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Burnout among Secondary School Teachers in Relation to their Emotional Intelligence

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Abstract

The objectives of the study were to study emotional intelligence among secondary school teachers working in government and private schools, to study burnout among secondary school teachers working in government and private schools, to identify different levels of emotional intelligence among secondary school teachers working in government and private schools, to identify different levels of burnout among secondary school teachers working in government and private schools, to find out the relationship between emotional intelligence and burnout among secondary school teachers working in private schools, to find out the relationship between emotional intelligence and burnout among secondary school teachers working in government schools. Descriptive survey method was used in this study to obtain pertinent and precise information. The sample of this study included 150 secondary school teachers selected by using simple random sampling from the district Jalandhar. 75 teachers were selected from private secondary schools and other 75 were selected from government secondary schools. One standardized tool and one self prepared scale was used by the investigator. For the purpose of drawing out the results the investigator used statistical techniques like t- test & correlation. The conclusions of the study are there exists a significant difference in emotional intelligence among secondary school teachers working in private and govt. schools, there exists no significant difference in burnout among secondary school teachers working in private and govt. schools, there exists no significant difference in high level of emotional intelligence but there exists significant difference in average level and low level of emotional intelligence among secondary school teachers working in private and govt. schools, there exists no significant difference in high level of burnout but there exists significant difference in average level and low level of burnout among secondary school teachers working in private and govt. schools, there exists a significant relationship between emotional intelligence and burnout among secondary school teachers working in private schools, there exists a significant relationship between emotional intelligence and burnout among secondary school teachers working in govt. schools.

Key words: Burnout, Emotional Intelligence

Burnout firstly took place in mid of 1970 in USA then it rapidly started influencing people and created variety of personal and social problems among working people. Burnout is a concept deals with dysfunction among professionally working people. Stress is like electric power. As power can help to lighten up a bulb and provide brilliant illumination. But if the voltage is high then it can burn the bulb out. In this way, burnout can be defined as the end result of stress experienced that may result in exhaustion, irritation, ineffectiveness, inaction, discounting self and others, health

problems such as hypertension, ulcers and heart problems. It may be the result of excessive job demands that may have negative impact on energy strength. It is a psychological term that means a long term exhaustion and reducing the interest in work. Work over load or occupational stress is main cause of burnout. It is the state in which an individual is physically, mentally and emotionally disturbed by excessive and longtime stress. It occurs basically when you are not able to fulfill your basic demands. **Teacher Burnout:** Teacher burnout is a psychological condition used to describe the occurrence of acute disinterest and a state of mental, emotional and attitudinal exhaustion (Skoryk, Yuliia, 2013). It may lead to temporary or permanent absence from work. In most of the cases it is found that burnout affects those who works closely with other people especially in helping profession such as teaching. It is also stated that burnout affects those who are most enthusiastic and idealistic about their career. Various studies disclose different causes or reasons of burnout and stress in teaching profession such as high work load, conflict with staff members, overcrowded classrooms, less social support, behavior problems of students etc. Burnout develops gradually a result of prolong and extensive work related stress. **Emotional Intelligence** is concerns with the ability of people that how they monitor their own emotions as well as other's emotions and their abilities to distinguish different emotions and label them accordingly. It deals with one's capability that how he perceive emotions, control, access them and generate his emotions and how he transmit them to others. It may be considered as inborn characteristic or sometimes a learned activity. In current time it has become a very crucial topic of psychological research. Mayer and Salovey (1990) were the first who present their theory on emotional intelligence. Mayer and Salovey (1997) defined emotional intelligence as the capacity to perceive emotions, integrate emotions to facilitate thoughts, understand emotions and to manage the emotions for personal growth. Rust (2014) revealed in his study that the teachers who work to develop relationship, while conveying relevant instructions, exhibit greater students achievements. The people who have higher level of emotional intelligence are better leaders, managers and salespersons etc. to get along with peers have more opportunities to be promoted and to get success in their field especially when they are working with others. There is found a similar relationship in the field of education where teachers who demonstrate high level of emotional intelligence are responsible for high academic achievements for their students. The first use of the term Emotional Intelligence is usually done in Wayne Payne's doctoral thesis, A Study Of Emotion : Developing Emotional Intelligence from 1985. However the term become widely known with the publication of Daniel Goleman's Emotional Intelligence - Why it can matter more than Intelligence Quotient (1995). Goleman stated that this kind of intelligence is essential for a happy, productive life than Intelligence Quotient. Daniel Goleman born on 7 March, 1946. He was an author, psychologist, and science journalist; he named this kind of intelligence as Emotional Intelligence or Emotional Quotient. Goleman (1995-2003) presented the concept of emotional intelligence and formulated EI in terms of theory of job and work performance. He defines this term as a cluster of traits or abilities belonging to emotional aspect of life. It refers to the ability to recognize own and others feeling for inspiring ourselves and for handling emotions well in us

