Are Emotional Intelligence and Resilience Predicting Burnout among School Teachers?

Farjana Begum[1] & Jhilick Hazra[2] & Momtaz Sultana[3]

[1,2,3] Department of Psychology, University of Dhaka, Dhaka, Bangladesh
Correspondence: Farjana Begum, University of Dhaka, Dhaka, Bangladesh
Email: fb.jharna13psy@yahoo.com

Abstract

As experiencing long-term occupational stress, school teachers have lower job satisfaction, which can lead to job burnout. A literature review demonstrated the scarcity of researches for measuring the impact of emotional intelligence and resilience on burnout in Bangladeshi school teachers. The present study was conducted to test whether emotional intelligence and resilience has any impact on burnout of school teachers. The participants of the present study consisted of 143 school teachers (female =73, male= 70) from grade 1 to 12 and the research was conducted according to the purposive sampling. Bangla version of the Maslach Burnout Inventory-Educators Survey, Connor-Davidson Resilience Scale and Emotional Intelligence Scale, along with personal Information Form were used. Result of the *t*-test of this study showed significant gender difference in burnout but in resilience and emotional intelligence, there were no significant gender differences. Result of Pearson's correlation coefficients showed a significant negative correlation between emotional intelligence and burnout; also significant negative correlation between resilience and burnout but a significant positive correlation between emotional intelligence and resilience. The findings of regression showed that the resilience and emotional intelligence negatively predicted burnout. Burnout of the school teachers is negatively associated with their emotional intelligence and resilience.

Keywords: Emotional Intelligence, Resilience, Burnout, School Teachers

Introduction

Teaching is emotional labor, defined as the act of managing emotions and emotional expressions in order to be consistent with organizational display rules defined as the organizationally required emotions during interpersonal service transactions (Day & Gu, 2007; Mikolajczak, Menil & Luminet, 2007). Teachers must act as mentors and inspire even reluctant students to learn. Various expectations cause a form of disparity between the anticipated and actual emotion, which results in emotional dissonance, a harmful element of emotional labor that makes people stressed and burnout-prone (Ahmed, 2018). Moreover, numerous issues might arise for a teacher in their personal,

professional, social, psychological, and other areas of life, such as having erroneous feelings regularly, being emotionally stressed out, being worn out, lacking passion, and feeling lonely (Kant & Shanker, 2021). It takes more mental and physical energy for a teacher to act in a way that is both reasonable and expected of them, which causes stress and burnout (Przybylska, 2014).

Currently, burnout has a significant impact on people in all occupations, including teachers. The idea of the burnout syndrome is credited to Freudenberger in 1974. According to Freudenberger and Richelson (1980), it is the feeling of being worn out or frustrated as a result of a commitment to a cause, way of life, or relationship that hasn't yielded the desired results. Maslach is one of those responsible for launching the study on teacher burnout, which he defined as a syndrome characterized by emotional weariness, depersonalization, and decreased self-actualization. Burnout has been linked to both internal and external factors, including low self-esteem, the inability to achieve desired career goals, and low emotional intelligence (Cordes & Dougherty, 1993; Schaufeli & Buunk, 1996). External factors include high job demands, insufficient training, poor communication, long working hours, and inadequate facilities. Burnout has a negative effect on people's health and productivity as well as on companies, which results in reduced employee satisfaction and more staff turnover (Leiter & Maslach, 2017; Scanlan & Still, 2013).

Numerous studies have concentrated on personality features as a key factor in the emergence of burnout (McCrae & Costa, 1986; Shirom, 1989). Emotional intelligence is one of these internal qualities. It is described as "the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth" (Mayer & Salovey, 1997). According to a number of authors (Goleman, 1995; Saarni, 1999; Salovey and Mayer, 1997), having high emotional intelligence would result in increased experiences of emotional well-being. In order to reduce professional burnout, it is important to pay attention to emotional intelligence (EI), a measurable positive psychological resource and important non-technical competence (Cao, 2022). For teachers, the majority of research has focused on how EI affects positive work-related factors like job satisfaction and engagement while decreasing negative work-related variables like burnout (Yin et al., 2013; Sun et al., 2017).

