

Relationship between the Emotional Intelligence with the Job Burnout and Happiness of the High School Principals in Zahedan City

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Abstract

Purpose The purpose of this study was to investigate the relationship between the job intelligence, job burnout and happiness among the high school principals in Zahedan City, district 1. **Method:** The research method is descriptive-correlational and the statistical population of this study is all the principals of district 1 high schools who worked in the academic year 2012-2013. The sample size was also equal to the population size (100 ones). To collect the data, Schering's Emotional Intelligence Questionnaire, Maslow Job Burnout Questionnaire and Oxford Happiness Questionnaire were used. One-sample t-test, Pearson correlation coefficient and stepwise multivariate regression were used for data analysis. **Findings:** It was concluded that there was a significant negative relationship between the emotional intelligence and job burnout, and there is a significant positive relationship between emotional intelligence and happiness. There is a significant negative relationship between all components of emotional intelligence of principals with their burnout. Among all components of emotional intelligence, two components of self-control and social skills had a significant positive relationship with the happiness of school principals. Among the components of emotional intelligence, the components of social consciousness and social skills can predict the job burnout of school principals. Also, among the components of emotional intelligence, social skills, self-awareness, self-control and self-motivating, can predict the happiness of school principals. **Conclusion:** The mean scores of all three emotional, happiness and burnout variables were less than the hypothetical mean among the principals”.

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1. Introduction

Education as a major organization is one of the most important areas for sustainable development in human societies due to its direct relationship with human education and the realization of this requires happy, healthy, and motivated educators (Khaleghinejad, 2009). Emotional intelligence can create mental health by creating a dynamic environment, and facilitate learning with pleasure and happiness, as well as optimal social relation with control the emotions (Pourzadarie, 2003). On the other hand, job burnout in organizations can be costly (Kavousi and Serlak Chivayi, 2009). Job burnout in education is important in two aspects: First, job burnout affects the individual's mental health and causes job dissatisfaction, absence from the job, and job change. Second, job burnout reduces the quality of education. Therefore, identifying the ways to prevent and reduce burnout will increase the level of mental health of individuals and improve the quality of education. In addition, teacher education and training imposes high costs on education and training. Therefore, in the present study, in addition to drawing a half-bit of the managers' status in the field of emotional intelligence, happiness and burnout, the correlation between emotional intelligence with respect to its components and happiness with burnout is also analyzed.

One of the major occupational issues that is seen in response to job and organizational pressures among human resources is the job burnout phenomenon. Because of their job nature, managers are confronted with a number of problems, such as: heavy work, students' academic failure, invalidity of their professions, inadequate salaries and benefits, lack of interest of students in studying, ignoring their needs from the educational organizations, lack of family support from them, job promotion issues and role conflicts; all of these problems can affect their mental health and with the continuity of these problems, it will increase the vulnerability of people and ultimately lead to job burnout among them. On the other hand, the research evidence suggests that job burnout is associated with the frequent absences, early retirement, inappropriate performance and quality of work, low self-esteem, and psychologically related to depression symptoms (Evers & at el., 2005). In addition, several other researches show that the job burnout with positive psychological symptoms such as depression, anxiety and physical problems has a positive and significant relationship which could lead to additional costs for the organization and damage (Kavousi and Serlak Chivayi, 2009).

On the other hand, happiness is the factor that causes mental health and reduces the job burnout among the managers. Happiness people are those who are biased in the processing of information; that is, they are processing and interpreting information that make them satisfied and happy. Therefore, happiness is a concept that has several basic components. First of all, there is a certain emotional aspect that makes a person ever happy. Secondly, it has a social component that extends to social relations, and thirdly, it has a cognitive aspect that causes a person to have some kind of thinking and kind of special information processing and interpret everyday events so that he may be optimistic. This can increase the morale and ability of individuals to deal with the various issues of the organization. Some managers are more vulnerable to psychological stress; do these managers have certain personal characteristics that affect their perceptions and coping with stress? Why do some managers have high efficiency and effectiveness in their profession? In this regard, it seems that we need to examine the issue of which resources people deal with their emotional experiences and their management. In recent decades, a view has emerged that shows people's skills are not the same in terms of understanding and using emotional information. The implication is that people are different in terms of the ability to exercise control in their emotional life with others (Mayer & Salovey, 1995). Therefore, it can be assumed that the integrated action of these emotional competencies can reduce the vulnerability of managers to the job burnout. The aim of this study was to investigate the relationship between the emotional intelligence with job burnout and happiness among high school principals in Zahedan city, district 1.

