



Illustration of Job Burnout of Teachers in high school: role of EQ and psychological empowerment

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Abstract. Job burnout is a phenomenon that is attracting attention of many scientists of management science and this brings out and imposes the dire consequences and huge expenditure on organization and staff. The main aim of this study is to analyze the relationship between EQ and psychological empowerment of teachers in high school. The methodology used in this research is descriptive. The statistical population is 117 teachers of high school in Rasht that has been teaching between 1392 and 1393. To collect the data of 347 people in statistical sampling, the non-probable sampling has been used. The mediums at hand are 3 questionnaires of Lee's EQ (2010), Spritzer's psychological empowerment (1995) and job burnout of Maslach & Jackson (1981) that has been confirmed in terms of reliability and validity. The findings of the research have shown that there is statistical significance between variables of EQ and psychological empowerment; between EQ and job burnout and between psychological empowerment and job burnout.

Keywords: EQ, psychological empowerment, job burnout, teachers of high school

1. INTRODUCTION

Work and human are two inseparable parts of existence and they must be scheduled in a symmetrical way; lack of symmetry between the human capacity and the kind of work he does or responsibility he can shoulder can pose a large number of problems such as physical and mental damages and the phenomenon of job burnout. Nowadays, the problem of job burnout is the most widespread in work space. Unfortunately, this situation is very common in modern life and job, and job burnout as a phenomenon is the result of different factors the determining these factors can play a major role in its control. Awareness of the scope and how these effective factors can play part in job burnout of the staff and having the right and true attitude toward this can enable managers to take the necessary steps to reduce job burnout. In other words, modifying the management methods leading to the suitable changes in the work space can cut down the degree of staff's job burnout and also the side effects such as delay, repetitious absents from work, resignation and leaving workplace. The job burnout, in fact, is sort of mental burnout that has been reinforced with other pressures relating job and workplace. This disorder has been seen among other worker and assistants like consultants, teachers, the social workers, doctors, police, nurses and other cases and is in close tie to other stimuli such as having a lot of clients at the same time, lack of enough time or enough support (Jamshid Malekara, 1388). Job burnout is the exhaustion of the staff in the workplace owing to pressures and also other signs and indications of erosion of strength, frustration or seclusion that can be conducive to reduction in efficiency of the staff. The problem of stress is rife in all kinds of jobs but regarding the job of teachers, it can have especial meaning. Because a teacher can face some other problems as well as ones faced by all people and that is merely caused by job of teaching. A teacher faces problems that can found in only small number of jobs. For example, a teacher is forced to stand and speak in front of a group for hours that is sometimes are unfamiliar to him. Besides, the act of teaching itself will reduce the energy of the teacher. The problem of cultural and age difference such as variety in age, talent, the degree of growth, maturity and the personality of students and the way the teacher

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approaches these problems can double the pressure. As well as the preoccupations of teachers in relation to the topic and solving problems in the class, the close environment of the class, the large number of students, misusing of some students and the piercing noise of them are those factors that can produce stress. On the other hand, once a teacher has to play several roles in the class. Sometimes he has to play the roles of parents for them. Sometime he has to play the role of supervisor in their homework and sometime he has to play the role of a friend and supporter and finally he has to play the role of an employee and the obligation he has to other colleagues and manager. One of the other factors at work in tie with stress is the job of teaching itself that is bog responsibility for a teacher, he has the duty of making the future of society and as the researches have shown one of the factors that can produce enormous amount of stress is to have obligation and duty to others. Regarding the role of teachers in growing the various dimensions of students and educating the work force that is the basis of growth in later phases in their lives, the importance and of mental health is crystal clear for other teachers. We should accept this point that the presence of healthy, efficient and lively teachers can change the structure of educating organization and can provide a healthy surroundings for our students, whereas tired, languid and unmotivated teachers can waster students' time and energy. The concept of job burnout has been introduced for the first time by J. H. Freudenberger in 1974. He knows this job burnout as a kind of exhaustion that is related to job relationships and communications which cannot produce the wanted results. The most common definition of job burnout has been offered by Maslach & Jackson and they know it as a psychological syndrome made out of three dimensions of emotional exhaustion, personality disorder and lack of personal satisfaction. (Soleimani and et al, 1384)

The researcher has seen the worrisome remarks of managers and school board in Rasht on the signs of job burnout regarding the twenty-year-experience I had as a teacher. Therefore, the researcher will find the effective factors on job burnout.

