

## THE RELATIONSHIP BETWEEN TEACHERS' EMOTIONAL INTELLIGENCE ON JOB BURNOUT AND TEACHING EFFECTIVENESS

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**Abstract:** Teachers' emotional intelligence (EI) is increasingly recognized as a critical factor in professional well-being and classroom effectiveness. This study investigates the relationship between EI on teacher burnout and teaching effectiveness, using a mixed-methods approach to gain a comprehensive understanding of the relationships. It used the Schutte Emotional Intelligence Scale (SEIS) to measure EI, the Maslach Burnout Inventory (MBI) to assess burnout, and the Teacher Efficacy Scale (TES) to evaluate teaching effectiveness in 202 teachers from Kosovo schools. Quantitative analyses revealed a significant negative correlation between EI and burnout dimensions—emotional exhaustion, depersonalization, and reduced personal accomplishment. Higher levels of EI were associated with lower levels of emotional exhaustion and depersonalization, as well as a stronger sense of personal accomplishment. Teachers with higher EI demonstrated greater overall teaching effectiveness, characterized by improved classroom management, student engagement, and instructional strategies. Qualitative data from open-ended questions supported these findings, revealing that teachers with higher EI had better stress management skills, more positive student-teacher interactions, and a greater sense of professional accomplishment. These findings highlight the critical role of emotional intelligence (EI) in reducing burnout and improving teaching effectiveness, supporting the necessity for integrating EI development into teacher training programs.

**Keywords:** Emotional intelligence, teacher burnout, teaching effectiveness, mixed-methods, school settings

### INTRODUCTION

Learning to teach is a gradual process that changes over time. During the beginning year of teaching, the attention of teachers tends to be focused on maintaining discipline, motivating students, accommodating differences in class settings, evaluating students' work, dealing with parents, cooperating with other teachers, including also some creativity and energy to their teaching which goes to growth with the years of teacher's experience (Woolfolk, 2016). Teaching has been considered a key factor in the general development of society. As a process, it combines various elements starting by identifying and establishing the learning objectives, developing teaching resources, and implementing the teaching and learning strategies (Muna, Kalam, 2021). Rajagopalan (2019) has emphasized that teaching stimulates students' power of thinking and directs them towards self-learning.

Duchesne and McMaugh (2016) highlighted that effective teaching is linked with the way teachers make effective choices and the way how much they reflect on teaching. According to them, this approach serves as an important cognitive phenomenon to raise the quality of education, because teachers who reflect, draw on metacognitive knowledge of self, task, and strategies and they also monitor and evaluate their teaching. The high level of teachers' self-efficacy is the reason they spend more time in class, are more creative and innovative in planning educative programs, manage time much better, and use different methods considering each student's characteristics (Barari, Barari, 2015).

Considering the field of education there are so many factors affecting the teaching process and its effectiveness. Among these factors is Emotional Intelligence (EI) which began to be taken into consideration more than 2000 years ago, when classical philosopher Plato concluded that "all process of learning has an emotional base". Salovey

and Mayer (1990) defined EI as a subcategory of social intelligence that includes the ability to monitor our emotions and other people's emotions, to discriminate emotions, and to use them for orienting thoughts and behaviors. Based on Daniel Goleman's (1996) idea, people have differences in the way of recognizing their feelings and those of others, and they differ also in their ability to understand and manage emotions. Those differences, as Goleman indicated, play an important role in comparison with cognitive intelligence in determining success in life, because emotional awareness and the ability to control feelings in some cases can be more powerful than IQ in determining success. Compared with IQ, Emotional Intelligence (EI) has the flexibility to improve, if it is trained well. According to Goleman (2016), components of Emotional Intelligence (EI) fit within four generic domains; self-awareness, self-management, social awareness, and relationship management.

In addition, Emotional Intelligence (EI) has the potential to affect for the better many aspects of teachers' work, including here the way they deal with the discipline of their students, how they build rapport with students, and the way effective reflective learning can occur (Mortiboys, 2005). Emotional intelligent teachers seek to have confidence not just in their content and materials but also in their flexibility and readiness to respond and put their energy into preparing to meet the learners.

The level of a teacher's Emotional Intelligence (EI) is affected as well by the development of supportive teacher-student relationships, effective classroom management strategies, and implementation of successful emotional learning programs, which are indicators for promoting positive development outcomes in student's achievements (Sekreter, 2019). The same results are found also in the research conducted by Siddique and Taseer (2020), in Pakistan, which revealed a strong and positive correlation between IE and Teacher Effectiveness. In one analysis conducted by Ramana, (2013) it was explained the role of Emotional Intelligence (EI) as an indicator that fosters the abilities of teachers to use proactive strategies, which helps them to make plans to face stressful situations and follow their initial goals, regardless of the difficulties.