2. Literature review

Intelligence is one of the most important hypothetical structures that has been used ever since introduced by Alfred Binet in the early 20th century to explain the career success and efficiency. Early on, the psychologists focused on cognitive aspects such as memory and problem solving, but they soon realized that non-cognitive aspects, such as emotional and social factors, are also very important. Some researchers argue that IQ in the most optimistic state accounts 10% to 25% of the variance of performance variability. Since the advent of the emotional intelligence structure in the psychology literature, this structure has been examined in the various domains. Rajabi and Shiralipour (2009), in a research study on the relationship between emotional intelligence and mental happiness on the job engagement in Payame Noor University staff, states that with 95% confidence, there is a significant relationship between emotional intelligence and mental happiness of employees; this means that a person with high emotional intelligence is happier. The findings of this study showed that self-awareness, self-efficacy, self-control, social skills and social awareness were considered as the most effective factors on the mental happiness and job engagement. At the same time self-awareness is introduced as the most obvious and essential component. In addition, Shariati and Ramezani (2009), in the study on the relationship between emotional intelligence and happiness in students of Payame Noor University of Birjand City, concluded that people who have higher emotional intelligence, they are happier, and the lower their emotional intelligence, the less they have the joy. In addition, the results show that there is no significant difference between the emotional intelligence in girls and boys; both sexes have almost equal emotional intelligence. Kazemi, Nik Manesh and Noori (2007), also studied the emotional intelligence components as predictors of happiness among students of Sistan and Baluchestan University with an average age of 22 years old. The results of this research indicate that there is a positive and significant relationship between the components of emotional intelligence and happiness. The findings of Mayer and Salvia (1995), Golman (2006) and Bar-An (2005), show that there is a significant correlation between the emotional intelligence and job burnout. Several studies have indicated that the emotional intelligence has a direct and significant relationship with the job satisfaction. Also, emotional intelligence improves job performance due to increasing the empathy and stress resistance. In a study titled "Emotional Intelligence and Job Burnout of Managers", Cott and Golden (2008), studied the relationship between the emotional intelligence and introversion with job burnout among 223 hospital administrators. In the model that they provided during this research, the negative relationship between emotional intelligence and job burnout in general, and the neglect of personality are suggested as the components of job burnout. In a study, Forounham and Christopher (2007), found that the emotional intelligence positively predicts the happiness. Generally, this study showed that the emotional intelligence and happiness are predictors of happiness in general.

In a study by Watkin (2000) on investigation the relationship between emotional intelligence and types of job variables on the employees of several large companies in the state of Oklahoma, the results showed that staff with higher emotional intelligence have more vitality and happiness. Employees with higher emotional intelligence, have higher job satisfaction and are more optimistic about life and more resistant to the stress and job burnout.

The results of previous researches showed that higher emotional intelligence leads to more joy, vitality and happiness in individuals. This, in turn, can make people more active in work environments. Also, having high emotional intelligence can help individuals to adopt appropriate coping strategies and correct coping with various environmental problems and pressures, especially in work environments and especially among managers, given their role sensitivity in the workplace; as the emotional intelligence increases, the burnout rate decreases and burnout increases with decreasing the emotional intelligence.

3. Methodology

The present research is a non-experimental and descriptive research and the correlation type. The statistical population of this study is all principals (male and female) of high schools of Zahedan City, district 1 (110 ones). Due to the limited size of the statistical population in this study, a specific sampling method will not be used and the sample size will be considered equal to the size of the community. The following questionnaires were used to collect information: 1- Shiring Emotional Intelligence Questionnaire: The Persian version of this questionnaire, translated and standardized by Mansouri (2001), is used in this research. The questionnaire has 33 questions which includes five components of self-esteem, self-awareness, self-control, self-awareness, and social skills. The validity of this test was obtained 0.94 through two halves and 0.91 by Cronbach's alpha. 2- Muscle Job Burnout Questionnaire: This questionnaire has 22 questions with three subscales of emotional exhaustion (9 items), personality depersonalization (5 items), and individual inadequacy (8 items). The validity of this questionnaire for the first time in Iran was investigated by Philiyan (1992). Internal validity for each of the subscales of burnout questionnaire was reported 0.90, personality change was 0.79, and decrease individual success rate was 0.71. 3- Oxford Happiness Questionnaire: This questionnaire was developed by Arjil, Martin and Croscand (1989) to provide a general measure of happiness (quoted by Cohen, 1989). This questionnaire was then reviewed by Arjil and Lev (1995), quoted by Brand (2007). Then Argyll and Hills (2002) presented an alternative and improved version of this scale (Hashemiyan, 2009). The questionnaire has 27 items and five components: life satisfaction (8 items), self-esteem (7 items), factional well-being (5 items), satisfaction (4 items), and positive mood (3 items). It indicated that in terms of internal consistency, all the propositions of this list had a high correlation with the total score. Cronbach's Alpha for the whole index was 0.91. The Pearson correlation between the Oxford Happiness Index with Beck Depression Index and the Extroversion and neuroticism sub-scales were -0.48, -0.45 and -0.36 respectively, which confirms the convergent and divergent validity of the Oxford Happiness Index.

