the knowledge gap about how emotional intelligence may support educators in managing stress and hardship, this study attempts to investigate how emotional intelligence can shield educators from burnout.

### **Objective of the Study**

- To investigate the connection between burnout in teachers and emotional intelligence.
- To investigate how emotional intelligence affects teachers' capacity to handle pressure and stress.
- To offer suggestions to educational establishments and legislators regarding how to encourage teachers' emotional intelligence skill development and lessen teacher burnout in the field of education.

**Null Hypothesis (H0):** There is no significant relationship between burnout in teachers and their emotional intelligence.

**Alternative Hypothesis (H1):** There is a significant negative relationship between burnout in teachers and their emotional intelligence, indicating that higher levels of emotional intelligence are associated with lower levels of burnout.

**Null Hypothesis (H0):** Emotional intelligence does not significantly affect teachers' capacity to handle pressure and stress.

**Alternative Hypothesis (H1):** Emotional intelligence significantly affects teachers' capacity to handle pressure and stress, with higher levels of emotional intelligence leading to better stress management skills and lower levels of burnout.

### **Data Analysis and Key Findings**

- Cuartero et al. (2016) investigated the connection between nursing students' emotional intelligence, anxiety, and coping mechanisms. It was discovered that emotional intelligence, with higher emotional intelligence being linked to more adaptive coping methods, mediated the association between trait anxiety and coping mechanisms.
- Curci, Lanciano, and Soleti (2014) looked into how students' academic success was affected by the emotional intelligence of their teachers. It was discovered that teachers' emotional intelligence enhanced students' self-perceptions of their abilities and self-worth, which in turn positively impacted their academic success.
- Rafiee, Kazemi, and Alimiri (2013) investigated how employees' job performance was impacted by job stress and emotional intelligence. It was discovered that although workplace stress did not directly affect emotional intelligence at work, it did have an impact on organisational and moral intelligence.
- Yogesh & Ratna (2012) investigated the connections between male student volunteers' stress levels, emotional intelligence, general intelligence, and stress reactivity. It was shown that there may be a protective effect against stress since higher emotional intelligence was linked to lower levels of perceived stress.
- Chang (2009) examined the research on teacher burnout and highlighted how emotional appraisal plays a part in the development of burnout in educators. suggested that by addressing ingrained patterns in instructors' assessments of student behaviour and teaching assignments, emotion regulation could help prevent burnout.

It becomes clear that emotional intelligence plays a crucial role in how people react to stress, perform in the classroom, and perform at work in a variety of settings.

The direct influence of emotional intelligence on work performance may be mitigated by other characteristics, such as organisational and moral intelligence, even though emotional intelligence may act as a stress-reduction strategy.

The results highlight how crucial emotional intelligence is to fostering effectiveness and well-being in both organisational and educational contexts.

### **Potential Benefits of Fostering Emotional Intelligence**

Developing teachers' emotional intelligence has several advantages, such as better classroom management, higher student involvement, and a happier learning environment. Higher emotional intelligence in teachers is shown in their increased self-awareness and emotional control, which helps them to better handle classroom dynamics, settle disputes, and foster a positive learning environment. Strong teacher-student relationships are also fostered by their understanding and helpful manner, which increases student motivation and engagement. Additionally, emotionally intelligent instructors foster a healthy school climate where students and staff feel respected, cooperative, and a part of the community by demonstrating effective communication and conflict resolution techniques. All things considered, putting an emphasis on emotional intelligence in educators not only improves their own effectiveness and well-being but also fosters a supportive and welcoming learning environment that supports the development and achievement of students.

### **Practical Strategies for Cultivating EI in Educators**

A variety of techniques that are adapted to fit the various demands of teachers are included in practical solutions for schools and teacher training programmes to develop emotional intelligence abilities

in educators. Teachers can improve their self-awareness, self-regulation, empathy, and interpersonal skills by attending workshops and professional development sessions on emotional intelligence. These sessions can offer insightful information and practical methods. Teachers who receive mindfulness training, which includes techniques like meditation and deep breathing exercises, can become more emotionally resilient and have better stress management skills. Reflective techniques, such as journaling or peer review sessions, can promote self-reflection and the development of emotional intelligence competencies in teacher preparation programmes. The development of a caring school environment that prioritises emotional health and offers chances for group problem-solving and relationship-building can also help teachers become more emotionally intelligent.

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