and also in existing relationships. Emotional Intelligence is one's competency to observe, express, recognize and adjust emotions. Emotional Intelligence is the ability to monitor and control one's own and others feelings in order to direct our thoughts and actions and also to understand the emotional state in order to act wisely in any relation. If people are good enough to recognize which kind of emotion they are actually feeling then we can say that they are emotionally intelligent. It also assists the person to know how their emotions affect their thinking pattern. To understand how anger and its influence on our behavior is an example of emotional intelligence. Ramana (2013) emphasizes the importance, qualities and results of teacher programs for enhancing emotional intelligence. Emotional Intelligence (EI), proactive coping, burnout and supervision support and ideas for improving the situation of the teachers in this study named as Emotional Intelligence and Teacher Effectiveness- An Analysis. The study disclosed that emotional intelligence helps the teachers to adopt the proactive strategies who are suffering from stress. Marc A. Brackett and Nicole A. Katulak (2006), in their study- Emotional intelligence in the classroom : skill based training for teachers and students present four emotional intelligence skills that are also included in Mayer & Salovey model (1997). The first skill, perception of emotion, denotes the capacity to recognize emotions in oneself and others, as well as in other incentives, including objects, art, stories, and music. The second skill is to use of emotion to assist thinking, refers to the ability to use or produce emotions to focus consideration, transfer feelings, or appoint in other intellectual processes such as reasoning, problem solving, and decision making. The third skill, understanding of emotion which refers to the ability to understand emotional evidence and the causes of emotions and how emotions syndicate, improve, and change from one to another. The fourth skill is the management of emotion that refers to the ability to be open to feelings and serve active approaches to promote personal understanding and growth. Afsar, Govil and Gupta (2015) conducted a study on secondary school teachers to explore their burnout level with reference to certain demographic variables like age, gender, marital status and place of living. The study enrolled a sample of 300 secondary school teachers of Aligarh district of Uttar Pradesh. To measure the level of burnout among secondary school teachers, Maslach Burnout Inventory was used and to interpret and analyze the data, t-test and analysis of variance was used. The study revealed that with respect to all three dimensions of burnout i.e. emotional exhaustion, depersonalization and personal accomplishment, the secondary school teachers have a lower level of burnout. It is also found out that there is no significant difference in their level of burnout according to their age, gender and marital status but the teachers significantly differ according to their place of living. Sahni and Deswal (2015) conducted a study on teacher educators to explore their level of burnout. The study taken the sample of 122 teacher educators of Haryana from govt. and govt. aided colleges of education affiliated to M.D.U, Rohtak (Haryana) and Kurukshetra University (Haryana). Maslach Burnout Inventory- Educator Survey was used to gather the data and Inventory evaluated the burnout level in three dimensions of emotional exhaustion, depersonalization and reduced personal accomplishment. Descriptive and univariate statistics were used to analyze the data. The study revealed that qualification, years of teaching experience, academic title, organizational climate,

