



EMOTIONAL INTELLIGENCE AND BURNOUT SYNDROME OF PRIVATE SCHOOL TEACHERS

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Abstract: Teachers are gradually experiencing high way of thinking of pressure, which affects the excellence of teaching, whereas upward the emotional intelligence (EI), it helps to prevent these unenthusiastic approach from appear. It give teachers the aptitude to control his or her emotions, construction them stronger in conditions of conclusion production in teaching environments, as healthy as being the issue for the right to use of teaching. During the constructive strengthening of EI, the be executed conditions is summary. In view of the fact that, it avoids the emotions of aggravation and leads to the psychological welfare of teachers. The current study is confined to palladam-Tirupur and is finalized to believe concering the emotional intelligence and burnout syndrome of school teachers.

Key words: Emotional intelligence, burnout syndrome.

1. INTRODUCTION:

Emotional intelligence plays an important role in life and contributes to The personal and social development of an individual. The success of a person Relies on how he reacts to the vicissitudes of life. Teachers with well-developed Emotional skills are also more likely to be content and effective in their life, Mastering the habits of mind that foster their productivity. Thus emotional skills Occupy an essential role in improving an individual's performance in many Aspects such as career prospects in organizations, employment, consulting Centers and psychological health centers across the world. It has received much Attention from all walks of life. There is something beyond the intellectual Capacity, which determines the success of a person. Emotional intelligence supports personal and professional competences and helps to Cope up with emotion-eliciting situations. In the teaching profession, stress and emotional Demands can lead to emotional and physical exhaustion, cynical attitudes about teaching ,Reduced feelings of personal accomplishment that's why there is an urge to find factors. Contributing and preventing from burnout.

2. LITERATURE REVIEW:

Immaculate Mendez, Juan Pedro Martínez-Ramon, Cecilia Ruiz-Esteban, Jose Manuel García-Fernández(2020): Burnout is a reality in the teaching profession. Specifically, teaching staff usually have higher burnout rates. The present study aims to analyse the different burnout profiles and to verify if there were differences between burnout profiles in depressive symptomatology and in the self-esteem of the teachers at school. The total number of participants was 210 teachers from 30 to 65 years. The first scale was the Maslach burnout inventory, the second scale was the Self-Rating depression scale and the third scale was the Rosenberg Self-Esteem Scale. The latent class analysis identified three burnout profiles: the first group with a high level of emotional exhaustion, low personal accomplishment and depersonalization (high burnout); the second group with low emotional exhaustion, low depersonalization and high personal accomplishment (low burnout) and the third group with low depersonalization, low emotional exhaustion and low personal accomplishment (moderate burnout). The results revealed that there were differences in depressive symptomatology (group 1 obtained higher scores than group 2 and group 3) and self-esteem (group 2 obtained higher scores than group 1). The psychological balance and health of teachers depend on preventing the factors that have been associated with this syndrome.

Sergio Merida-Lopez, Natalio Extremera(2017):The association between emotional intelligence and teacher burnout has received increasing attention in educational settings. However, theoretical and measurement diversity make it difficult to summarize this relationship. Therefore, the main purpose of our study was to systematically review the



current evidence on Emotional Intelligence and burnout in teaching professionals. MEDLINE, PSYCinfo and Scopus databases were examined and 13 eligible articles were identified.

Afsaneh Ghanizadeh, Safoura Jahedizadeh(2015): Burnout is a syndrome which results from a form of chronic stress associated with the frequent interactions and close contact with others. Teaching as an interactive and stressful profession is highly prone to burnout. Plethora of studies in the realm of teacher burnout demonstrated that the syndrome is under the influence of different factors and in turn can create various consequences. The objective of the present study is to complement and encapsulate the previous research on teacher burnout by providing an updated review on the syndrome with a specific focus on language teachers. Data from 30 studies published in Elsevier, Sage, Taylor & Francis, Wiley, and Springer were coded based on a coding scheme adapted from previous systematic reviews. The studies were broadly classified into those conducted in the realm of general education and language education. The focus of review pivoted around causes and consequences of teacher burnout. The analysis demonstrated the multidimensional nature of teacher burnout caused by a host of variables and causing a multitude of ramifications at both individual and organizational levels. Based on these findings, some recommendations and strategies for mitigating teacher burnout were presented