Resilience, a further beneficial psychological trait, helps people recover from mental illness and can predict their psychosocial values (Poloni et al., 2018). According to some theories, burnout is a sign of insufficient resilience or a loss of purpose (Maslach & Leiter, 2017). According to other studies, university students may experience less burnout if they have better resilience levels (Probst et al., 2014). The ability to learn from difficult circumstances, turn problems into opportunities, or, ultimately, to respond to

adversity effectively and move past it is generally characterized as resilience (Amsrud, Lyberg, & Severinsson, 2019). Resilience is being studied by a number of academics as an intrapersonal attribute that might assist teachers deal with the stressors they face at work and enable them to thrive rather than just survive in schools (Gloria et al. 2013; Beltman et al. 2011). Resilience has been shown to aid people in coping with stressors. Teachers with higher perceived resilience may be less susceptible to experiencing role stress and burnout, which may boost the longevity and efficacy of their careers (Richards et al., 2016).

Based on the aforementioned academic studies, the current study may help academic personnel, academic administrators, and other stakeholders understand how emotional intelligence and resilience might affect teacher burnout, which, if persistent, may lead to burnout reduction. This study of emotional intelligence and resilience in relation to burnout may result in new and improved strategies for supporting educators. As a result, in the light of the above discussion, an effort has been made in the current study to evaluate the association between emotional intelligence and resilience and burnout in Bangladeshi school teachers.

Objectives of the Study

The objectives of this study were:
1. To investigate if there is any significant gender differences among emotional intelligence, resilience and burnout of school teachers.
2. To investigate if there is any significant relation among emotional intelligence, resilience and burnout of school teachers.
3. To find out whether emotional intelligence and resilience have any impact on burnout of school teachers.

Methods
Participants and Procedures

A cross-sectional survey was conducted using an anonymous self-report online questionnaire. The inclusion criteria were; teachers from different schools of Dhaka city, and citizens and residents of Bangladesh. The participants of the present study consisted of 143 school teachers (female =73, male= 70) from grade 1 to 12 and the research was conducted according to the purposive sampling.

After explaining the purpose and procedure of the survey, informed consent was obtained from each participant. The access code for the online survey platform was distributed to participants. Participants had been informed that their information will be used only for research purpose. They had been requested to read the instructions attentively and respond to the given items by selecting option from multiple choice

questionnaires. They had been personally thanked after informing us about the completion of the task.

Measures

All participants in this research responded to the following self-report questionnaires along with the demographic and personal information form. Questionnaires were administered in the following sequence.

Resilience Scale for Adult (RSA): The Bangla version (Prokrity & Uddin, 2017) Resilisance Scale (Friborg, Braun, Linkowski, & Fossion, 2011) is a self-report instrument designed to measure resilience of individual's. It contains 33 items and comprises five factors. Respondents rate each item on a 7-point (1= strongly disagree to 7= strongly agree) Likert type Scale. The internal consistency of all subscales of the RSA was satisfactorily high in terms of Cronbach's alpha. All subscales of the RSA were positively associated with each other, with correlation coefficients ranging from 0.057 to 0.311. A higher score reflects a higher level of resilience. The total score ranged from 33 to 231.Research has indicated that this scale contains high convergent and criterion-related validity (Jowker, Friborg, & Hjemdal, 2010).

The Emotional Intelligence Scale (EIS): The original (Hyde, Pethe, & Dhar, 2002) EIS scale (Hossain and Uddin, 2008) contains 34 items that are mostly used to measure emotional intelligence of an individual. Participants rated each item using a 5-point scale anchored 5 (*strongly agree*) to 1 (*strongly disagree*). The Bangla version of EIS contains a Cronbach's alpha value of 0.86, split–half value of 0.90. It was of high level of content and construct validity (corrected item total correlation & convergent validity). The item-total correlation ranged from 0.21 to 0.57. High scores indicate high level of emotional intelligence. The items measures different aspects of personality such as, self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment, altruistic behavior.