4. Findings

In this research, Pearson correlation coefficient was used to examine the relationship between variables (hypotheses test) and to answer the questions, stepwise regression analysis and single-group T test were used. The results of information analysis in order to test the main hypothesis of the research show that there is a significant reverse linear relationship between two variables of emotional intelligence and job burnout at the level 0.01 and there is a significant direct linear relationship between the emotional intelligence and happiness at the level 0.05 ($p < 0.05$). The results of the statistical calculations of the main hypothesis test are presented in table 1.

Table 1. Correlation coefficient between emotional intelligence with job burnout and happiness

Variables	Emotional Intelligence	
	The correlation coefficient	Significance level
Indices		
job burnout	-0.24	0.001
happiness	0.14	0.03

The results of table 2 show that there is a significant inverse linear relationship between the self-efficacy, self-control, social consciousness and social skills with job burnout at the level 0.01 ($p < 0.01$), and between the self-awareness component and job burnout at the level 0.05 ($p < 0.05$).

Table 2. Correlation coefficient of emotional intelligence components with job burnout

Variables	job burnout	
	Correlation coefficient	Significance level
emotional intelligence components		
Self-motivating	-0.16	0.001
self-awareness	-0.36	0.04
self-control	-0.23	0.001
social consciousness	-0.31	0.001
social skills	-0.2	0.001

In table 3, with observing the correlation coefficients and significant levels, it can be concluded that there is a significant linear relationship between self-control and social skills with happiness at level 0.01 and there is no significant linear relationship between the other components. Stepwise multivariate regression analysis has been used in order to determine the share of each component of emotional intelligence in predicting job burnout and happiness.

Table 3. Correlation coefficient between components of emotional intelligence with happiness

variables	happiness	
	Correlation coefficient	Significance level
emotional intelligence components		
Self-motivating	0.05	0.7
self-awareness	0.17	0.3
self-control	0.28	0.001
social consciousness	0.2	0.3
social skills	0.35	0.001

As presented in table 4, in the second stage, the variables of social consciousness and social skills are introduced into the equation. The test statistic ($F = 14.5$) was found to be significant at the level 0.01, that is a linear relationship was significant. The prediction coefficient for these variables is obtained 0.20. That is, the 20% difference observed in managers' job burnout variables is due to differences in social consciousness and social skills.

Table 4. Analysis of variance and statistical characteristics of regression between components of emotional intelligence and job burnout

Steps	predicator variables	The correlation coefficient	coefficient of determination	freedom degree	F	Significance level
1	Social consciousness	0.35	0.15	1	18.6	0.001
2	Social consciousness Social Skills	0.42	0.20	2	14.5	0.001

Now, beta coefficient is used to determine if any of the predictor variables can predict the criterion variable, the result is presented in table 5.

Table 5. Stepwise regression equation between components of emotional intelligence and job burnout

Steps	predicator variables	B	beta	t	Significance level
1	Social consciousness	-3.4	-0.372	-5.4	0.001
2	Social consciousness	-2.8	-0.275	-4.3	0.001
	Social Skills	-1.5	-0.223	-3.5	0.01

As the absolute value of beta in social consciousness variables is greater than social skill, therefore it is a stronger predictor for the job burnout. The results of table 6 indicate that the calculated coefficient for this variable is obtained 0.19. That is, 19% of variance of the managers' happiness variable is related to the difference in these four components.

Table 6. ANOVA and statistical characteristics of regression between the components of emotional intelligence with happiness

Steps	predicator variables	The correlation coefficient	determination coefficient	freedom degree	F	Significance level
1	Social skills	0.382	0.07	1	14.3	0.001
2	Social skills and self-awareness	0.326	0.12	2	11.8	0.001
3	Social skills, self-awareness and self-control	0.291	0.17	3	9.8	0.001
4	Social skills, self-awareness, self-control and self-motivation	0.423	0.19	4	8.3	0.001

Table 7. Stepwise regression equation between variable components of emotional intelligence and happiness variable

Steps	predicator variables	B	beta	t	Significance level
4	Social skills	1.8	0.32	3.4	0.005
	self-awareness	-1.6	-0.28	-3.8	0.004
	self-control	1.4	0.31	3.01	0.002
	self-motivation	-1.07	-0.25	2.5	0.02

Single-group t-test method was used to test the questions third, fourth and fifth, and the results of are presented in tables 8.