As Mortiboys (2005) concluded, teachers with high Emotional Intelligence (EI) competencies, such as self-awareness, self-regulation, motivation, empathy, and social skills, are classified to be more optimistic, adaptable, collaborative, confident, authoritative, open, approachable, and enthusiastic. On the other side, emotional stability is crucial in facing challenges in the school environment, and evaluating by this prism, schools must integrate Emotional Intelligence (EI) in their curricula, to raise further the success of students (Birwatkar, 2014).

Emotional intelligence helps teachers avoid job burnout by improving their ability to manage stress and emotional demands in the workplace. Job burnout is a multifaceted psychological syndrome caused by prolonged exposure to workplace stressors that have not been effectively managed (Maslach, Schaufeli, and Leiter, 2001). According to the authors, job burnout is characterized by emotional exhaustion, depersonalization, and decreased personal accomplishment. Most studies have demonstrated this negative correlation between emotional intelligence and job burnout (Singleton, Roberts, Bradford, 2024; Schoeps, Tamarit, Peris-Hernandez, Montoya-Castilla, 2021; Deng, Luo, Jinjing, Ma, 2021). In one systematic review, it was concluded that emotional intelligence has a negative relationship with job burnout dimensions in educational settings, including all levels of schooling (Lopez, Extremera, 2017). Also, in a study that explored the relationship between emotional intelligence and teacher burnout and effectiveness, it was found that EI directly reduces teacher burnout and enhances effectiveness through improved interpersonal skills and stress management (Jennings, Greenberg, 2009). Schwarzer and Hallum (2008) found that higher levels of self-efficacy in teachers were associated also with lower levels of emotional exhaustion and depersonalization.

On the other side, teacher effectiveness (TE) is the ability to utilize approaches, strategies, connections to students, and a particular set of attitudes that lead to improved student learning and achievements (Strong, Ward, and Grant, 2011). Effective teachers have to be clear about instructional goals, possess knowledge about the content of the curriculum and the strategies for teaching, communicate appropriately with students, use appropriate teaching techniques and material and they are aware of the students, anticipating misapprehensions in their existing knowledge. They teach students metacognitive strategies, address higher and lower-level cognitive objectives, and provide feedback and an integrative approach while also accepting responsibility for student outcomes (Ko, Summons & Bakkum, 2013).

A study that explored the influence of Emotional Intelligence (EI) on Teacher Effectiveness (TE) revealed that dimensions of Emotional Intelligence (EI) were related positively to Teacher Effectiveness (Soanes, Sungoh, 2019). Siddique, Taseer, Siddique, M. (2020), referring to the result of linear regression found that a teacher's emotional intelligence predicts stronger teacher effectiveness. According to them strong emotional intelligence and teacher effectiveness are necessary factors for teachers to flourish in student's academic excellence. In one comparative study, it was found that an increase in emotional intelligence levels in teachers leads to work productivity and effectiveness (Gill, Sankulkar, 2017).

Also, in the meta-analyses of teaching effectiveness conducted by Manimozhi & Srinivasan (2018), it was found that teaching effectiveness has a significant positive relationship with emotional intelligence, student achievement, work motivation, teachers' self-concept, well-being, teacher's attitude, and classroom-management. Therefore, training teachers in emotional intelligence (EI) has been increasingly recognized as essential for improving educational outcomes and teacher efficacy and well-being, as supported by various studies. These findings collectively underscore the critical role of EI training in enhancing teachers' ability to foster supportive and effective educational environments, reduce occupational stress, and improve overall teaching efficacy (Keefer, Parker, and Saklofske, 2018; Hen and Sharabi-Nov 2014; Dolev and Leshem 2016; Kotsou, Quoidbach, Hansenne, Weytens, Dupuis, 2011).

## METHOD

This mixed-methods study employed both quantitative and qualitative approaches to investigate the Relationship between Emotional Intelligence (EI) on Teacher Burnout and Teacher Effectiveness. In this cross-sectional study, data were collected from a convenience sample of 202 teachers across ten public elementary and secondary schools in Kosovo.

### Research participants

The sample included 142 female and 60 male teachers who had a minimum of two years and a maximum of 30 years of teaching experience.

