Journal of Psychology and Political Science
ISSN: 2799-1024
Vol : 03, No. 06 , Oct-Nov 2023
http://journal.hmjournals.com/index.php/JPPS
DOI: https://doi.org/10.55529/jpps.36.1.12

An Empirical Study on the Influence of Emotional Intelligence on Burnout among Academicians with Special Reference to Eastern Indian

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Received: 02 June 2023 **Accepted:** 19 August 2023 **Published:** 02 October 2023

Abstract: Purpose: The goal of this study is to unsheathe the influence of each component of EQ i.e., Self-Awareness, Self-Regulation, Intrinsic Motivation and Empathy with Burnout among academicians. The study further specifies which component of EQ is positively or negatively associated with burnout.
Design/Methodology/Approach: The empirical study uses purposive sampling technique to extract the sample of 257 academicians from 13 higher education institution of eastern India. The quantitative primary data was collected on 5-point Likert Scale through survey method with the help of five different instruments which included the Mindful Attention Awareness Scale, the Self-Regulation Inventory, the Intrinsic Motivation Inventory of Task Evaluation, the Interpersonal Reactivity Index, and the Maslach Burnout Inventory. The study used descriptive & inferential techniques of data analysis through XLSTAT software.
Findings: Academicians' burnout was significantly influenced by emotional intelligence. Results indicated substantial negative association of Burnout with Self-Awareness and Self-Regulation whereas no association with Intrinsic Motivation and Empathy was found.
Practical implications: Academicians should be encouraged to develop emotional management skills. Organizations should encourage more positive emotion modulation approaches to achieve this. Academicians in danger should be identified and offered emotional control training. Experienced mentors, coaches, and trainers should be deployed to help subordinates learn and adapt positive emotion management practices.
Originality/Values: Research which explores interactions between the various components of EQ and burnout among academicians is limited. The study is one of a few efforts to fill the void in the area of empirical study related to academicians in the Indian context.

Keywords: Academicians, Emotional Intelligence (Eq), Burnout, Self-Awareness, Self-Regulation, Intrinsic Motivation.

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1. INTRODUCTION

Burnout is classified as an occupational hazard by the World Health Organization since May 2019. For the first time, it is in lined with work-related situations to make its concept more robust and applicable in the organizational setup. Academicians encounter a variety of obstacles, which ranges from students' discipline to respond in context to legislative obligations and execution of supervisory duties (Chakravorty & Singh, 2021; Silbaugh et al., 2021). They also take the charge of leadership initiatives, direct school improvement activities, and maintain a healthy school climate (Schoeps et al., 2021). When these activities and obligations do not fulfill the satisfaction of academicians, they may tend to question their leadership qualities. This results in a lack of personal and professional accomplishment (Friedman, 2002). Academician's burnout is facilitated by a curtailed sense of accomplishment and identity. This shows up as tiredness, apathy toward academicians, pupils, and parents, and dismissiveness of coworkers, bosses, and subordinates (Friedman, 1995a). Academicians deal with a wide range of stressors. This includes workload, position ambiguity, low social support at work, classroom management issues, etc. (Alarcon, 2011; Chang, 2009; Montgomery & Rupp, 2005). Due to this, academicians frequently report significant levels of work stress and burnout (Garrick et al., 2014). In recent decades, burnout syndrome has grown in importance as a research topic (for a review, see Chang, 2009; Maslach et al., 2001). Burnout is associated with greater absenteeism (Dick & Wagner, 2001), willingness to resign (Leung & Lee, 2006; Liu &Onwuegbuzie, 2012), and reduced job satisfaction (Skaalvik & Skaalvik, 2009) in this field. Furthermore, multiple studies have demonstrated a consistent and negative influence of burnout on health outcomes as well (Bauer et al., 2006; Kovess-Masféty, Rios- Seidel, & Sevilla-Dedieu, 2007). Academicians experience burnout as a result of maladjustment to a hostile environment at work (Mulholland et al., 2013). It is defined as a persistent state of emotional, physical, and psychological weariness that affects their performance and efficiency (Mäkikangas & Kinnunen, 2016; Wu et al., 2019; Silbaugh et al., 2021; Schoeps et al., 2021). This may lead to job instability (Glambek et al., 2018; Pankratova; 2020). Given the value and significance of academicians and their work, it's crucial to figure out how to prevent Burnout. Burnout is linked to Emotional Intelligence differently in numerous studies focused on academicians (Dionigi, A., 2020; Szczygiel & Mikolajczak, 2018; Alavinia & Ahmadzadeh, 2012; Platsidou, M., 2010; Duran et al., 2006). Based on existing literature, Emotional Intelligence seems to be an efficient tactic to deal with Burnout. Employees with high Emotional Intelligence have reduced rates of Burnout (Holliday et al., 2017; Zysberg et al., 2017; Samaei et al., 2017; Shkoler & Tziner, 2017; Anari, 2012; Platsidou, 2010). They cope effectively in negative situations as well.