occupational stress, psychological well-being, self-confidence and personality were significant indicators of burnout among the teacher educators while gender and teaching subjects were not significantly related to burnout factor. Bhardwaj (July 2014) conducted the study on burnout among secondary school teachers and its effect on teacher effectiveness taking into account the sample of 160 teachers of Solan district of Himachal Pradesh selected by random sampling technique. The study found that there is low level of burnout among the secondary school teachers and teaching experience and appointment procedure has significant effect on burnout. The study displayed that burnout has no significant effect on effectiveness of teachers. Ali and Praveeni (2013) conducted a study on 388 teachers working in high school teachers of Mysore city, Karnataka to examine the influence of age on their job burnout and occupational stress and the study revealed that teachers with higher age group had higher burnout scores in relation to reduction of personal accomplishment. Chand and Kumari (2013) examined the correlation between job stress burnout among technical teachers of five government polytechnic college of Himachal Pradesh. Their study revealed that prolong stress lead to burnout. It was also found that social support significantly negatively related to stress. The study also noted that some demographic variables such marital status, gender, experience and dissertation were correlated with stress among the technical teachers. Arora (2013) conducted the study on different levels of burnout in relation to area, gender and teaching experience of secondary school teachers. The study selected the sample of 130 urban and rural senior secondary school teachers from S.A.S district of Punjab. The study revealed that there is no significant difference in the levels of burnout among male and female secondary school teachers. But there is a significant difference in levels of burnout among teachers belonging to urban and rural areas. Antoniou, Ploumpi and Ntalla (2013) conducted the study on professional burnout and occupational stress among primary and secondary teachers. The objective of the research was to study the levels of stress and burnout among teachers. It also deals with coping strategies used by teachers. The study enrolled the sample of 388 public school teachers in Attica. The study revealed that the primary teachers experience higher level of stress than secondary teachers. Kiiru (2012) conducted a case study on burnout levels and its relationship with classroom performance of teachers of public schools of Nyandarua North District, Kenya. Stratified random sampling technique was used in the study. The case study enrolled a sample of 82 teachers from a target population of 245 teachers in 24 secondary schools. The findings of the study was that the classroom performance of teacher would decrease if teacher is suffering from burnout. Lath (2012) conducted the study on occupational stress among the private school teachers as well as government school teachers in relation to age, gender and their experience. The objective of study was to find out the cause of stress among teachers. The study enrolled the sample of 200 teachers and revealed that teachers from different schools face stress in different ways. The results of the study was that the teachers working in government schools particularly males experience a little more stress than the teachers working in private managed schools. The variables like age, gender and experience play an important role in the case of stress. Reddy and Poornima (2012) conducted the study on 9 state universities of South India in order to analyse the professional

burnout among university teachers. The finding of study was that majority 74% of university teachers were suffering from high level of occupational stress and 86% of teachers suffering from professional burnout. The study also revealed that there is a positive relationship between occupational stress and professional burnout of university teachers. Koruklu, Feyzioglu, Kiremit and Aladag (2012) conducted the research on burnout level of among teachers taking into account 532 secondary education teachers working in Aydin. The study disclosed the results that there is significant difference between teachers burnout level and their demographic aspects as age, sex, seniority and their views about relation with administrators and colleagues but in relation to type of school they work in, the physical condition of school, academic level of students, there is no significant difference. Fisher (2011) analyzed factors influencing stress and burnout taking into account 400 secondary teachers. The study founded that the factors influencing burnout level of new and experienced teachers are different but difference in stress level was not statistically significant. The study considered stress and burnout as predictor of job satisfaction. Also year of experience, burnout measured stress and burnout was predicted by stress and job satisfaction. Shukla and Trivedi (2008) conducted the study on Indian teachers to examine the influence of burnout on their teaching performance. The study disclosed that teachers showed the symptoms of burnout as emotional exhaustion, physical fatigue, lack of energy, use of alcohol and drugs etc. The study revealed that burnout affect teaching performance of the teachers. Azeem (2008) conducted a study on job burnout among university teachers and enrolled a sample of 300 university teachers including lecturers, readers and professors. The found out that lecturers have high level of emotional exhaustion and significantly different on emotional exhaustion from readers and professors. Similarly the readers show less emotional exhaustion as compared to lecturers but high emotional exhaustion as compared to professors. Betoret (2006) conducted study on burnout, self efficacy and coping resources among secondary school teachers. The study enrolled the sample of 247 teachers of secondary schools of Spain. The study revealed that there is less stress and burnout among teachers who has high level of self efficacy and more coping strategies than those teachers who has low level of self efficacy and less coping resources. Rust (2014) conducted a study to establish a relationship between emotional intelligence of the teachers and academic achievement of the students. The study enrolled the sample of sixth grade mathematics students and their corresponding teachers in one Midwestern school district. The study revealed that the teachers with high level of emotional intelligence are well able to motivate the students in the classroom for their academic achievement and they maintained good peer relationship as well. Hans, Mubeen and Rabani (2013) conducted the study on private educational institution teachers in relation to their emotional intelligence. A sample of 100 teachers was selected who were working in private educational institution in Sultanati of Oman. The finding of the study was that these teachers had high level of emotional intelligence. Maharana (2013) conducted the study on emotional intelligence of higher secondary school teachers and enrolled 100 higher secondary school teachers of Madhya Pradesh. The study revealed the fact the emotional intelligence was not affected by the variables like sex, type of school, age and length of experience.

