



## A STUDY ON PERSONALITY FACTORS, EMOTIONAL INTELLIGENCE AND THEIR RELATIONSHIP WITH BURNOUT AMONG DEGREE COLLEGE TEACHERS

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### ABSTRACT:

The progress of a nation depends largely on education. Teacher is indeed the kingpin of educative process. Burnout often starts a feeling of fatigue which lasts leaving a person increasingly angry, holistic and depressed. Employees suffering from Burnout become less energetic and less interested in their jobs. Emotional intelligence is gives a person a competitive edge and ability to deal situation. Teacher's Personality affects their own and pupils behavior. The present study seeks to examine a study of personality and emotional intelligence of degree college teachers on their burnout. The present study comprised of sample 500 (350 male and 150 female) degree college teachers of two districts. Singh's Differential Personality Inventory (2002), Emotional Intelligence Scale was developed by investigator and Maslach Burnout Inventory tools were used to collect data. Findings of the present study revealed that there exist significant relationship and differences were found between the variables personality factors, emotional intelligence and burnout among working degree college teachers.

### KEYWORDS:

**EMOTIONAL INTELLIGENCE, PERSONALITY FACTORS, BURNOUT.**

### INTRODUCTION

Teaching is always a dynamic activity. It unfolds world of knowledge, information, experience and education. As laid down in the report of International Commission Education (1996) in any event, no reform can succeed without the co-operation and active participation of teachers. In the last decades teachers and their problems have attracted a great deal of attention of researches. Many teachers complain of being under stress and leading to burnout and turnout to be alienated from the work. Therefore, the research is needed to make a through and systematic probe into these phenomena why teachers of different educational levels feel burnout and how such factors affect their emotional intelligence and personality factors.

Maslach et.al. (1996) reported that for many teachers, the filling force behind their choice to remain in teaching is the personal triumph they feel in teaching students. As a result, teachers are highly prone to burnout when their perception of personal triumph is diminished by organizational and social factors. Teaching profession is relatively flat with little opening for hierarchical advancement and regardless of how many teachers work. Hall and Savery (1987) further found that stress at work is due to the result of lack of decision making ability. Therefore, it can be predicted that teaching in an environment with heavy workloads and low decision making autonomy leads to burnout. Burnout in teaching profession has frequently been investigated and the phenomenon has been well organized as being problematic teachers globally. Teachers burnout affects

individuals, family life, and work environment, negative aspects of the job such as disciplinary problems, students apathy overcrowded class rooms, involuntary transfer etc.

### PERSONALITY FACTORS

Personality is the key stone of teacher effectiveness. Personality factors of employees can moderate the effect of stressful situations on burnout, such that certain traits may buffer or enhance negative outcomes. Thus, personality and situational variables interact in complex ways. Some studies have focused on the relationship between personality factors and burnout.

### EMOTIONAL INTELLIGENCE

According Daniel Goleman (1995) defined the term as "the capacity for recognizing out own feelings and those of others, for motivation ourselves and for managing emotions in ourselves and in relationships". These indicate that lack of mood, self, empathy, feelings management impact on teacher's burnout. Emotions are our life. Investigator keeping in view of the past literature and theoretical background of the concepts to know the nature of emotional intelligence, and personality factors on burnout among working degree college teachers.

### NEED AND IMPORTANCE OF THE STUDY

Teaching is one of the most visible professions, not only in our country, but almost in the entire world. Burnout has most often been discussed and written about in relation to teaching and teachers burnout most of the teachers enters

the profession with good intentions and sincere desire to help children. Energy levels are high, ideals are strong. Majority of the teachers with descent value systems a high sense of motivation. Burnout leads to a drastic reverser in attitude and behavior within a few years. The present study is intended to explore whether burnout syndrome which has so widely been reported among western teachers, exist among Indian teachers also or not.

### **RATIONALE OF THE STUDY**

Teachers are the important in the backbone of the educational system. Professional burnout particularly teacher burnout has gained prominence in research literature since the mid 1970's primarily because the teaching profession is increasingly perceived as a highly stressful profession. However review the past literature in the field of burnout and the gap was found by the investigator took present study.

### **SCOPE OF THE STUDY**

Present study is a descriptive under causal comparative and correlational study. The present investigation includes 500 (350 male & 150 female) degree college teachers working in three districts government, private aided and un-aided, rural and urban areas. The study is only limited Vijayanagara Sri Krishnadevaraya University, Ballari affiliated degree college teachers.

### **STATEMENT OF PROBLEM**

The present problem is stated as follows "A Study on Personality Factors, Emotional Intelligence and their Relationship with Burnout among Degree College Teachers."

### **REVIEW OF RELATED LITERATURE**

So, a detailed account of review of related literature is presented in chronological order

- i) Studies related to Burnout
- ii) Studies related Personality Factors.
- iii) Studies related to emotional intelligence.

### **OBJECTIVES OF THE STUDY**

The following objectives were framed in the present investigation.

1. To study the relationship between, emotional intelligence and burnout among degree college teachers.
2. To study the relationship between personality factors and burnout among degree college teachers.
3. To compare the difference between burnout of male and female degree college teachers
4. To compare the difference between burnout of urban and rural degree college teachers.

### **HYPOTHESES OF THE STUDY**

The following hypotheses were formulated for the present study.

1. There is no significant relationship between burnout and emotional intelligence of degree college teachers.
2. There is no significant relationship between burnout and personality factors of degree college teachers.
3. There is no significant difference in the mean scores of burnout of male and female degree college teachers.
4. There is no significant difference in the mean scores of burnout of urban and rural degree college teachers.