Umpteen researchers have proposed a burnout study (Bauer & Silver, 2018; DeMatthews et al., 2019). Yet, there is currently a void in the literature that pertains to EQ and burnout (Michelle, 2021). Research which explores interactions between the two constructs among academicians is limited (Chakravorty & Singh, 2021; Psilopanagioti et al., 2012; Moon & Hur, 2011). Although there is a well-established link between EQ and educator burnout (Schoeps et al., 2021; Silbaugh et al., 2021), few studies have attempted to explain the possible mechanisms that underpin this link (Mérida-López & Extremera, 2017). Hence, further research is needed to acknowledge academicians' emotional states and to know how they

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manage and control their emotions as they deal with a stressful work environment (Hauseman, 2020). To contribute in this direction, the study attempts to explore the influence of emotional Intelligence on Burnout. The association of each component of emotional intelligence (Self Awareness, Self-Regulation, Intrinsic Motivation, and Empathy) with the various facets of academician's burnout provides new insights into the emotional regulation of stressful job experiences. Based on earlier discussed scholarly researches, the current study correlates Emotional Intelligence and Burnout. It further demonstrates the link behind various components of Emotional Intelligence i.e. Self-Awareness, Self-Regulation, Intrinsic Motivation, and Empathy, and Burnout. Lastly, the study specifies which component of EQ is positively or negatively associated with burnout.
The conceptual model of the research questions can be seen in Figure 1.

Source: Author's own framework

Background of the Study
It is crucial to understand the concepts of burnout and emotional intelligence before digging into the context of the study's selected variables.

Burnout
Burnout was formally defined by Christina Maslach in 1982 as a psychiatric illness characterized by (1) emotional weariness, (2) depersonalization, and (3) diminished personal accomplishments. Emotional weariness is visible when an individual is fatigued, emotionally overstretched, and exhibits weariness as a result of their work (Maslach et al., 2018; Pankratova; 2020). Depersonalization is visible when an individual appears disconnected from their coworkers and also from the people to whom they provide services. This results in an impersonal response (Maslach et al., 2018; Escobar, 2020). Diminished Personal Accomplishment arises when an individual does not value their accomplishments and does not have self-efficacy in their organizational tasks (Maslach et al., 2018). These three dimensions have been validated in multiple studies across a variety of job scenarios. This initiates the foundation for a multi-dimensional framework to describe burnout (Samaei et al., 2017; Gutierrez & Mullen, 2016; Platsidou, 2010). Remarkable progress in this research field is noticed since the official definition of Burnout and the introduction of the Maslach Burnout Inventory (Maslach& Jackson, 1981). Among academicians, burnout is a major health concern because it affects both psychological and physical endurance (Schoeps et al., 2021; Aparisi et al., 2019).

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Emotional Intelligence

Peter Salovey and John D. Mayer coined the phrase Emotional Intelligence in 1990. It is defined as the ability to notice emotions, use those emotions to aid thought, comprehend emotions, and control our own and others' emotions (Salovey& Mayer, 1990; Mayer et al., 2016; Escobar, 2020). Emotional Intelligence (EQ) is the ability to deal effectively with sensitive information (Mayer, Caruso, &Salovey, 2016). Some people consider this construct as a personality attribute, while others consider it as a skill (Lopes et al., 2016; Mayer et al., 2008). Trait EQ (sometimes known as mixed EQ) is a lower-order personality trait whereas ability EQ is a set of abilities connected to emotional information processing (Mayer et al., 2016). Emotional Intelligence is a personal trait that academicians have highlighted as a valuable resource for optimized work productivity and a healthy environment. EQ is "a succinct word as it makes the task easier to focus attention on human talent (Boyatzis, Goleman, & Rhee, 2000)." Even though it is a small word, it contains a lot of information on a person's capability. Based on a substantial study Goleman (1995, 1998) presented five aspects of EQ i.e., Self-awareness, Self-regulation, Self-motivation, Empathy, and Social skills.