Mehmood, Qasim and Azam (2013) conducted the study to analyze the impact of emotional intelligence on the performance of teachers. The objective of study was to measure the relationship of emotional intelligence on teacher performance. 100 teachers of two universities were enrolled to conduct the study. The study revealed that the teachers who are more emotionally intelligent, they can perform better than others who are less emotionally intelligent. Ramana (2013) conducted the study to analyses the concept of emotional intelligence in relation to teacher effectiveness. The study revealed that emotional competence of teacher is beneficial for own welfare as well as for bringing quality in teaching learning process. Mishra and Laskar (2013) conducted a study on emotional intelligence of secondary and senior secondary school teachers in relation to their gender, experience and qualification variations. A sample of 120 secondary and senior secondary teachers of Hailakandi district of Barrack valley, Southern Assam was taken to assess their emotional intelligence with the help of standardized tool. The findings of the study was that 25% teachers of the total sample have high level of emotional intelligence, 25% having average level of emotional intelligence and 50% teachers of the total sample are having poor emotional intelligence. Gender, experience and qualification variations wise no difference is found. But designation wise variation is present. Jude (2011) conducted the study on different variables as emotional intelligence, gender and occupational stress among secondary teachers and enrolled 392 secondary teachers of Ondu state. The study revealed that there was no significant difference among male and female secondary school teachers regarding to their occupational stress. Shankar and Keerthi (2010) conducted the study on emotional intelligence among middle school teachers and enrolled 300 teachers of middle school of Naga Patinam district of Tamil Nadu. The objective of study was to measure the level of emotional intelligence among the middle school teachers. The study enrolled the sample of 300 teachers selected from middle schools of Naga Patinam district at Tamil Nadu. The finding of study was that as compared to men, the female teachers lack in the area of emotional intelligence. Penrose, Perry and Ball (2007) conducted the research on emotional intelligence of teachers in relation to their status and experience. The study established a link between emotional intelligence and teacher efficacy. The study disclosed that the status and experience of teachers significantly influenced the teacher self efficacy. But the study did not establish any relationship between emotional intelligence of teachers, their self efficacy and effectiveness. Begum (2014) conducted the study to explore the levels of emotional intelligence among teachers who are working in private institutions of Erode District. The study also highlights the significance of emotional intelligence in personal, academic and career success. To complete the study, descriptive research design was used and stratified random sampling was taken. The high school teachers were selected for the sample of the study. With the help of questionnaire on emotional intelligence, the data was collected and analyzed with the help of descriptive statistics. The study recognized the phenomena related to emotional intelligence among the teachers of private institutions of Erode District. The study revealed that the emotional intelligence of the teachers affected by demographic factors. The result and the output of the study was that the teachers of the private institutions of Erode District have fairly high level of