The Maslach Burnout Inventory-Educators Survey (MBI-ES): The Maslach Burnout Inventory (Educators Survey) (MBI-ES) originally developed by Maslach and Jackson (1980) consistent and standardized instruments used to assess the experiences of burnout of teachers. The Inventory contains 22 items, with three subscales: emotional exhaustion (EE 9 items= 1 to 9 items, assess feeling, emotionally exhausted from their work); depersonalization (DW-5R = 10 to 14 items, assess the degree of distancing and indifference admitted by the subject); and personal accomplishment (PA-8 items= 15 to 22 items assess feelings of self-efficacy and personal accomplishment). Participants rated each item using a 6-point scale anchored 6 (*very frequently*) to 1 (n*ever*). The participants with high scores on the emotional exhaustion (score >27) and depersonalization (score > 13) subscales and low scores on the personal accomplishment (score < 33) subscale were

considered to have symptoms of burnout. The Bangla version of this scale has acceptable internal consistency, test-retest reliability and content and convergent validity (Akter et al., 2022).

Results

The data were checked out to find any lacking in essential information were omitted. Then all the sorted data were fed into the SPSS version 20.0 for analyses of resilience, emotional intelligence and burnout. To determine the internal consistency reliability of the measures, Cronbach alpha was computed. At first for the main analysis, independent sample "*t*" test was carried out to determine the differences between boys and girls. Then simple correlation was calculated to examine the relationship among the variables and finally, data were analyzed using multiple regression to find out the predictors.

Table 1: Gender difference on burnout, emotional intelligence and resilience

Variable	Male			Female				
	n	Mean	*SD*	n	Mean	*SD*	*t*	*p*
Burnout	70	81.70	17.23	73	87.88	17.29	-2.095*	0.038
Resilience	70	105.90	9.48	73	102.59	13.004	1.734	0.085
Emotional intelligence	70	84.93	7.05	73	86.79	8.59	-1.416	0.159

In order to test the gender difference in burnout, resilience and emotional intelligence among school teachers, independent sample *t*-test was calculated (Table 1). Results showed significant gender difference in burnout (*t* = -2.095, *p* <.05) but in resilience (*t* = 1.734, *p* >.05) and emotional intelligence (*t* = -1.416, *p* > .05), there found no significant gender differences. Results of *t*-test also showed that burnout score of female teachers (M =87.88) was higher than that of male teachers (M =81.70). Again the mean score of resilience of male teachers (M =105.90) was higher than that of female teachers (M =102.59) and the mean score of emotional intelligence of female teachers (M = 86.79) was higher than that of male teachers (M= 84.79).

Table 2: Correlation between burnout, resilience and emotional intelligence (N=143)

Variables	Burnout	Resilience	EI
Burnout	1		
Resilience	-.210*	1	
EI	-.321**	.327*	1

* Correlation is significant at the 0.05 level (2-tailed)
** Correlation is significant at the 0.01 level (2-tailed)

In order to explore the relationships among variables, Pearson's correlation coefficient was computed and showed in Table 2. Result of correlation showed significant negative correlation between burnout and resilience ($r = -.210$) at .05 level and also significant negative correlation between emotional intelligence and burnout ($r = -.321$) at .01 level. And it showed that there was a significant positive relationship between emotional intelligence and resilience ($r = .327$) at .05 level.

Table 3: Impact of resilience and emotional intelligence on burnout (N=143)

Predictors	B	*SEB*	*B*	*R*	R^2	*t*	*p*
Resilience	-0.40	.121	-0.26			-3.282	.001
				.409	.17		
Emotional Intelligence	-0.80	.18	-0.35			-4.546	.000

Adjusted $R^2 = 0.155$ (*F*= 14.05, *P*< 0.05)

Table 3 shows the impact of resilience and emotional intelligence on burnout in school teachers. The R^2 value of .17 revealed that the predictor variable explained 17% variance in the outcome variable with $F_{(2,140)} = 14.05$, $P< 0.05$. The findings shows that the resilience and emotional intelligence negatively predicted burnout ($\beta = -0.26$, $p <.05$; $\beta = -0.35$, $p< .05$) that means every 1 unit increase in predictor variable (resilience, emotional intelligence) causes decrease in outcome variable (burnout).