One of the effective factors is the emotional quotient. Weisinger has defined EQ as the intelligence in using emotions and sentiments to guide the conducts, thoughts, the effective relationships with others, supervisors, clients and use of time on doing things in order to achieve his goal. Therefore EQ can be defined as the ability in using your emotions and those of others in personal and team behaviors to achieve the set goals (Dustar and Mushabaki, 1386). Zapf's studies has shown that the emotional abilities is connected with all three dimensions (emotional exhaustion, personality disorder and lack of personal satisfaction) and intelligent staff are immune from the adverse effects of job burnout (Asadi and et al, 1386) studies conducted by Lee and Nehrevar can confirm these two variables as well. Schermuly, Schermuly & Meyer (2011) Hochwalder & Brucefors (2005) Cordes & Dougherty (1993) has identified one of the effective factors of job burnout as the psychological abilities. Efficacy has big effects on staff's performance. As individuals feel that they are able to do the job, the organizational and personal advantages such as creativity, flexibility, the power to solve the job performance with high quality, job satisfaction, and mental health can be gained. Besides, the capable people can both control and modify. They can accept the responsibility easily and have positive attitude toward others and the environment and they are very optimistic about their job and basically see others as colleagues and coworker not a competitor. When there is problem or kind of contrast in the job, they try to find the solution rather than passing the buck and evading. They can accept others' criticism and they are always learning (Ghorbanizade and Khaleghinia, 1388) there has been a large number of researches that have been done and a number of them will be mentioned.

A research titled, "effects of EQ feature on job burnout due to work" conducted in 1999. The sample was 228 people and the regression multi variable has used to analyze the data. The results of this research have shown that the job burnout has direct relation to the length of time. Besides, the more EQ members of sample have, the less job burnout will be (Bakhsi Sourshejani, 1389)

Another research titled, "the relationship between EQ and different kinds of job variables" conducted in 2000 has shown that the staff with high EQ has more liveliness, exuberance and

vigor in their job and they are more optimistic about their lives and they can resist job burnout more than others. (Watkin, 2000)

Zapf in 2002 has showed in his study that the emotional abilities have relationships with job burnout and the intelligent staffs have more immunity from the adverse effects of job burnout. Besides, in brand' research titled "the relationship between the job burnout, job stress and intelligence" negative statistical significance between parameters of EQ and job burnout has been reported. (Zapf, 2002)

In lee's research titled "the relationship between EQ and emotional work and its effect on the job burnout in Korean organizations", it has been shown that the emotional balance can mitigate the relationship between EQ and external-internal performance. EQ has negative relationship with external operation and has positive relationship with internal operation although very weak. It also has shown that EQ has bigger effects on two dimensions of job burnout. While the external operation has not played the major role, the internal operation has positive effect on personal incompetency. (Lee, 2010)

Schermuly, Schermuly & Meyer (2011) has conducted a research with the aim of analysis of the relationship between psychological empowerment, job satisfaction and job burnout of teachers in the elementary schools. 103 principals of elementary schools in Germany have been studied by means of questionnaire and four dimensions of psychological empowerment (including, competency, significance, self-regulation and effect), emotional boredom and job satisfaction. In this study, the number of days in which a principal has mda herself abenst has been analyzed for a year. Test of hypotheses has been conducted by means of structural equation. The results have shown that the indirect relationship exists between empowerment and emotional boredom in terms of job satisfaction. There is no statistical significance empowerment and emotional boredom. Among dimension of empowerment, competency and significance can have stronger relationships with job satisfaction and emotional boredom. The relationship between emotional boredom and the number of absent days is positive. (Schermuly and et al, 2011)

Asadi (1382) has shown in his research titled " the relationship between EQ, job burnout and staff health of Iran Khudro Industrial group" that the factor of EQ plays decisive role in illustrating the shifts and changes in the variable of burnout and in total 61 percent of changes can be illustrated by this factor.

Zare and Anvari (1386) has discovered in their analysis of spreading job burnout and its relationship with each factors of EQ of staff of Water facility in region 4, Tehran that there is inverse and significant relationship between EQ and each parameters (except social skills) with emotional analysis of the staff (emotional boredom).