Burnout and Emotional Intelligence

The study conducted a comprehensive evaluation of the current literature to assess the aforementioned factors with the use of various components of EQ (Self-Awareness, Self-Regulation, Intrinsic Motivation, and Empathy) and the instruments of the same. The study of the self and its consequences for empathy and psychological well-being are inextricably linked (Hoffman, 2021). Furthermore, the majority of the academicians have encountered the consequences of inadequate emotional abilities; for example, an improper demonstration of disregard for a student's sentiments may impact the educator and student relationship (Buri et al., 2019; Mérida-López & Extremera, 2017; Oberle et al., 2020). Academicians who accurately consider, comprehend, communicate, and control emotions are thought to be more effective to achieve educational objectives, maintain social interactions, and create a positive classroom atmosphere and disciplinary practices (Valente & Louren, 2020; Garca-Arroyo & Segovia, 2018; Castillo-Gualda et al., 2017; Di Fabio &Kenny, 2016; Pryce & Frederickson, 2013; Augusto-Landa et al., 2012).

2. RESEARCH METHODOLOGY

2.1 Participants

The survey was started by 291 of the 303 academicians who were contacted, but only 278 completed it. Respondents received an e-mail with a link to a web-based survey. There were 257 full cases with no missing values among them. Participants were told that their responses would be kept anonymous. They were also told that the data would be accessible solely for academic and research purposes. Table 1 shows the demographics for all the cases. The sample acted as the representative of the whole population of academicians from the city. The sample included 114 females and 143 males in the age group of 23 to 61. The most common participants were Assistant professors (about 49%), followed by lecturers/senior lecturers (37.3%), associate professors (nearly 9%), and professors (6.2%). The major percentage of individuals with 6–10 (about 33%) years of experience were followed by those with 11–15

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(roughly 26%) years of experience, then 0 to 5 (24.2%) years of experience, and finally those with 16 or more (17.2%) years of experience. Descriptive statistics which include the information on demographic variables are presented in Table 1.

Table 1: Respondent's Demographics		
Variables	N	Percentage
Gender		
Female	114	44.36
Male	143	55.64
Designation		
Professor	15	6.22
Associate Professor	21	8.56
Assistant Professor	126	49.41
Lecturer/ Senior Lecturer	95	37.35
Years of Experience		
0–5	62	24.2
6–10	84	32.8
11–15	66	25.8
16+	44	17.2

2.2 Measures/Instruments

There were five sections included in this survey apart from the section focused on demographic. Different instruments were used to collect the data from section II to section VI. All the instruments were well established and duly permitted by their respective authors beforehand. The survey involved

a. Section I - Based on demographics
b. Section II - Focused on self-awareness (IV_1)
c. Section III - Focused on self-regulation (IV_2)
d. Section IV - Focused on intrinsic motivation (IV_3)
e. Section V - Focused on empathy (IV_4)
f. Section VI – Focused on burnout (DV)

The responses collected on 5 points Likert scale represented "1" as strongly disagree and "5" as strongly agree. Section II on Self-Awareness comprised of 12 questions. It was measured using The Mindful Attention Awareness Scale (MAAS). Section III on Self-Regulation comprised of 22 questions. It was measured using the Self-Regulation Inventory (SRQ). Section IV on Intrinsic Motivation also comprised 22 questions and it was measured using the Intrinsic Motivation Inventory (IMI) of Task Evaluation. Section V on Empathy, comprised of 28 questions and was measured using Interpersonal Reactivity Index (IRI). Lastly, Section VI on Burnout comprised 22 questions from the Maslach Burnout Inventory (MBI).

2.3 Hypothesis Development

Based on the reviewed literature, the study considers the four components of Emotional Intelligence as Independent Variables (IV) and Burnout as Dependent Variable (DV). Hence, the four components of EQ i.e., Self-Awareness (SA), Self-Regulation (SR), Intrinsic

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Motivation (IM) & Empathy are considered as IV_1, IV_2, IV_3 and IV_4 respectively (as mentioned earlier) whereas Burnout is considered as DV. Therefore, on the basis of the research question the study hypothesized that:
RQ1: Is there an association between Self-Awareness (SA) and Burnout?
H0: There exists a negative association between Self-Awareness (SA, IV_1) and Burnout (DV).
RQ2: Is there an association between Self-Regulation (SR) and Burnout?
H0: There exists a negative association between Self-Regulation (SR, IV_2) and Burnout (DV).
RQ3: Is there an association between Intrinsic Motivation (IM) and Burnout?
H0: There exists a negative association between Intrinsic Motivation (IM, IV_3) and Burnout (DV).
RQ4: Is there an association between Empathy and Burnout?
H0: There exists a negative association between Empathy (IV_4) and Burnout (DV)