Table 8. The difference between emotional intelligence scores, job burnout and happiness in relation to the hypothetical mean

variable	numbers	Calculated mean	h hypothetical mean	t value	freedom degree	Significance level
emotional intelligence	110	94.5	99	3.6	109	0.001
job burnout	110	45.3	66	-11.9	109	0.001
happiness	110	68.5	81	-10.4	109	0.001

The findings of table 8 show that the mean scores of emotional intelligence, job burnout and happiness among the subjects of the study, were intuitively lower than the hypothetical mean, and the mean scores of emotional intelligence, job burnout and happiness at the level 0.01 ($P < 0.01$), has a significant difference with the hypothetical mean scores.

5. Discussion

The findings of this study showed that there was a significant negative relationship between the emotional intelligence and the job burnout. Also, there is a significant positive relationship between the emotional intelligence and the happiness. This means that with increasing the emotional intelligence, the happiness increases and job burnout decreases. This result was consistent with the researches done by Pour Zarei (2003), Kot and Golden (2008) regarding the relationship between emotional intelligence and job burnout, and the results of Rajabi and Shirali (2009) and Watkin (2000) in the field of emotional intelligence with happiness. Managers with higher emotional intelligence have more abilities and skills in managing their emotions in dealing with work and life problems and issues. Therefore, they are taking measures against the problems and psychological pressures that not only increase their resistance to burnout and its symptoms, but lead to an increase in success, satisfaction, and well-being, and as a result, increasing the happiness in them. In addition, the results of this study show that all components of emotional intelligence have a significant negative relationship with the job burnout. All of the components of emotional intelligence are related to the prevention of job burnout and its symptoms, since they are in some way related to the individual's mental stress.

This finding is consistent with the research done by Pour Zarei (2003), which states that there is a significant negative relationship between the components of emotional intelligence and the job burnout. The findings also show that two components of self-control and social skills among all components of emotional intelligence have a significant relationship with the happiness. In explaining this finding, it can be said that self-control or emotional management means to control feelings in a desirable way and to identify the origin of these feelings and to find solutions for managing and controlling fears, emotions and anger, and can help managers to identify their emotions and their mental states, as a result of managing and controlling negative emotions. The results are in line with the researches done by Rajabi and Shiralipour (2009) and Shariati and Ramezan (2009), in which there is a positive relationship between self-control and social skills components with the happiness. Other results show that among components of emotional intelligence, two components of social consciousness and social skills can predict the job burnout. Social consciousness or empathy which means sensitivity to the others' interests and feelings and tolerance of their views. Also, the regulation of social relationships or skills, which means managing the emotions of others, enjoyment, social skills and competences, plays the most role in predicting the managers' job burnout. This can be due to the wide range of social relationships and human interactions in the area of school management. The social aspects of emotional intelligence, due to the large social connections of managers with different circles, play the most role in predicting the managers' burnout.

The result is consistent with the research done by Pour Zarei (2003); the results of this study show that among the components of emotional intelligence, the components of social skills, self-awareness, self-control and self-control can predict the happiness. The result is consistent with the researches done by Rajabi and Shir AliPour (2009) and Shariati and Ramezan (2009). However, in the research done by Rajabi and Shiralipour (2009) and Shariati and Ramezani (2009), the self-awareness is introduced as the most important component. In this study, this component is in the second rank and after the social skills. This can be due to the widespread social communication among the managers, which in turn has led to a powerful component of self-awareness in predicting the happiness in the second phase. The results show that the mean scores of all three variables of emotional intelligence, happiness and job burnout were lower among the managers than

the hypothetical mean. The lower the emotional intelligence in school principals can be due to the lack of attention to the importance of this effective variable on the other factors affecting working conditions and environments, especially in schools. This causes people with low emotional intelligence enter to working environments.

Providing the educational classes for school principals and teachers, and special skills training for them to create happy environments in school and classroom and reduce the job burnout. Establishing the group discussion sessions between principals and teachers on topics such as the anxiety and depression. The existence of various courses and, if necessary, counseling in the field of personality psychology can be effective in improving emotional intelligence, job burnout and happiness of school principals. Invite the psychologists and educators weekly or monthly in education to hold classes or academic sessions on topics of interest to principals. Increasing job motivation in principals. This is done by taking into account the individual principals' differences. Providing the special conditions of welfare facilities for principals so that they can be more comfortable. Establishing a working group to examine the issues and problems involved in selecting suitable people for the management of schools.



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