emotional intelligence. Sayed, Zeiny and Adeyemo (2014) conducted a study to establish a link or relation between occupational stress with emotional intelligence and self efficacy of the faculty members. A sample of 91 faculty members working in Nursing , Zagazig university in the academic year of 2011-2012 was selected for study. The study revealed that most of the faculty members are suffering from high level of occupational stress and low level of emotional intelligence and self efficacy. The occupational stress negatively influenced emotional intelligence and self efficacy of the faculty members. Toor (2013) conducted a study in order to compare social and emotional intelligence of secondary school teachers in relation to their gender and type of school. The study takes the sample of 850 secondary school teachers of Punjab. The study revealed that there is no significance difference emotional intelligence of the male and female teachers. The teachers working in private schools are significantly more socially intelligent than the teachers teaching in govt. secondary schools. In private schools male secondary school teachers are more emotionally intelligent as compared to female secondary school teachers. In govt. schools female teachers are more emotionally intelligent than private secondary school teachers. Vaezi and Fallah (2011) conducted a study in which they tried to established relationship between emotional intelligence and burnout among Iranian teachers. This relationship was established in the context of their demographic variables. The emotional intelligence and burnout among teachers were measured with the help of questionnaire and the result was obtained with help of Pearson Product Moment correlation method. The findings of the study revealed that there were significant negative correlation between emotional intelligence and burnout , burnout, teaching experience and age and positive correlation between teacher`s emotional intelligence, teaching experience and age. After applying T-test the result was that there was no significant difference in teacher`s emotional intelligence and burnout with respect to their gender. Thronqvist (2011) conducted a study among the teachers of rural Florida school district in relation to their emotional intelligence and burnout. The study revealed that there exist significant relationship between emotional intelligence and gender and emotional intelligence and race/ethnicity. The teachers who are from sixteen years in the profession of teaching have greater feelings of personal accomplishment. The more stressors teachers, the higher his/her emotional exhaustion score. Chain (2006) conducted the study to draw out the relationship between the components of emotional intelligence (emotional appraisal, positive regulation, empathic sensitivity and positive utilization) and the components of teacher burnout (emotional exhaustion, depersonalization and reduced personal accomplishment), the study taken the sample of 167 Chinese secondary school teachers in Hong Kong. The study revealed that emotional exhaustion, influenced by emotional appraisal and positive regulation were casually preceding to depersonalization and personal accomplishment but personal accomplishment could develop relatively independently from the burnout components through the influenced of positive utilization of emotions.

Objectives

- To study emotional intelligence among secondary school teachers working in government and private schools.

- To study burnout among secondary school teachers working in government and private schools.
- To identify different levels of emotional intelligence among secondary school teachers working in government and private schools.
- To identify different levels of burnout among secondary school teachers working in government and private schools.
- To find out the relationship between emotional intelligence and burnout among secondary school teachers working in private schools.
- To find out the relationship between emotional intelligence and burnout among secondary school teachers working in government schools

Hypotheses

- There exists no significant difference in emotional intelligence among secondary school teachers working in government and private schools.
- There exists no significant difference in burnout among secondary school teachers working in government and private schools.
- There exists no significant difference in different levels of emotional intelligence among secondary school teachers working in government and private schools.
- There exists no significant difference in different levels of burnout among secondary school teachers working in government and private schools.
- There exists no significant relationship between emotional intelligence and burnout among the teachers working in private secondary schools.
- There exists no significant relationship between emotional intelligence and burnout among the teachers working in government secondary schools.

Sample : For the present study, the investigator selected 150 secondary school teachers (75 from govt. schools and 75 from private schools) as a sample from 20 secondary schools in Jalandhar district of Punjab

Tool Technique:

1. Emotional Intelligence scale standardized by Anukool Hyde, Sanjyot Pethe and Upinder Dhar.
2. Self prepared scale of burnout

3. 1. Results

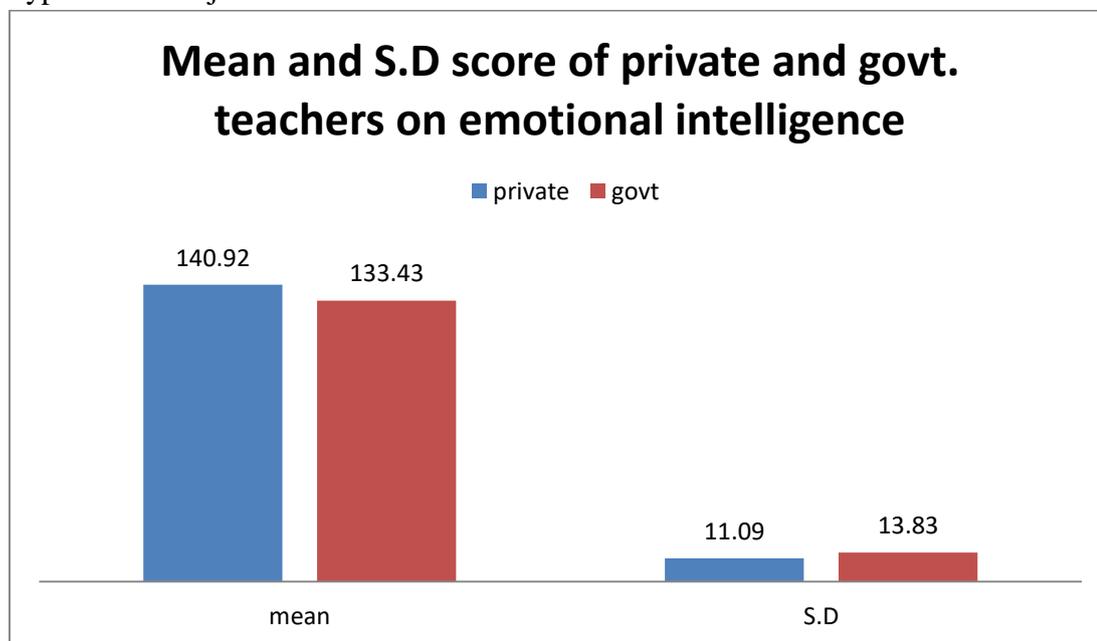
Hypothesis 1: There exists no significant difference in emotional intelligence among secondary school teachers working in private and govt. schools.