Aboulghasemi (1387) in his study under the title of "the relationship between personality type, EQ, job satisfaction and job burnout between the boards of different departments in Azad university of Tonekabon has stated his statistical results in light of relationship between EQ and job burnout that these two variable have significant but negative correlation of (-0.394) at level of 0.01 and 99 percent we can come this conclusion that increase or decrease in EQ can respectively decrease or increase job burnout inversely. (Aboulghasemi, 1387)

The results of research titled "the relationship between EQ and emotional work and its effects on the job burnout of the staff of tax organization in Gilan" have shown that there is relationship between EQ and other dimensions of job burnout. The relationship between EQ, emotional boredom, depersonalization and personal incompetency can be decreased by means of emotional variables and internal and external performance. There is relationship between EQ and three dimensions of job burnout the relationship between EQ, emotional boredom, depersonalization and personal incompetency can be decreased by means of emotional variables (Nehrevar, 1390).

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The results of the research conducted by Beirami, Alaei, Gharemanzade and Hashemi (1390) under the title of “analysis of relationships between psychological health and EQ and job burnout in public hospitals in Tabriz has shown that the variables of psychological health and EQ can play a significant role in predicting the changes in job burnout of nurses. There is correlation between EQ and mental health (Beirami and et al, 1390)

Regarding the importance of job burnout and its effects on the performance of the staff and the organizational efficiency, the general aim of this study is as follows:

-Measurement of variables including, job burnout, psychological empowerment and EQ among teachers of Gilan

-Measurement of the relationship between EQ and psychological empowerment and its relationship with job burnout.

These aims can be analyzed in the following framework of hypotheses:

1. There is statistical significance between EQ and job burnout among teachers of high schools in Rasht
2. There is statistical significance between job burnout and psychological empowerment among teachers of high schools in Rasht
3. There is statistical significance between EQ and job burnout among teachers of high schools in Rasht in light of the intermediary role of psychological empowerment.

The model of current research can be seen in the following diagram:

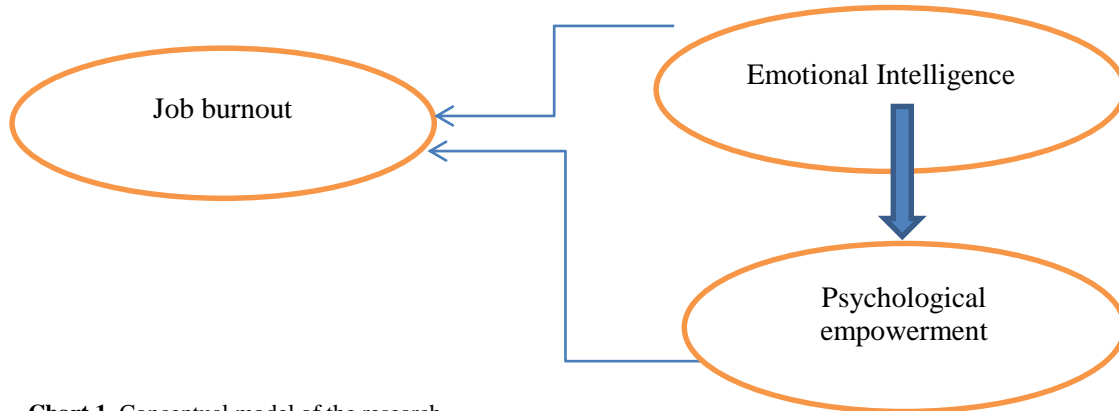


Chart 1. Conceptual model of the research

2. RESEARCH METHOD

The statistical population of this research consists of all teachers of high schools in Rasht between 1392 and 1393. The number of teachers is 1117 in district 1 and 2.

To determine the sample size, the researcher has used 30 questionnaires to find out the variance and after putting it in the formulae of Cochran limited society, sample size was 329. The method of sampling is non-probability sampling. To do this, 11 high schools including, 4 all-boy high schools and 7 all-girl high school has been chosen in Rasht city and 370 questionnaires has been

distributed in these high schools and in the end, the questionnaires has been collected and used in statistical analysis.

In this research, 3 questionnaires have been made based on the five point scale likert and have been used to collect data:

1. EQ questionnaire: this questionnaire has been made using Lee (2010) and it consists of 20 questions (including 6 question of emotional comprehension, 6 questions of emotional facilitation of thinking and 8 questions of emotional regulation) reliability of this research has been calculated by means of cronbach alfa coefficient that is 0.776.
2. Psychological empowerment questionnaire: this questionnaire is based on Espritzerz (1995) and consists of 12 questions (3 questions of significance, 3 questions of competency, 3questions of free will and 3 questions of effectiveness). The reliability of this questionnaire can be calculated using Cronbach alfa coefficient that is 0.785.
3. Job burnout questionnaire: this questionnaire is based on Maslach & Jackson (1981) and consists of 22 questions (9 questions of emotional boredom, 5 questions of depersonalization, 8 questions of personal competency) the reliability of this questionnaire can be calculated using Cronbach alfa coefficient that is 0.857

To evaluate the questionnaire, the researcher has used content validity method. To this aim, the current questionnaire has been confirmed by a group of professors in management department and after necessary normalizations, this has been used.

