



IMPACT OF EMOTIONAL INTELLIGENCE AND JOB SATISFACTION AS PREDICTORS OF BURNOUT AMONG LECTURERS OF AKANU IBIYAM FEDERAL POLYTECHNIC,

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ABSTRACT

The study investigated the role of emotional intelligence and job satisfaction in predicting burnout among lecturers of Akanu Ibiyam Federal Polytechnic, Unwana, Ebonyi State. A total of 116 lecturers (male = 71) and (female = 45) participated in the study. They were between the ages of 24 – 64 years with a mean age of 45 years. The purposive sampling technique was adopted in the study. The 3 instruments used for data collection were: a 20 item Minnesota Satisfaction Questionnaire (MSQ) by Weiss, Dawis, England and Lofquist (1967) validated by Mogaji (1997), 33-item Emotional Intelligence Scale (EIS) by Schutte, Marlowf, Hall, Harggerty Copper, Golden and Donhelm (1998) validated in Nigeria by Ogunyemi and Adeyemo (2004) and a 22 – item Maslach Burnout Inventory (MBI) by Maslach (1983) validated by Omoluabi (1987) were used in eliciting information from the respondents. The Regression Analysis was applied as statistical tool to analysis the data. The findings showed that Emotional Intelligence is a significant predictor of Burnout ($\beta = -.43, P < .001$). Also, job satisfaction showed significant prediction of Burnout ($\beta = -.23, P < .05$). The study revealed that, as emotional intelligence and job satisfaction of Lecturers increases, burnout decreases and vice versa. This means that, as workers improve on their emotional intelligence and are satisfied with their job, there will be low burnout, which leads to increase in productivity, efficiency and effectiveness in the workplace and on the job. The paper recommends among other things that lecturers should always go for a psychological check-up on their emotional intelligence, on their level of satisfaction with their job and on their level of burnout. By so doing they will be subjected to counseling and some therapeutic exercises like Behavior modification, Relaxation therapy etc.

Keywords: Emotional Intelligence, Job Satisfaction and Burnout

Introduction

Research shows that job demands of lecturers are major sources of stress which may often lead to work/non-work interference. As a result of interactions with students, burnout is very likely to arise in lecturing works. Burnout is described as a physical, emotional, and mental exhaustion caused by long-term involvement in situations that are emotionally demanding (Pines & Aronson, 1997). Although early research work on burnout was conducted in professions related to human care and service, it is now recognized that burnout occurs in wide range of human service employee, including doctors and nurses (Humpel & Caputi, 2010). Professionals who have burnout may experience one or more of the three components of the burnout syndrome

(Maslah, Jacson & Leiter, 1999). Usually, burnout starts with a feeling of being emotionally overextended and drained by the intense contact with students and colleagues (emotional exhaustion). Shelter workers, whose work are very demanding and presuppose high arousal states, are more susceptible to emotional exhaustion (Elom, 2016). Consequently, this may lead professionals to negative, dehumanizing attitude and cynical responses toward their students, such as loss of empathic concern (depersonalization). Finally it may result in negative (self or others') evaluation of performance and achievement in their job, poor professional, self-concept and feelings of inefficiency (reduced sense of personal accomplishment).

The lecturers require frequent interaction with

students, careful analysis of occasionally very complex academic issues, high decision latitude and high psychological demands (Elom, 2016). Also, as the number of lecturers increase, competition in the profession is growing, adding more pressure and stress to lecturers (Humpel & Caputi, 2010).

Job burnout involves a long period of frustration with work, lingering loss of motivation, and physical, mental and emotional exhaustion. Herbert Freudenthal, a psychologist, coined the term 'burnout' in 1981. He mentioned that job burnout is a state of fatigue or frustration brought about by devotion to cause, way of life, or relationship that failed to produce the expected reward. According to Maslach and Pines (1983), emotional exhaustion, depression and reduced personal accomplishment are the three dimensions of burnout.

Job satisfaction is an attitude that people form towards their job or work environment by taking into account their feelings, beliefs and behaviours and describing the extent to which they like their job (Spector, 2006). The level of job satisfaction reflects and is affected by employees work experiences as well as their present situation and future expectations; job satisfaction is an attitude that is very sensitive to the features of the context in which it is studied. There is no model of job satisfaction applicable to all work settings as there are no general truths regarding the factors and mechanisms accounting for such an elusive and subjective concept.

Most relevant theories consider satisfaction and dissatisfaction as the two poles of a continuum, with one increasing as the other diminish. Herzberg (1975), however argued, they are independent phenomena, because the factors causing satisfaction are different from those causing dissatisfaction. He proposed a two-factor model of motivating factors that are related to satisfaction and the hygiene factors which are related to dissatisfaction

(Herzberg, Mausner & Synderman, 1968). Motivating factors or motivators arise from intrinsic conditions of the job itself, such as achievement, interest about the job, recognition, responsibility, advancement, can lead to job satisfaction. Hygiene factors or dissatisfiers refer to extrinsic job characteristics, such as reasonable pay, security, pleasant work conditions, supervisory practices that if they are present at one's work, prevents one from experiencing dissatisfaction (Herzberg, 1975).