Table 3.1.1

Result of t-test with respect to emotional intelligence among govt. and private secondary school teachers.

Variable	Type of school	N	Mean	SD	t-value
Emotional Intelligence	Private	75	140.92	11.09	3.66
	Govt.	75	133.43	13.83	

Table 3.1.1 shows that mean score of emotional intelligence among teachers working in private and govt. schools is 140.92 and 133.43 respectively and the calculated t-value was found to be 3.66 which is greater than the tabulated value 1.98 (df=148) at 0.05 level of significance. Therefore, it can be interpreted that there exists a significant difference in emotional intelligence among secondary school teachers working in private and govt. schools. So the first hypothesis is rejected.



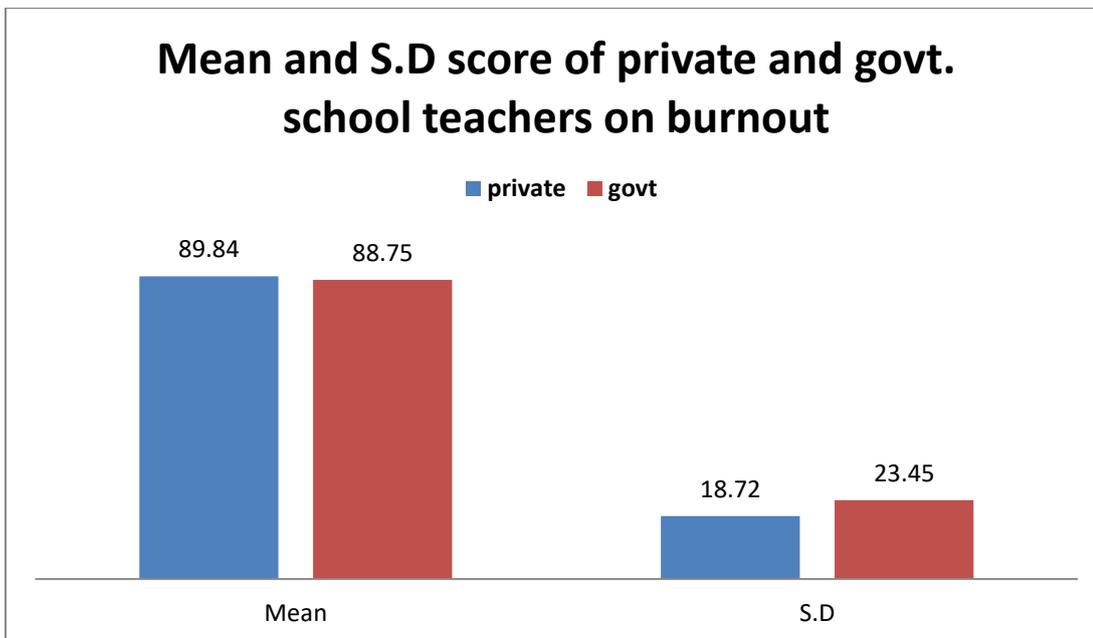
Hypothesis 2: There exists no significant difference in burnout among secondary school teachers working in private and govt. schools.

Table 3.2.1

Result of t-test with respect to burnout among govt. and private secondary school teachers.