Analysis of data of this research has been carried out in two levels of descriptive and inferential statistics using software of spss and lisrel 8.54. At descriptive level, the research has used the statistical parameters such as distribution, average, standard deviation and at inferential level, the model of structural equation has been used.

3. FINDINGS

Among the respondent of the questionnaire, 25.4 are male, 52.7 were female and 21.9 percent did not answer the questions of gender type. 61.7 percent were female and 47.6 had work background between 20 and 30 years and 59.7 percent of them have bachelor’s degree.

To analyze the test hypotheses and model research, the model of structural equation has been used. In diagram 2, we can observe the significance between variables.

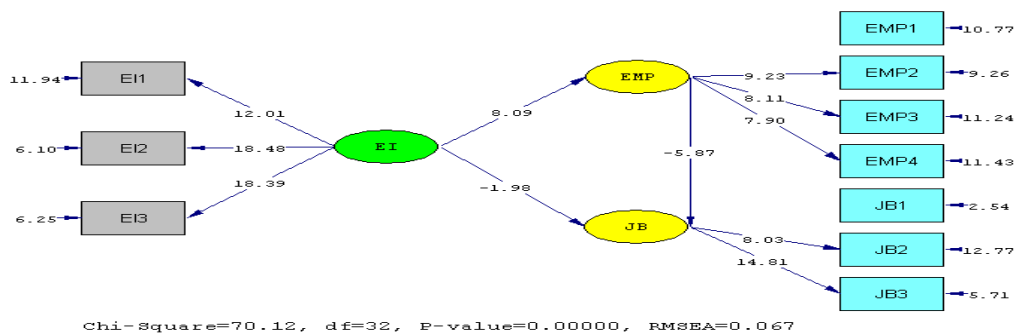


Diagram 2. Test of research model (significant numbers).

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Using this model, it is possible to find out the significance between variables. In this way, there are some significant relationships between variables that are outside the range (-1.96 and 1.96). As you can see in diagram 2, all the relationships between variables are significant and the hypotheses are confirmed. The following diagram shows the intensity between variables.

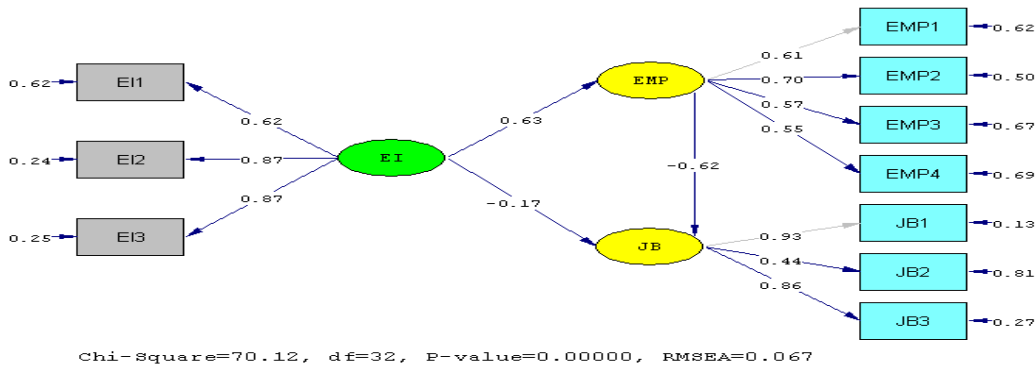


Diagram 3. Test of research model (standard numbers).

Based on diagram 3, it is possible to find out that EQ with -0.17 of coefficient can affect the job burnout. In addition, the effect of psychological empowerment on this change is -0.62. the effect of EQ on job burnout is -0.39 by means of psychological empowerment.

The results of test hypotheses can be seen in following table:

Table 1. Results of test of hypotheses.