Discussion

The present study was designed to explore three research objectives. The first purpose of this study was to investigate whether there is any significant gender difference among emotional intelligence, resilience and burnout of school teachers. Results of *t*-test showed that, there was significant gender difference in burnout ($t = -2.095$, $p > .05$) but in resilience ($t = 1.734$, $p >.05$) and emotional intelligence ($t = -1.416$, $p > .05$), there were

no significant gender differences. Result of *t*-test also showed that, the burnout score of female teachers (M =87.88) is higher than that of male teachers (M =81.70), that supports the findings from previous study that teacher burnout is related to gender (i.e., females are more at risk than males) and is positively correlated with years of experience, i.e., high risk of burnout among less experienced teachers (Leiter et al., 2014).

Other findings associated with teacher's resilience in relation to job satisfaction, burnout, organizational commitment where it was concluded that there is no significant differences in resilience among male and female teachers (Polat & İskender, 2018). According to the study of Hannah and Morrisey (1986), women have higher resilience than male and the mean score of emotional intelligence of female teachers (M = 86.79) is also slightly higher than that of male teachers (M= 84.79) which means difference is not significant. This result supports previous study of gender difference in emotional intelligence among university teachers that concluded that male and female teachers scored nearly equal in overall emotional intelligence (Shehzad & Mahmood, 2013).

The second objective was to investigate whether there is any relation among emotional intelligence, resilience and burnout of school teachers. Pearson correlation coefficient analysis showed that burnout and resilience had a strong negative association (*r* = -.210), which validates resilient teachers do not burn out in the face of difficulty at work, but rather develop stronger abilities and competences in work dedication, as well as the ability to use their energy and personal involvement to overcome difficulties, adjust diversity, and feel positive emotions (Beltman et al. 2011; Gloria et al. 2013; Richards et al., 2016). Results also showed that there was a significant negative correlation between emotional intelligence and burnout (*r* = -.321). It suggests that when it comes to burnout syndrome, teachers with higher emotional intelligence are less likely to experience it than those with lower emotional intelligence (Carson et al., 2000; Chan, 2006).

Results of Pearson correlation coefficient analysis also showed that there was a significant positive relationship between emotional intelligence and resilience (*r* = .327). High degrees of emotional maturity were associated with high levels of resilience, according to a study of secondary school teachers (Vaillant, et al., 2000). Results from a different study revealed that emotional intelligence significantly influenced elementary school teachers' resilience emotional intelligence significantly influenced elementary school teachers' resilience (Przybyiska, 2016).

Our third objective was to find out whether emotional intelligence and resilience have any impact on teacher's burnout. Result of the regression table shows that resilience and emotional intelligence negatively predicted burnout (*β* = -0.26, *p* <.05; *β* = -0.35, *p* < .05). According to earlier research on emotional intelligence and job burnout, emotional intelligence negatively predicts job burnout (Gong et al., 2019). According to research on the relationship between emotional intelligence and job burnout, employees perform

better on the job when their emotional intelligence is higher, and vice versa when it is lower (Schoeps et al., 2019).

A decreased risk of burnout due to emotional weariness, depersonalization, and low personal successes was also associated with better levels of resilience (Lebares et al., 2017). It implies that job burnout is also negatively predicted by resilience. The contradicting or unfavorable conditions in their schools may be easier for teachers who are more resilient to handle, and they may also be less stressed by interactions with role-sets (Richards et al., 2013; Richards, 2015).