**Table 1. Gender Composition of Research Participants**

	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
-				
Male	60	29.7	29.7	29.7
Female	142	70.3	70.3	70.3
Total	202	100.0	100.0	100.0

**Table 2. Types of Schools Represented in the Research**

	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Elementary School	92	45.5	45.5	45.5
Secondary School	110	54.5	54.5	54.5
Total	202	100.0	100.0	100.0

### Instruments of the research

The Schutte Self-Report Emotional Intelligence Test (SSEIT), developed by Schutte, Malouff, Hall, Haggerty, Cooper, and Golden (1998), was used to collect data on Emotional Intelligence. The SSEIT includes a 33-item self-report with response options ranging from 1 (strongly agree) to 5 (strongly disagree). (SSEIT) measures three factors: identifying and understanding one's own and others' emotions, managing emotions, and utilizing emotions.

Tschannen-Moran, M. and Woolfolk Hoy (2001), Teacher Self-efficacy Questionnaire consisting of 24 questions and assessing three dimensions of self-efficacy: student engagement in educational matters, efficiency in providing strategies or instructions, and managing class. Maslach and Jackson's (1996) Teacher Burnout Questionnaire, which consists of 22 questions, was used to assess the amount and intensity of energy loss in three dimensions:

emotional exhaustion, depersonalization, and lack of personal accomplishment.

The questionnaires were adapted to Albanian language. SPSS was used for data processing and statistical analysis. Data confidentiality was maintained throughout the study. Participation in this study was entirely voluntary, and participants were free to withdraw at any time.

Qualitative data were gathered from open-ended survey responses, which were meticulously coded and analyzed to identify recurring patterns and themes.

## RESULTS

### Assessment of Scale Reliability: Cronbach's Alpha

The reliability of the scales was assessed using Cronbach's Alpha which indicated high internal consistency among the items of 3 questionnaires used.

**Table 3. Reliability Testing: Cronbach's Alpha Coefficient**

	Cronbach's Alpha	N of Items
SSEIT	.81	33
Job Burnout Scale	.84	22
Teacher Efficacy Questionnaire	.89	24

### Correlation analyses

The correlation analysis examined the relationship between emotional intelligence and the subcategories of teacher burnout, including emotional exhaustion, depersonalization, and personal accomplishment. The results showed significant negative correlations between emotional intelligence and emotional exhaustion ( $r = -0.18$ ,  $p < 0.01$ ) and depersonalization ( $r = -0.17$ ,  $p < 0.01$ ), indicating that higher levels of emotional intelligence are associated with lower levels of these burnout dimensions. Conversely, a significant positive correlation was found between emotional intelligence and personal accomplishment ( $r = 0.38$ ,  $p < 0.00$ ), suggesting that teachers with higher emotional intelligence experience greater feelings of personal accomplishment.

**Table 4. Correlation Between Emotional Intelligence and Teacher Burnout Subcategories**

		Personal Accomplishment	Emotional Exhaustion	Depersonalization
Emotional Intelligence	Pearson	.389	-.163	-.177
	Correlation			
	Sig. (2-tailed)	.000	.002	.001
	N	200	200	200

Significant negative correlations were found between teacher's efficacy and the teacher's burnout ( $r = -0.45$ ,  $p < 0.00$ ), indicating that higher levels of teacher efficacy are associated with lower levels of these burnout symptoms. These findings suggest that enhancing teacher efficacy may be a key strategy for reducing burnout and fostering a sense of accomplishment among teachers.

**Table 5. Correlation Between Teacher's Efficacy and Teacher's Job Burnout**

		Teacher's Efficacy	Teacher's Job Burnout
Teacher's Self-efficacy	Pearson Correlation	1	-.454
	Sig. (2-tailed)		.000

N

200

200

A correlation analysis was conducted to explore the relationship between emotional intelligence and various subcategories of teacher efficacy (table 6). The results indicated a strong positive correlation between emotional intelligence and these subcategories. Additionally, significant positive correlations were found between emotional intelligence and class management ( $r = 0.45$ ,  $p < 0.00$ ), student engagement efficacy ( $r = 0.39$ ,  $p < 0.00$ ), and instructional strategies efficacy ( $r = 0.46$ ,  $p < 0.00$ ).

**Table 6. Correlation Analysis: Emotional Intelligence and Teacher Efficacy Subcategories**

		Class Management	Strategies Instruction	Student Engagement
Emotional Intelligence	Pearson Correlation	.451	.467	.398
	Sig. (2-tailed)	.000	.000	.000
	N	200	200	200

These findings imply that emotional intelligence is consistently associated with multiple facets of teacher efficacy, highlighting its potential role in enhancing teaching effectiveness.