According to Herzberg's dual factor motivation theory, the presence of gratifying job characteristics such as the previously mentioned motivators, can contribute to job satisfaction. Their absence, however, does appear to lead to unhappiness and job dissatisfaction. On the other hand, dissatisfaction results when a reasonable level of hygiene factor is not met. Again, abundance of such factors does not lead to higher job satisfaction, consequently, to increase job satisfaction and motivate an employee to higher performance, factors concerned with the nature of work itself (the motivators) should be taken into account; reducing dissatisfaction entails focusing on factors concerned with the job environment (Hertzberg, 1997). According to Alexander, Lichtenstein and Hellmann (2006), lack of job satisfaction is a predictor of quitting a job because according to McCormick and Ilgan, (2007), Job satisfaction is a reflection of the match between what workers want from their job and what they actually receive.

Emotional Intelligence (EI) and job satisfaction can possibly predict burnout; thus, review of emotional intelligence would be necessary. EI appears to play a significant role in key organization outcomes including stress and job satisfaction (Daus & Ashkanasy, 2014). Empirical evidence suggests that certain components of EI influence or predict job satisfaction (Platsidou

& Salman 2011). Moreover, it is proposed that EI has a protective effect regarding occupational stress (Mikolajczak, Menil & Luminet, 2006).

Although the relationship between EI, burnout and job satisfaction has been studied in several professions, less research has been carried out in the lecturing profession (Elom, 2016). The present research aims at investigating the role of EI & job satisfaction in predicting burnout among Lecturers.

Trait EI concerns people's self-perceptions of their own emotional abilities and skills, personality characteristics and behavioral dispositions that influence their ability to cope successfully with environmental demands and pressure (Petrides, 2011).

According to Petrides (2016) and his colleagues, the construct can alternatively be labeled as trait emotional self-efficacy. It is located at the lower levels of personality hierarchies and it is measured via self-reports (Petrides, Pita & Kokkinaki, 2016). Research evidence has shown that EI is related, directly or indirectly, to better adjustment or success in academic, personal, social or occupational settings: Zeidner, Matthews & Roberts, 2015).

Also high EI is associated with lower levels of anxiety and depression (Bastian, Burns & Nettlebeck, 2014), occupational stress (Baron, Brown, Brown, Kircaldy & Thome, 2009) and burnout (Platsidou, 2017) and with higher levels of job satisfaction (Carmel, 2010). In some professions, people for such as in mental health professionals (Nikolaou & Tsaousis, 2011) and for teachers (Kafetsios & Zampetakis, 2017), trait EI emerged as an important personality-level predictor of burnout and job satisfaction.

Emotionally intelligent individuals can cope better with life's challenges and control their emotions more efficiently (Elom, 2016). Also, according to Sharma 2011, emotional

intelligence is the ability of an individual to perceive, assess and manage emotions of his own and those of others. Harrod and Scheer (2014), also hold that emotional intelligence is the driving force behind the factor that affects personal success and everyday interactions with others.

Salovey and Mayer (1999), defined emotional intelligence as the ability to monitor one's own emotions and other's emotions, to discriminate among them and to use this information to guide one's thinking and actions.

The concept of emotional intelligence has grown in popularity among psychogenesis over the last two decades, generating interest both at a social and a professional level.

Statement of the Problem

The problem of burnout is a common phenomenon in different organizations especially in human service. Hence various researches have been conducted on burnout (Chaplain, 2014) in most of these researches, burnout has been identified as one of the major hindrances of performance among workers. However, on the need to reduce burnout to the barest minimum in workplaces has been a vital issue among workers. Researchers have been working hard towards this goal.

Based on this factor, the paper worked on variables that may increase or reduce burnout especially among Lecturers. Thus, the researchers worked on the role job satisfaction and emotional intelligence play in predicting burnout. The research was born out of the zeal to predict whether high level of emotional intelligence and job satisfaction will reduce burnout among lecturers. This is because similar study done with teachers yielded significant outcome.

Therefore the present study will address the following problems:

- Will there be a significant difference between lecturers who have high job

satisfaction and those with low job satisfaction on manifestation of burnout syndrome.

- Will there be a significant difference between lecturers who have high emotional intelligence and those with low emotional intelligence on manifestation of burnout syndrome.

Purpose of the Study

1. To examine whether there will be a significant difference between lecturers who have high job satisfaction and those with low job satisfaction on manifestation of burnout syndrome.
2. To examine whether there will be a significant difference between lecturers who have high emotional intelligence and those with low emotional intelligence on manifestation of burnout syndrome.

Method

Participants

A total of 116 participants comprising of 71 male and 45 female Lecturers were selected. The participants were drawn from Akanu Ibiam Federal Polytechnic, Unwana.

The participants were between the ages of 24years-67 years and mean age of 45 years. 71 participants were married while 45 were single.