Limitations and Implications of the study

The current study contains a number of drawbacks. To begin with, because of the Covid-19 epidemic, we had to instruct the participants online, and data were gathered online. Second, because the participants were chosen purposively, we were unable to apply randomization sampling procedures to increase the representativeness of our results. Third, there are 143 samples, which is a significantly smaller number than the population. Due to the pandemic situation, we were unable to contact out further. Fourth, there was no distinction between teachers in elementary and high schools. The disparities between primary, higher secondary and university professors can be studied in the future. This study looked at the role emotional intelligence and resilience play in helping teachers manage and lessen the impact of burnout in their careers. The future of a pupil is something that a teacher must create and mold. Additionally, he or she must carry out his or her duties in accordance with the standards and expectations of the employer, while also juggling the demands of his or her personal and professional lives. The emotional wellbeing of teachers needs to be more closely watched and guided in this rapidly changing and very demanding time. It is strongly advised that public and private authorities diagnose and treat teacher concerns. There should be more counseling and mentorship sessions planned for the teachers. Obviously, teachers can efficiently turn their students into human capital, which is the most valuable asset for a society, provided they are free from burnout and other psychological pressure.

Acknowledgment

References

Ahmed, A. (2018). A study on burnout and emotional intelligence among school

teachers. *Journal of Emerging Technologies and Innovative Research, 5(9).*

Akter, S., Zaman, F., & Islam, Md. (2022). Psychometric evaluation of Maslach burnout inventory (MBI-ES) for teachers in Bangladeshi Context. *Jagannath University Journal of Life and Earth Sciences, 7*(2), 133-144.

Amsrud, K.E., Lyberg, A., & Severinsson, E. (2019). Development of resilience in nursing students: A systematic qualitative review and thematic synthesis. *Nurse Educ. Pract*. 41, 102621. https://doi.org/10.1016/j.nepr.102621.

Beltman, S., Mansfield, C., & Price, A. (2011). Thriving not just surviving: A review of research on teacher resilience. *Educational Research Review, 6*(3), 185–207.

Cao, Y., Gao, L., Fan, L., Jiao, M., Li, Y., & Ma, Y. (2022). The influence of emotional intelligence on job burnout of healthcare workers and mediating role of workplace violence: A cross sectional study. *Front Public Health*. 11; 10:892421. https://doi.org/10.3389/fpubh.2022.892421. PMID: 35646806; PMCID: PMC9130825.

Carson, k., Carson, P. E., & Birkenmeier, B. (2000). Measureing emotional intelligence: development and validation of instrument. *The Journal of Behavioral and Applied Management Review,* 12, 237-268.

Chan, D. (2006). Emotional intelligence and components of burnout among Chinese secondary school teachers in Hong Kong. *Teaching and Teacher Education*, 22(8), 1042 105.

Cordes, C.L., & Dougherty, T.W. (1993). A review and integration of research on job burnout. *Academy of Management Review,* 18, 621-656.

Day, C., & Gu, Q. (2007). Variations in conditions for teachers' professional learning and development: sustaining commitment and effectiveness over a career. *Oxford Review of Education,* 33, 423-443

Fernández-Berrocal, P., Gutiérrez-Cobo, M. J., Rodriguez-Corrales, J., & Cabello, R. (2017). Teachers' affective well-being and teaching experience: The protective role of perceived emotional intelligence. *Frontiers in Psychology, 8*(1-8), 22-27. https://doi.org/10.3389/fpsyg.2017.02227

Freudenberger, H.J. (1974). Staff burnout. *Journal of Social Issues*, 30, 159-165.

Freudenberger, H.J., & Richelson, G. (1980). *Burnout: How to beat the high cost of high achievement.* New York: Doubleday.

Friborg, O., Braun, S.,   Linkowski, P., Fossion, P., & Hjemdal, O. (2011). Resilience Scale   for Adults: Construct validity and measurement in Belgian sample. *International Journal of Testing,* 11(1), 53-70.

Gloria, C. T., Faulk, K. E., & Steinhardt, M. A. (2013). Positive affectivity predicts successful and unsuccessful adaptation to stress. *Motivation and Education*, 37, 185–193.