### **TOOLS USED**

In the present study following tools were used to collect the data.

1. Maslach Burnout Inventory (MBI)- Christiana Maslach and Susan, E. Jackson (1986).
2. Emotional Intelligence Scale Developed by the Investigator.
3. Singh's Differential Personality Inventory Ashish Kumar & Arun kumar Singh (2002).
4. Personal Information Data Sheet - Prepared by Investigator.

### **MEANING AND DEFINITION OF TECHNICAL TERMS**

1. Burnout: It refers syndrome of emotional exhaustion, depersonalization and personal accomplishment as measured by Maslach Burnout Inventory by Maslach and Jackson (1986).
2. Emotional Intelligence: "The capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in our-selves and in our relationships". - Daniel Goleman (1995).
3. Personality Factors: "Personality is understood as dynamic organization of traits which determine person's unique adjustment to his environment several traits together constitute a dimension of personality, which helps us in making among persons. - Arun Kumar Singh and Ashish Kumar Singh (2002).
4. Degree College Teachers: It is used in the present study it refers to the teachers working in government and private (Aided & Unaided) degree colleges affiliated to VSK University, Ballari.

### **STATISTICAL TECHNIQUES EMPLOYED IN THE DATA ANALYSIS**

1. Pearson's Product Moment method of Correlation.
2. Mean, S.D. and t-ratio.

### **ANALYSIS AND INTERPRETATION OF DATA**

**HYPOTHESIS - 1:** "There is no significant relationship

between burnout and emotional intelligence of degree college teachers”.

**TABLE -1: SHOWING CO-EFFICIENT OF CORRELATION BETWEEN BURNOUT AND EMOTIONAL INTELLIGENCE**

Sl. No	Variables	N	r -Value	't'-Value for 'r'	Level of Significance
1	Emotional Intelligence & Burnout	500	0.350	7.45	<0.05 significant

\*\* Significant beyond 0.05 level of Probability.

From the table - 1 it indicates that the obtained co-efficient of correlation between emotional intelligence and burnout is 0.350. This means that there is a positive significant relationship was found between emotional intelligence and burnout among degree college teachers. Reject the null hypothesis and frame alternative hypothesis i.e. “There is significant relationship between

burnout and emotional intelligence of degree college teachers.” From this it may be concluded that emotional intelligence leads to burnout nature among degree college teachers.

**HYPOTHESIS - 2:** “There is no significant relationship between personality factors and burnout among degree college teachers”.

**TABLE -2: SHOWING CO-EFFICIENT OF CORRELATION BETWEEN PERSONALITY FACTORS AND BURNOUT.**

Sl. No	Variables	N	'r' -Value	't'-Value for 'r'	Level of Significance
1	Personality Factors & Burnout	500	0.283	2.58	0.01**

\*\* Significant beyond 0.01 level of Probability.

Table 2 signifies that the obtained co-efficient of correlation between personality factors and burnout is 0.283, it was found that there is a significant relationship between personality factors and burnout among degree college teachers. Reject the null hypothesis and frame the alternative hypothesis i.e. “There is a significant

relationship between burnout and personality factors among degree college teachers”.

**HYPOTHESIS - 3:** “There is no significant difference in the mean scores of burnout of male and female degree college teachers”.

**TABLE -3: MEAN, S.D., AND 'T' - VALUE OF BURNOUT SCORES OF MALE AND FEMALE DEGREE COLLEGE TEACHERS.**

Gender	N	Burnout		't' -Value	Theoretical Value - 't'	Level of Significance
		Mean	S.D.			
Male	350	11.57	3.93	2.22	1.96	0.05**
Female	150	12.24	3.43			

\*\* Significant beyond 0.05.

Table 3 represents mean standard deviation and 't' value for the scores obtained by male and female teachers on burnout, it was found to be 11.57 and 12.24 with S.D. of 3.93 and 3.43 and 't' value 2.22, which is greater than the theoretical value of 1.96. This prompted the investigator to reject null hypothesis and frame alternative hypothesis i.e. “There is significant difference in mean scores of burnout

among male and female degree college teachers. Results of this hypothesis pointed out the female teachers tend to more burnout than compared to male teachers.

**Hypothesis - 4:** “There is no significant difference in the mean scores of burnout of urban and rural degree college teachers”.

**TABLE -4: MEAN, STANDARD DEVIATION. AND 'T'-VALUE OF BURNOUT AMONG DEGREE COLLEGE TEACHERS.**

Locality	N	Burnout		't' -Value	Theoretical Value - 't'	Level of Significance
		Mean	S.D.			
Urban	320	12.38	3.96	3.57	2.58	0.01**

Rural	180	11.30	3.80			
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\*\* Significant beyond the 0.01 level of Probability.

The above table -4 indicates that the obtained scores of burnout w.r.t their mean 12.38, 11.30 and standard deviation 3.96 and 3.80 obtained 't'-value 3.57, it is more than that of theoretical value 2.58, level of significance at 0.01. It signifies the frame the alternative hypothesis. "There is a significant difference in the mean scores of burnout of urban and rural degree college teachers".

#### CONCLUSION:

The result of the present study signifies emotional intelligences and personality factors of the degree college teachers significantly influence on the burnout. Burnout is a psychological syndrome it would cause on the needs of the working teachers. Among female working teachers they showed more burnout than male teachers. Urban teachers showed more burnout than rural teachers because they lead stressful life.

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