3. STATEMENT OF PROBLEM:

Teacher stress can be defined as the experience by a teacher of unpleasant negative emotions such as anger, , anxiety, depression and nervousness, resulting from some aspect of their work. The sources of stress are many and vary for every individual, it may vary over time and therefore almost impossible to analyse to analyse the causes for stress accurately. sources of teachers stress are varying according to their school environment, student's strength, facilities available to them and nature of work-life balance experienced by them. This study aims to analyze the nature of occupational role stress faced by teachers working in the private and public schools in palladam-Tirupur.

3.1 SCOPE OF THE STUDY:

The current study is confined to palladam-Tirupur and is finalized to think about the emotional intelligence and burnout syndrome of school teachers. The main objective of the study is to analyze the burnout syndrome levels of the teachers and their level of emotional intelligence. The scope of study is extended to the following variables like peer's behavior, salaries satisfaction, stress levels and the impact of emotional intelligence on teachers. In this the scope of the study is limited to the factors causing stress, its impact on their family life, work life, health and also on students.

3.2 OBJECTIVES OF THE STUDY:

- To find out the factors for the burnout syndrome among private school teachers.
- To inspect how private school teachers overcome their stress and burnout syndrome during pandemic
- To know the measure taken by the management to minimize the effect of burnout syndrome and emotional intelligence.

4. METHODOLOGY OF THE STUDY:

The data for the purpose of the present study have been collected through primary and secondary data. Primary data has been collected through structured questionnaire. The sources of secondary data include published data such as data from books, journals, periodicals, brochures, reports etc.

4.1 SAMPLE DESIGN & SIZE: A sample of 125 respondents was chosen, using random sampling technique.

4.2 TOOLS USED FOR THE STUDY: The statistical tools used for the purpose of this study are simple percentage, weighted average, karl pearson's correlation.

5. ANALYSIS AND INTERPRETATION:

The analysis and interpretation of Emotional intelligence and burnout syndrome of private school teachers based on the information supplied by a sample of 125 respondents selected from palladam-Tirupur. The data have been analysed using the following statistical tool. The tools used for analysis are,

- Simple percentage analysis
- Weighted average analysis
- Karl pearson's correlation



5.1 SIMPLE PERCENTAGE ANALYSIS:

Simple percentage analysis is one of the basic statistical tool which is widely used in the analysis and interpretation of primary data. It deals with the number of respondents response to a particular question in The simple percentage can be calculated by using the formulae,

$$\text{Percentage} = \frac{\text{No. of Respondents}}{\text{Total no. of Respondents}} \times 100$$

Table-1 MARITAL STATUS

SL. NO	MARITAL STATUS	NO. OF RESPONDENTS	PERCENTAGE
1	Married	78	62.4
2	Unmarried	47	37.6
	Total	125	100

Source: questionnaire

INTERPRETATION:

The above table shows that 62.4% of the respondents were married and 37.6% of the respondents were unmarried.

5.2 WEIGHTED AVERAGE ANALYSIS:

Weighted average is a calculation that takes into account the varying degrees of importance of the numbers in a data set. In calculating a weighted average, each number in the data set is multiplied by a predetermined weight before the final calculations is made.