Goleman, D. P. (1995). Emotional intelligence: *Why it can matter more than IQ for character, health and lifelong achievement*. Bantam Books, New York.

Gong, Z., Chen, Y., & Wang, Y. (2019). The influence of emotional intelligence on jobburnout and job performance: Mediating effect of psychological capital. *Frontiers in Psychology,* 10, 2707.

Hannah, T. E. & Morrisey, C. (1986). Correlates of psychological hardiness in Canadian adolescents. *The Journal of Social Psychology,* 1271(4), 339-344.

Hossain, M. S. & Uddin, M. K. (2008). *Adaptation of emotional intelligence scale*. Unpublished manuscript, University of Dhaka, Dhaka, Bangladesh.

Hyde, A., Pethe, S. & Dhar, U. (2002). *Emotional intelligence scale (EIS).* Lucknow: Vedant Publications, India.

Jowkar, B., Friborg, O., & Hjemdal, O. (2010). Cross-cultural validation of the Resilience Scale for Adults (RSA) in Iran. *Scandinavian Journal of Psychology*, 51, 418–425.

Kant, R. & Shanker, A. (2021). Relationship between emotional intelligence and burnout: An empirical investigation of teacher educators. *International Journal of Evaluation and Research in Education*, 10(3), 966-975. https://doi.org/10.11591/ijere.v10i3.21255

Leiter, M. P., Bakker, A. B., & Maslach, C. (2014). *Burnout at work. A psychological perspective.* London: Psychology Press.

Lebares C. C., Guvva E. V., Ascher N. L., O'Sullivan P. S., Harris H. W., & Epel E. S. (2017). Burnout and stress among US surgery residents: psychological distress and resilience. *J. Am. Coll. Surg.* 226, 80–90.

Leiter, M. P., & Maslach, C. (2017). Burnout and engagement: Contributions to a new vision. *Burnout Research*, 5, 55–57. https://doi.org/10.1016/j.burn.2017.04.003

Maslach, C., & Jackson, S.E. (1980). *Maslach burnout inventory manual*. Palo Alto: Consulting Psychologists Press

Maslach, C. & Jackson, S.E. (1981). The measurement of experienced burnout. *Journal of Organizational Behavior,* 2(2), 99-113.

Maslach, C., Jackson, S.E. & Leiter, M.P. (1996). *Maslach burnout inventory: Manual (3rd)*. Palo Alto, CA: Consulting psychologists press.

Maslach, C. & Leiter, M.P. (2017). New insights into burnout and health care: Strategy for improving civility and alleviating burnout. *Med. Teach.* 39, 160–163. https://doi.org/10.1080/0142159X.2016.1248918.

Mayer, J. D., & P. Salovey. (1997). "What is Emotional Intelligence?" In *Emotional development and emotional intelligence*: *Educational Implication*, edited by P. Salovey & D. Sluyter, 3–31. New York: Basic Books.

McCrae, R.R., & Costa, P.T., Jr. (1986). Personality, coping, and coping effectiveness in an adult sample. *Journal of Personality*, 54, 385-405.

Mikolajczak, M., Menil, C., & Luminet, O. (2007). Explaining the protective effect of emotional trait intelligence regarding occupational stress: Exploration of emotional labour processes. *Journal of Research in Personality,* 41,1107-1117.

Polat, D. D., & İskender, M. (2018). Exploring teachers' resilience in relation to jobsatisfaction, burnout, organizational commitment and perception of organizational climate. *Int. J. Psychol. Educ. Stud.* 5, 1–13. https://doi.org/10.17220/ijpes.2018.03.001.

Poloni, N., Zizolfi, D., Ielmini, M., Pagani, R., Caselli, I., & Diurni, M., et al. (2018). A naturalistic study on the relationship among resilient factors, psychiatric symptoms, and psychosocial functioning in a sample of residential patients with psychosis. *Psychol Res Behav Manag*. 11, 123–31.