A positive correlation was found between emotional intelligence and teacher efficacy ( $r = .47$ ,  $p < 0.00$ ), indicating that higher levels of emotional intelligence are associated with greater teacher efficacy.

**Table 7. Relationships Between Emotional Intelligence and Teacher's Efficacy**

		Emotional Intelligence	Teacher's Self-Efficacy
Emotional Intelligence	Pearson Correlation	1	.470
	Sig. (2-tailed)		.000
	N	200	200

### Thematic Analysis of Emotional Intelligence, Teacher Burnout, and Teacher's Efficacy

The thematic analysis conducted in this study indicated key themes that underscore the critical role of emotional intelligence (EI) in enhancing teacher effectiveness and mitigating job burnout. Thematic analysis revealed that emotional intelligence (EI) significantly influences teacher effectiveness and reduces job burnout through three main themes: emotional regulation, interpersonal relationships, and resilience. Teachers with high EI managed their emotions effectively, leading to better classroom management and reduced burnout. They also built positive relationships that fostered a supportive classroom climate, and demonstrated resilience, allowing them to cope with professional challenges and maintain job satisfaction. These themes collectively highlight the crucial role of emotional intelligence in promoting teacher efficacy and reducing burnout, suggesting that EI development can be a valuable component in teacher training programs. Teachers expressed a keen interest in EI programs because they see the potential to improve their classroom management skills, enhance their relationships with students, and reduce their stress and burnout.

### DISCUSSION, CONCLUSION and SUGGESTIONS

This study sought to investigate the relationship between emotional intelligence (EI), job burnout, and teacher efficacy among elementary and secondary school teachers. Our findings are consistent with a growing body of research demonstrating that emotional intelligence has a significant relationship with teacher burnout and self-efficacy. This study's findings revealed significant relationships between teachers' emotional intelligence and job burnout as well as teacher efficacy.

The study's findings revealed that emotional intelligence is inversely related to job burnout dimensions, specifically emotional exhaustion and depersonalization, but positively related to a sense of personal accomplishment. This conclusion is supported by Jennings and Greenberg (2009), who discovered that emotional intelligence protects against burnout in educational settings. By comparing these studies, we can see that emotional intelligence is an important factor in promoting teacher effectiveness, implying that interventions aimed at improving EI could be critical in reducing burnout and increasing teacher efficacy. In agreement with the findings of this study, Schwarzer and Hallum (2008) discovered that teachers with strong self-efficacy beliefs were less likely to experience emotional exhaustion and depersonalization.

Additionally, similar to the work of Sekreter (2019), which found that a teacher's Emotional Intelligence (EI) affected the development of supportive teacher-student relationships, effective classroom management strategies, and implementation of successful emotional learning program, our data demonstrated that high levels of emotional intelligence among teachers are associated with increased teacher efficacy across various domains, including general teaching efficacy, personal teaching efficacy, student engagement efficacy, instructional strategies efficacy, and classroom management efficacy.

Current study results echo the findings of Soanes, Sungoh, (2019) and Siddique, Taseer, Siddique, M. (2020), who reported that emotional intelligence and teacher effectiveness have a positive significant relationship.

Similarly, the qualitative data of this study are in line with the work of Birwatkar, (2014) who found that schools must integrate Emotional Intelligence (EI) in their curricula. Teachers of our study emphasized that integration into teacher training programs will enhance overall teaching quality and their well-being.

The current study emphasizes the importance of emotional intelligence (EI) in reducing job burnout and increasing self-efficacy among teachers. By fostering EI competencies, educational institutions can potentially reduce burnout rates and enhance the overall quality of education, thereby promoting a healthier and more productive teaching workforce.

The insights gained from the research lead to the conclusion that:

- ✓ Teachers with higher emotional intelligence have lower levels of job burnout, especially in terms of emotional exhaustion and depersonalization.
- ✓ Emotional intelligence positively influences various dimensions of teacher efficacy, including general teaching efficacy, student engagement efficacy, instructional strategies efficacy, and classroom management efficacy.
- ✓ Teachers who can recognize and regulate their emotions report higher levels of professional achievement.
- ✓ The study highlighted the significance of incorporating emotional intelligence training into teacher professional development programs.
- ✓ Enhancing teachers' emotional competencies can help them manage job-related stress and improve their self-efficacy.
- ✓ Emotional intelligence training can help teachers manage their emotions, foster positive relationships with students, and improve classroom dynamics.

### Ethics and Conflict of Interest

This study followed strict ethical guidelines to ensure the safety and well-being of all participants, as well as the research's integrity and objectivity.

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