TABLE-2 LEVEL OF THINGS THAT AFFECTS PHYSICALLY AND MENTALLY

LEVELS	NOT AT ALL	RARELY	SOMETIMES	OFTEN	TOTAL	MEAN SCORE
FACTORS	1(4)	2(3)	3(2)	4(1)		
SKIPPING BREAKFAST	74 296	21 63	21 42	9 9	125 410	3.28
LACK OF SLEEP	10 40	81 243	26 52	8 8	125 343	2.74
ANGER TOWARDS STUDENTS	14 56	49 147	53 106	9 9	125 318	2.54
LACK OF CONCERTATION	18 72	40 120	45 90	22 22	125 304	2.43
EMOTIONS EFFECTS PERSONALLY	27 108	36 108	46 92	16 16	125 324	2.59

Source: questionnaire

INTERPRETATION:

This table shows that mean score for level of various factors that affects physically and mentally 3.28 mean score for skipping breakfast, 2.74 mean score for lack of sleep, 2.54 mean score for anger towards students , 2.43 mean score for lack of concentration & 2.59 mean score for emotions effects personally.



5.3 KARL PEARSON'S CORRELATION

Independent variable:

An independent variable is the variables which vary in an experimental study to explore its effects. It is called “independent” because it is not influenced by any other variable.

Dependent variable:

A dependent variable is a variable that changes as a result of the independent variable manipulation. Its outcome you are interested in measuring and it “depends” on your independent variable.

TABLE-3

RELATIONSHIP BETWEEN THE YEAR OF EXPERIENCE AND THE PROBLEMS FACED DUE TO TIME PRESSURE WITH THE CURRICULUM

EXPERIENCE	X	PROBLEMS FACED	Y
1-3YEARS	44	PROBLEMS WITH COMPETING PORTIONS	38
4-5YEARS	38	LACK OF CONCENTRATION	33
6-7YEARS	17	LACK OF TIME FOR PLANNING	30
8-9YEARS	17	LOT OF PAPER WORK	5
ABOVE 10 YEARS	9	MAINTAINING OF RECORDS	19

Source : questionnaire

Karl Pearson’s Correlation method:

$$r = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

r = 0.71191841

INTERPRETATION:

The “r” value is greater than 0 this shows that the independent variable (X) Year of experience is positively related to the dependent variable (Y) Problems faced due to curriculum..

6.FINDINGS:

6.1 SIMPLE PERCENTAGE ANALYSIS

62.4% of the respondents were married.

6.2 WEIGHTED AVERAGE ANALYSIS

The table shows that skipping breakfast has highest mean score of 3.28

6.3 KARL PEARSON’S CORRELATION

It can be inferred that the year of experience and the problems faced due to curriculum are positively related to each other.



7. SUGGESTIONS :

- The teachers could be involved in programs for personal development, so they could be more able to cope with challenges and not to experience burnout.
- The ability to manage emotions contribute to their professional effectiveness : in achieving academic goals, building quality social relationships, and maintaining good classroom management.
- The family members should also support the teachers in their house hold works. Particularly the female teachers need the help of their spouse and other members

8. CONCLUSIONS :

I conclude that a good emotional intelligence of the teachers is negatively correlated with teacher's burnout dimensions. In order to reduce the teachers' burnout and to raise the level of the teachers' engagement, and their wellbeing it could be possible to enable them to be more emotional intelligent and more confident in their own possibilities of success both personal and professional. The above study suggests that the identification of teachers life as well as teachers emotional intelligence is important in terms of teaching profession . The researcher found that factors like student's behaviour, waking up late, the class strength / number of students they handle, inadequate facilities, administrative pressure etc. cause them stress. The school teachers seek the support of their family members, friends and colleagues. To overcome stress teachers, indulge in meditation or prayer. The teachers face tiredness, indigestion problems because of stress. The researcher suggests that the teachers can engage themselves in yoga, exercises to keep them away from stress. The management should take adequate administrative measures like providing proper working environment, counselling etc. The management should maintain the student teacher's ratio (30 :1). It helps the teachers to be interactive with their students and make them less stress. The government should implement certain policies regarding the facilities to be provided inside the school, the environment of the school, their minimum pay scale.

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