Probst, H., Boylan, M., Nelson, P. & Martin, R. (2014). Early career resilience: Interdisciplinary insights to support professional education of radiation

therapists. *J. Med. Imag. Radiat. Sci.* 45, 390–398.
https://doi.org/10.1016/j.jmir.2014.09.003.

Prokrity, T. S., & Uddin, M. K. (2018). Bonding with parents and children's well-being: resilience and social support in-between. *Bangladesh Journal of Psychology, 21*, 69 80.

Przybyiska, I. (2016). Emotional Intelligence and burnout in teaching profession. *The New Educational Review,* 43(1), 41-51.
https://doi.org/10.15804/tner.2016.43.1.03.

Przybylska,I. (2014). Emotional aspects of school education, curricula and relationship context. *US-China Educational Review B,* Vol. 4, no. 7, pp. 431-442.

Richards, K. A. R., Templin, T. J., & Gaudreault, K. L. (2013). Understanding the realities of school life: Recommendations for the preparation of physical education teachers. *Quest,* 65, 442–457.

Richards, K. A. R. (2015). Role socialization theory: The sociopolitical realities of teaching physical. *European Physical Education Review*, 21, 379–393.

Richards, K. A. R., Levesque-Bristol, C., Templin, T. J., & Graber, K. C. (2016). The impact of resilience on role stressors and burnout in elementary and secondary teachers. *Soc. Psychol. Educ*. 19, 511–536.
https://doi.org/10.1007/s11218-016-9346-x

Saarni, C. (1999). *The development of emotional competence.* Guilford Press, New York.

Salovey, P., & Mayer, J. D. (1990). "Emotional Intelligence". *Imagination, Cognition and Personality*, 9(3), 185-211.
https://doi.org/10.2190/DUGG-P24E-52WK-6CDG

Scanlan, J. N., & Still, M. (2013). Job satisfaction, burnout and turnover intentionin occupational therapists working in mental health. Aust. *Occup. Ther. J.* 60, 310–318. https://doi.org/10.1111/1440-1630.12067.

Schaufeli, W.B., & Buunk, B.P. (1996). Professional burnout. In M.J. Schabracq, J.A.M. Winnubst, & C.L. Cooper (Eds.), *Handbook of work and health psychology* (pp. 311-346). New York: Wiley.

Schoeps, K., Tamarit, A., de la Barrera, U., & Barrón, R. G. (2019). Effects of emotional skills training to prevent burnout syndrome in schoolteachers. *Ansiedad y Estrés* 25, 7–13.

Seligman, M. E.P. (2002). *Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment*. New York: Simon and Schuster.

Shehzad, S., & Mahmood, N. (2013). Gender differences in emotional intelligence of university teachers. *Pakistan Journal of Social & Clinical Psychology,* 11 (1).

Shirom, A. (1989). Burnout in work organizations. In C.L. Cooper & I. Robertson (Eds.). *International review of industrial and organizational psychology* (pp. 25-48). New York: Wiley.

Sun, P., Chen, J. J. & Jiang, H. (2017). Coping humor as a mediator between emotional intelligence and job satisfaction: a study on Chinese primary school teachers. *J. Person. Psychol.* 16 155–159. 10.1027/1866-5888/a000185.

Vaillant, G.E. & Davis J.T. (2000). Social/emotional intelligence and midlife resilience in schoolboys with low tested intelligence. *Am. J. Orthopsychiatry.* 2, 215–222.
https://doi.org/10.1037/h0087783.

Yin, H. B., Lee, J. C. K., Zhang, Z. H., & Jin, Y. L. (2013). Exploring the relationship among teachers' emotional intelligence, emotional labor strategies and teaching satisfaction. *Teach Educ,* 35, 137–145.

Zou, G., Shen, X., Tian, X. Liu, C., Li, G., Kong, L. & et al. (2015). Correlates of psychological distress, burnout, and resilience among Chinese female nurses. *Ind Health*, 54, 389-395.