3. DATA ANALYSIS AND RESULT

The email ids of the various academicians under each department were received after a meeting with the respective heads of departments (HODs). The HODs were informed of the study's objective and instructed to advise the academicians that they could participate willingly. The link to the questionnaire was sent via e-mail and administered via a digital platform. Participants' responses were limited to one submission only. The questionnaire link provided information on the survey's objective, required instructions, consent form, expected finish time, and the choice to access the scores. The quantitative primary data acquired from the target participants were downloaded into a worksheet. The data analysis involved hypothesis testing of the research questions through descriptive and inferential techniques. The description table for age, gender and years of experience was designed. In addition to this, Pearson correlation coefficients test was conducted through Microsoft Excel Statistics (XLSTAT) software. The major objective of the study was to seek information on the magnitude of the statistical association as well as the direction of the relationship between the independent variables (IV1, IV2, IV3, IV4) and the dependent variable (DV). The Pearson correlation coefficients test adequately specified the relationship between each component of EQ (Self-Awareness (SA; IV1), Self-Regulation (SR; IV2), Intrinsic Motivation (IM; IV3), and Empathy (IV4) and Burnout among academicians. It also appropriately established the impact of Emotional Intelligence (EQ) on Burnout.
Among the four components of EQ i.e., Self-Awareness (SA), Self-Regulation (SR), Intrinsic Motivation (IM), and Empathy all three correlated negatively with Burnout except Empathy. The first hypothesis focused upon the negative association between Self-Awareness (SA, IV_1) and Burnout. The results as mentioned in Table 2 represents that Self-Awareness is significantly and negatively associated with Burnout ($p = -0.77$ i.e.< -0.5). This indicates a strong negative relationship between both the variables which means, a greater value of the former leads to a lower value of the latter and vice-versa. Though Self-Awareness is similarly associated with Empathy the correlation value is not very significant ($p = -0.22$ i.e.> -0.5). This indicates no association between Self-Awareness and Empathy as well. The same is in the case of Intrinsic Motivation with a not very significant positive correlation value ($p = 0.017$). Therefore, it can be stated that Self-Awareness is not associated with Intrinsic Motivation and

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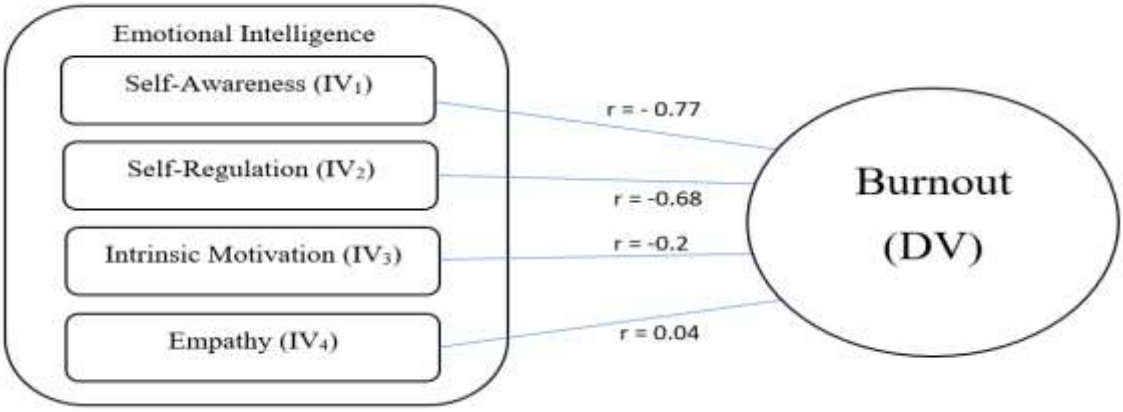
Empathy. Also, Self-Awareness is moderately and positively associated with Self-Regulation (p = 0.55). The second hypothesis focused upon the negative association between Self-Regulation (SR, IV_2) and Burnout showed that Self-Regulation is moderately and negatively associated with Burnout (p = - 0.68 i.e< - 0.5). This again indicates a negative relationship between both the variables i.e., an increase in Self-Regulation leads to a decrease in Burnout and vice-versa. Like Self-Awareness, Self-Regulation is not associated with Intrinsic Motivation and Empathy with a p-value of 0.12 and -0.05 respectively as shown in Table 2. The results of the data analysis for the third hypothesis showed that though Intrinsic Motivation is negatively associated with Burnout the correlation value is not at all significant (p = - 0.2 (nearly)). Hence, no association is found between Intrinsic Motivation and Burnout as mentioned in Table 2. Similar to SA and SR, Intrinsic Motivation and Empathy are not associated with each other (p = 0.135). Lastly, to counter the fourth hypothesis i.e., There exists a negative association between Empathy (IV_4) and Burnout, Table 2 represents that there is no significant relationship between Empathy and Burnout. Although a positive correlation exists between both variables, the value is not very significant (p = 0.04). Also, the empirical evidence of the conceptual framework (Figure 1) is explained through Figure 2.