Variable	Type of school	N	Mean	SD	t-value
Burnout	Private	75	89.84	18.72	0.32
	Govt.	75	88.75	23.45	

Table 3.2.1 shows that mean score of burnout among teachers working in private and govt. schools is 89.84 and 88.75 respectively and the calculated t-value was found to be 0.32 which is less than the tabulated value 1.98 (df=148) at 0.05 level of significance. Therefore, it can be interpreted that there exists no significant difference in burnout among secondary school teachers working in private and govt. schools. So the second hypothesis is accepted.



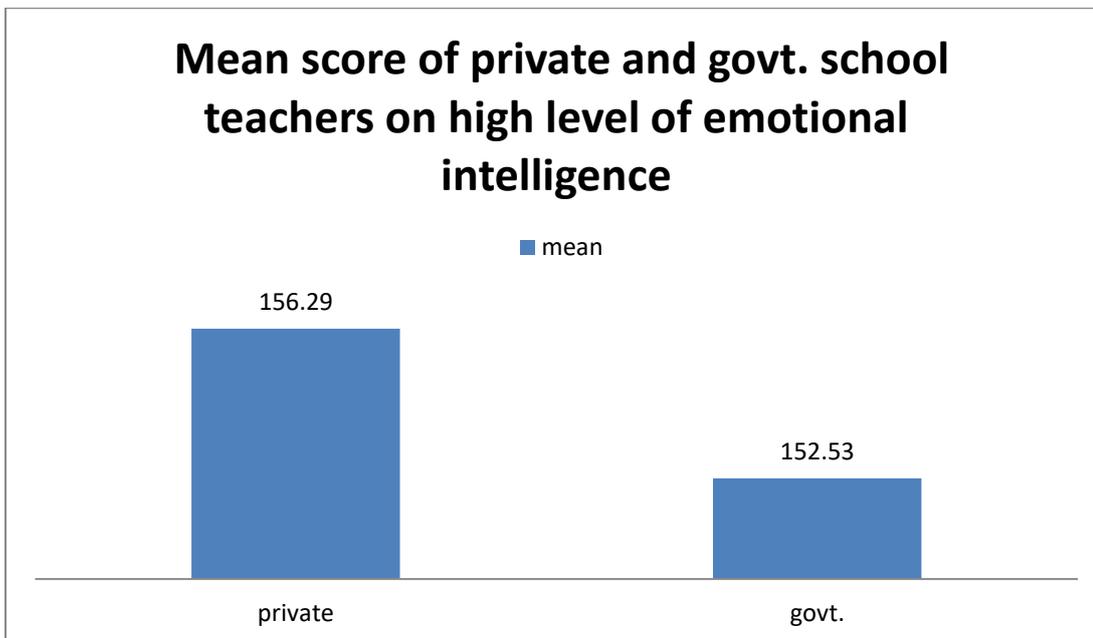
Hypothesis 3: There exists no significant difference in different levels of emotional intelligence among secondary school teachers working in government and private schools.

Table 3.3.1

Result of t-test with respect to high level of emotional intelligence among govt. and private secondary school teachers.

Emotional Intelligence	N	Mean	SD	t-value
Private	17	156.29	5.81	1.85
Govt.	17	152.53		

Table 3.3.1 shows that mean score of the teachers having high level of emotional intelligence working in private and govt. schools is 156.29 and 152.53 respectively and the calculated t-value was found to be 1.85 which is less than the tabulated value 2.04 (df=32) at 0.05 level of significance. Therefore it be interpreted that there exists no significant difference in high level of emotional intelligence among secondary school teachers working in private and govt. schools.