Instruments

Three instruments were used in the study for the collection of data: Minnesota Satisfaction Questionnaire, (MSQ), developed by Weiss, Dawis, **England and** Lofquist (1967) and validated in Nigeria by Mogaji (1997); Emotional Intelligence Scale (EIS), developed by Schutte, Marlouf, Hall, Harggerty, Copper, Golden and Donheim (1998) and validated by Ogunyemi and Adeyemo (2013); and, Maslach Burnout Inventory (MBI), developed by Maslach and Jackson (1983) and validated by Omoluabi (1987).

Procedure

A total of one hundred & fifty copies (150) of the research questionnaire were distributed within a period of one week to the target population (Lecturers). The purposive sampling technique, was adopted where the available and willing participants were used for the research. Finally, 116 copies of the questionnaire were used for the analysis; the scores were analyzed to test the hypotheses.

Design/Statistics

A survey research design was adopted since the researcher did not manipulate any variable. Hence multiple regression analyses were used to analyze the data to test the hypotheses.

Results

TABLE 1: Discriptive statistics and inter-correlations among the study variables (independent variables-Emotional intelligence and job satisfaction and dependent variable-Burnout).

Variables	Mean	Std. deviation	1	2	3
Burnout	63.44	10.52	1		
Emotional Intelligence	122.65	13.30	-.59	1	
Job satisfaction	,73.71	12.45	-.52	.67	1

Correlation is significant at the 0.01 level (2tailed).

The correlation table reveals that the predictor, emotional intelligence have significant correlation with burnout ($r=-.59$, $P<.01$). Also, the second predictor variable, job satisfaction have significant correlation with burnout ($r=-.52$, $P<.01$).

Both predictor variables; emotional intelligence and job satisfaction have a significant negative correlation with burnout. However, the mean and standard deviations of the two predictor variable (emotional

intelligence and job satisfaction) are as follows ($M=1.2265$, $SD=13.30$ and $M=73.71$, $SD=12.45$) respectively.

Emotional intelligence and job satisfaction have significant positive correlation ($r=.67$, $P<.01$).

TABLE 2: Regression Coefficient Table of Emotional Intelligence and Job Satisfaction on Burnout

Model	Unstandardized Coefficients		Standardized coefficient	t	Sig
	B	Std. error	Beta		
Constant	119.826	7.262		16.500	.000
E.I.	-.342	.079	-.432	-4.316	.000
Job Sat.	-.196	.085	-.232	-2.312	.023

Dependent variable : Burnout

Table 2 (Coefficient table) reveals that in the regression equation, emotional intelligence showed significant prediction to burnout ($\beta =-.43$, $P<.001$). Thus, the alternative hypothesis for emotional intelligence was accepted.

Also job satisfaction showed significant prediction to burnout ($\beta =-.23$, $P<.05$).

Therefore, the alternative hypothesis in job satisfaction was also accepted. Both variables are negative predict to burnout. This implies that, as emotional intelligence and job satisfaction of employees' increases, burnout decreases, also as emotional intelligence & job satisfaction decreases, burnout increases.

Discussion

The study on the roles of emotional intelligence and job satisfaction on burnout among lecturers of Akanu Ibiam Federal Polytechnic, Unwana showed that the first

hypothesis which stated that “there will be a significant difference between lecturers who have high emotional intelligence and those with lower emotional intelligence on the manifestation of burnout” was accepted.

A significant difference was observed between lecturers with high emotional intelligence and those with low emotional intelligence on their manifestation of burnout significance. This means that when an employee has high emotional intelligence in the work place he/she will be able to manage his/her emotions/feelings and that of others. It helps the individual in coping and adjusting to work and life challenge, therefore such individual will experience little or no burnout. So, when emotional intelligence increases, burnout reduces, which means that “emotional intelligence is negatively correlated to burnout.

The second hypothesis which stated that “there will be a significant difference between lecturers who have high job satisfaction and

those with low job satisfaction on manifestation of burnout” was accepted. This is because a significant difference was observed between lecturers who have high job satisfaction from those who have low job satisfaction on their manifestation of burnout syndrome. It means that employees who have high job satisfaction manifest low or no burnout, thus, burnout reduces as job satisfaction increases and burn increases as job satisfaction reduces. The finding was in line with the work of Elom (2016) who reported that, there is an inverse relationship between job satisfaction and burnout.

Summary

The paper summarizes the finding as follows;

- Emotional intelligence is negatively corrected to burnout among lecturers of Akanu Ibiam Federal Polytechnic, Unwana.
- Job satisfaction is negatively correlated to burnout among lecturers.
- Emotional intelligence and job satisfaction are significant predictors of burnout among lecturers.

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Conclusion

The study concluded that emotional intelligence and job satisfaction are significant predictors of burnout. This is because emotional intelligence and job satisfaction were observed to correlate negatively with burnout.

Recommendations

In view of the findings, the paper recommends:

- The employers should make the environment conducive for smooth running of the organization and to reduce burnout.
- Employees should be made to go for psychological counseling on their emotional intelligence in order to reduce or avoid burnout
- People should go for jobs that are in line with their personality dispositions in order to gain psychological satisfaction and avoid burnout in the work place.

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