Scope of effect	Level of significance	hypothesis
-0.17	-1.98	1. There is statistical significance between the job burnout and EQ of teachers in Rasht.
-0.62	-5.87	2. There is statistical significance between the job burnout and psychological empowerment of teachers in Rasht.
-0.39		3. There is statistical significance between the job burnout and EQ of in terms of the intermediate roles of psychological empowerment

As it follows, the results of fitting model can be seen in diagram 2:

Table 2. Fitting indices of research model.

result	Amount in the calculated model	It is fitting if	Abbreviation	
valid	067.0	Less than 0.1	RMSEA	Significant indices
valid	2.19	Equal or less than 5	$\frac{\chi^2}{d_f}$	
valid	86.0	More than 0.8	GFI	Fitting indices
valid	90.0	More than 0.8	NNFI	
valid	89.0	More than 0.8	NFI	
valid	93.0	More than 0.8	CFI	

Based on diagram 1, it is possible to find out that research model can be confirmed in terms of significance and fitting indices.

In this section, the results of research are reported. The findings must be accompanied with diagram, table, statistics and figure in Persian and also description and analysis of data.

4. CONCLUSION

The current study has analyzed the relationship between EQ and psychological empowerment and job burnout of teachers in high schools. After distributing and collecting questionnaires and analysis of data, it has been clarified that two variables of EQ and psychological empowerment has negative effect on job burnout. Besides, psychological empowerment can play the intermediary role in regard with EQ and job burnout. On the basis of results of test hypotheses, it is possible to improve the psychological empowerment and the its reductive effect of EQ on job burnout and reduces this from -0.17 to 0.39.

The results of this research are on a par with all the results of all conducted researches at home and abroad. We can refer to the results of Holly (1999), Watkin (2000), Brand (2007), Lee (2010), Schermuly, Schermuly & Meyer (2011), Asadi (1382), Ahmadi and Sheik Alizade (1385), Zare and Anvari (1386), Aboulghasemi (1387), Nehrevar (1390), Delpasand and et al (1390) and beirami and et al (1390).

Based on the findings of the current research, the following suggestions can be made:

1. Variable of EQ has three structures of emotional comprehension, emotional facilitation and emotional regulation and among these three structures, the structure of emotional facilitation with the average of 3.84 is the least and the emotional comprehension structure 3.89 average and emotional regulation is 4. Among other measurement factors, structure of emotional facilitation (confrontation with unpleasant issues and attempt to forget bad ones) has lower average. Among measurement factors, structure of emotional comprehension, two factors (awareness of hatred or of interest at the same time to others, the ability to understand others' emotions and personalities with lack of enough awareness of these people) are of lower average. In the end, among measurement factors of the structure of emotional regulation (the ability to change his temper when he is feeling down and the ability to cheer you up when he is sad) has the least average. Therefore, the followings might be suggested to improve EQ structures:
 - Self-awareness classes can play a major role in improving teachers' spirit and better recognition.
 - Holding consulting courses to inform the up-to-date information can make teachers aware of students' spirit.
 - Encouragement of teachers to reckon their health to prevent job burnout.
 - Considering a part of education organization site to be devoted to upload some key advice in respect to job stress in order to prevent and combat job burnout for more than one year continuously.
 - Using plants and flowers in work space and beautification of space and work environment.
 - Introduction of some consultants that can be referred to at the time of personal and family problems

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- Allocating percent of medical expenditures to sports activities
 - Education of exercise movements to reduce the physical burnout and reduction of negative effects of working with computer by means of using brochures, flyers, training booklets and film
 - Decentralization of sport activities and giving more authority to districts to make contracts with other sport centers such as swimming pools and sport clubs.
 - Holding field trip, school trips and research trips for teachers and students.
2. The variable of empowerment has four effectiveness structures with the average of 3.72, free will with the average 3.94, competency with the average of 4.43 and significance with the average of 4.62. Among these variables, two structure of effectiveness and free will are of low average and among measurement factors, two factors (remarkable dominance of the person over the events and his influence on the works in the relevant department), and in free will structure (degree of independence and freedom on how to do his work) are of the least average. Therefore, the following suggestion can be made to increase the measurement factors of empowerment structures:
- the empowerment should begin from the low levels of organization in respect to their needs
 - Powerful behaviors should be example and model for other staff
 - some teams must be made to encourage the collaborative conducts
 - risk-taking should be defined
 - Staff should be trusted in doing their duties

Based on the achieved results of test hypotheses, the researcher has discovered that with the improvement of EQ and psychological empowerment of teachers, the job burnout will be reduced and a large number of advantages might be gained for the teachers of education organization.

To conduct further research, following can be suggested:

1. Regarding the fact that statistical population is limited (teachers of Rasht), extensive researches can be done with larger samples.
2. It is better that the method of interview is used alongside the method of questionnaire. Besides, the manager's opinion (superintendent) can be used to complement the information.
3. The aim and goal of the research can be clarified by holding some meetings.

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