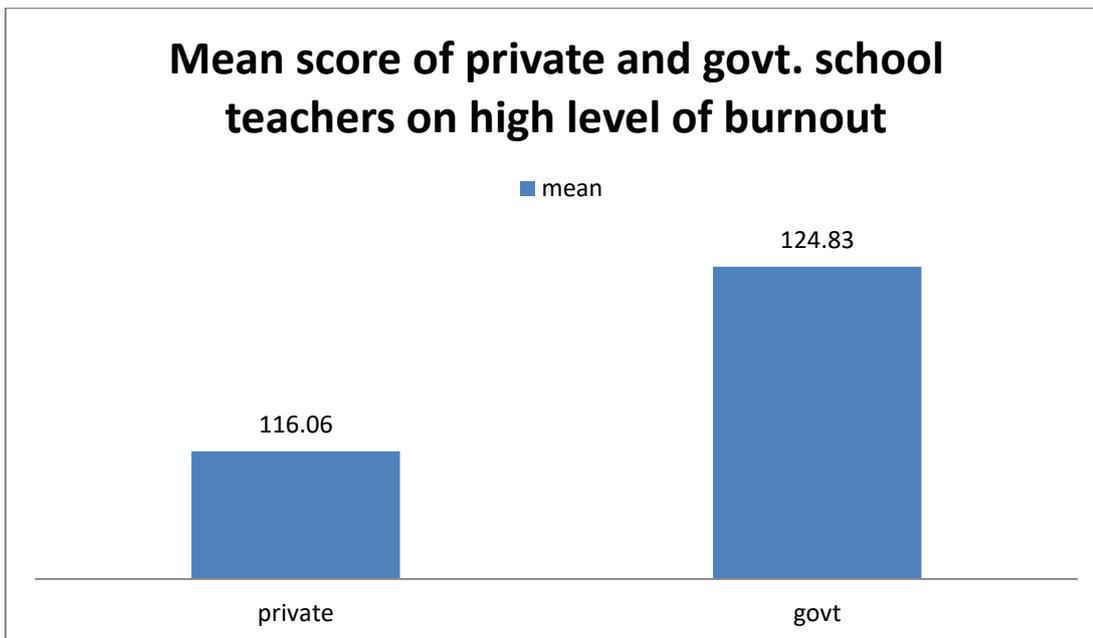
Hypothesis 4. There exists no significant difference in different levels of burnout among secondary school teachers working in government and private schools

Table 3.4.1

Result of t-test with respect to high level of burnout among govt. and private secondary school teachers.

Burnout	N	Mean	SD	t-value
Private	18	116.06	14.42	1.84
Govt.	18	124.83		

Table 3.4.1 shows that mean score of the teachers having high level of burnout working in private and govt. schools is 116.06 and 124.83 respectively and the calculated t-value was found to be 1.84 which is less than the tabulated value 2.03 (df=34) at 0.05 level of significance. Therefore it be interpreted that there exists no significant difference in high level of burnout among secondary school teachers working in private and govt. schools.



Hypothesis 5: There exists no significant relationship between emotional intelligence and burnout among secondary school teachers working in private and schools.

Table 3.5.1

Result of co-efficient of correlation between emotional intelligence and burnout among teachers working in private secondary schools

Variables	Type of school	N	Correlation
Emotional Intelligence	Private	75	0.99
Burnout	Private		

Table 3.5.1 shows that the calculated correlation was found to be 0.99. The tabulated correlation (df= 73) at 0.05 level of significance is 0.232. As the calculated value is greater than the tabulated value, so it can be interpreted that there exists significant relationship between emotional intelligence and burnout among teachers working in private schools. So the hypothesis that there exists no relationship between emotional intelligence and burnout among teachers working in private schools is rejected.

Hypothesis 5: There exists no significant relationship between emotional intelligence and burnout among secondary school teachers working in government schools

Table 3.6.1

Result of co-efficient of correlation between emotional intelligence and burnout among teachers working in govt. secondary schools

Variables	Type of school	N	Correlation
Emotional Intelligence	Govt.		
Burnout	Govt.	75	0.94

Table 3.6.1 shows that the calculated correlation was found to be 0.94. The tabulated correlation (df= 73) at 0.05 level of significance is 0.232. As the calculated value is greater than the tabulated value therefore it can be interpreted that there exists a significant relationship between emotional intelligence and burnout among teachers working in govt. schools. So the hypothesis that there exists no relationship between emotional intelligence and burnout among teachers working in govt. schools is rejected.

Conclusion :

Results of research show acceptance or rejection of the hypotheses:

1. There exists a significant difference in emotional intelligence among secondary school teachers working in private and govt. schools.
2. There exists no significant difference in burnout among secondary school teachers working in private and govt. schools.
3. There exists no significant difference in high level of emotional intelligence but there exists significant difference in average level and low level of emotional intelligence among secondary school teachers working in private and govt. schools.
4. There exists no significant difference in high level of burnout but there exists significant difference in average level and low level of burnout among secondary school teachers working in private and govt. schools.
5. There exists a significant relationship between emotional intelligence and burnout among secondary school teachers working in private schools.
6. There exists a significant relationship between emotional intelligence and burnout among secondary school teachers working in govt. schools.

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