Table 2: Correlation Matrix for Burnout (DV) & various components of EQ (IV)

	Burnout (DV)	Empathy (IV_4)	IM (IV_3)	SR (IV_2)	SA (IV_1)
Burnout (DV)	1				
Empathy (IV_4)	0.04538	1			
IM (IV_3)	-0.19684	0.134733	1		
SR (IV_2)	-0.67628	-0.04986	0.127612	1	
SA (IV_1)	-0.76673	-0.2249	0.017792	0.554582	1



Source: Author's own findings

4. DISCUSSION

The finding of this research is consonant with the findings of the earlier researches. The same link between EI and burnout was discovered in this study. Emotional Intelligence (EQ)

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significantly influences burnout and it is negatively associated with it. Hence, an increase in Emotional Intelligence leads to a decrease in Burnout and vice-versa. The various components of Emotional Intelligence i.e., Self-Awareness (SA), Self-Regulation (SR), Intrinsic Motivation (IM), and Empathy are correlated differently with Burnout. There exists a strong negative relationship between Self-Awareness and Burnout. A moderate negative association is found between Self-Regulation and Burnout. Intrinsic Motivation and Empathy lack in any association with Burnout. As specified earlier, the association of both the components of EI i.e., Intrinsic Motivation and Empathy comprises a mixed response with Burnout. This differs in various organizations and for various professions. In the case of academicians, though the correlation value is not significant, the study specified a negative association of IM with Burnout and a positive association of Empathy with Burnout. Hence, no association is seen between IM and Burnout. Similarly, no association exists between Empathy and Burnout.

5. CONCLUSION, LIMITATION & FUTURE DIRECTIONS

The moderate negative correlation value of -0.64 supported hypothesis 1. Results confirmed a strong significant negative relationship between Self-Awareness and Burnout to accept hypothesis 1. The correlation coefficient values also confirmed a moderate significant negative relationship between Self-Regulation and Burnout in support of hypothesis 2. Though, the negative association is encountered between Intrinsic Motivation and Burnout the p-value is not significant. Thus, the support for hypothesis 4 was partial. Hypothesis 4 is not accepted due to the positive association between Empathy and Burnout. As the participants in this study were from the profession of academicians. This limits the ability to generalize the results of the study in a global context. Another constraint of the study was the small sample size. This could have an impact on the significance of the link between EI and Burnout, which is somewhere between moderate and highly significant. Hence, future studies should consider oversampling to identify more appropriate groups of academicians.

Future research in this area could take many different directions. Because Emotional Intelligence (EQ) lies at the heart of this research, the next step is to test different approaches to maintain and improve Emotional Intelligence to reduce burnout and its consequences. Acknowledgment of these tracks would facilitate the delivery of more effective intervention programs that assist academicians to enhance social-emotional skills. This also helps to reduce the adverse impact of burnout by an intensification of affective equilibrium and emotional health. In EI, generational disparities can play a role. This could provide an opportunity to look into EI in different generations and possibly different professions. A broader, more varied group of academicians should be included in future investigations. The demographic of the study should be expanded to include additional professions to see if the link holds for people other than academicians. This might be accomplished using comparable methods, except for an increase in the population. Expansion of the study to a statewide or national level could shed light on the various organization and possibly geographic disparities.

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Journal of Psychology and Political Science
ISSN: 2799-1024
Vol : 03, No. 06 , Oct-Nov 2023
http://journal.hmjournals.com/index.php/JPPS
DOI: https://doi.org/10.55529/jpps.36.1.12

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