

Influence of Emotional, Spiritual, Physical and Social Intelligence Towards Burnout

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Abstract- Burnout is a situation when one suffers from physical, mental and emotional fatigue, and this in turn can affect work performance. Burnout is common among careers that involve services for customers, and teaching profession is one of them. Burn out is caused by external and internal factors and this study is looking at internal factors that influence burnout among teachers in terms of emotional, spiritual, physical and social intelligence. Level of emotional intelligence, spiritual intelligence, physical intelligence, social intelligence and burnout are also focused. This is a descriptive correlational study on 377 teachers selected by random stratified and cluster sampling, using questionnaire as the instrument for data collection. Descriptive data analysis based on mean value, standard deviation and percentage. Structural Equation Modelling (SEM) is applied to see the influence of research variables towards burnout. Findings show that the level of emotion, spiritual, physical and social intelligence are high, meanwhile the level of burnout among teachers is moderate. All variables show significant relationship with burnout. Emotion, spiritual and physical intelligence gave direct effect towards burnout, while social intelligence is otherwise. Intelligences mentioned can be a point to consider in selecting new teachers in the future.

Keywords: Burnout, Emotional Intelligence, Spiritual Intelligence, Physical, Social Intelligence

I. INTRODUCTION

Burnout is a situation where individual who is involved in a task is exhausted from physical, mental and emotion aspects. burnout is extreme feelings of failure, tired and fatigue because of burdensome demands on someone energy, strength and persistence (Faber, 1991). The concept of burnout consists of three main types; emotional exhaustion, depersonalization and reduced personal accomplishment (Maslach, 2001).

According to Anbar and Ekar (2008) many professions are exposed to burnout. Teaching is one of occupations that is more exposed to burnout. In teaching, teachers must communicate with many students, colleagues, parents and community and it is done in different ways. As a result, teaching profession is a challenging form of social service (Syed Ismail & Ahmad Subki, 2013).

Teachers and educators must be aware of the latest developments in politic, economy, social, and especially in education because the goals of education is the well-being of students and their future, and, the nation as well.

Burnout generally caused by two factors, commonly known as the internal and external factors (Schaufeli, Maslach & Marek (1993). Internal factors can be age, gender, self pride and personality, while external factors can be weak psychological value, working environment, low chances for promotion, inadequate rewards, less social supports from employer, work demands and boring nature of the job. Besides, lower income backgrounds, working environment and sociocultural practices can contribute to burnout too.

On the other hand, according to Maslach and Jackson (2001) individual factors are gender, age, academic achievement and marriage status. Men who experienced burnout normally depersonalized themselves, while women tend to exhaust emotionally, and younger workers are more likely to experience burnout than the older workers, and unmarried men easily faced burnout than married men.

In addition, burnout is usually related to physical, intellectual, social, emotional and spiritual intelligence conditions (Brock & Grady, 2002). When an individual is experiencing various physical ailments such as headache, stomachache, blood pressure and body weight problem that is the sign that one is experiencing burnout. Individuals who experienced burnout from intellectual aspect face difficulty in decision making. They fail to organize thoughts and hard to focus while doing tasks. Due to low social intelligence, individuals with burnout tend to avoid meeting and hanging out with other people. Emotionally, individuals experiencing burnout is said to be in unbalance and unstable state. Burnout also relates to spiritual intelligence where the level of self-worth and personal value getting weaker. This research aims to look at how emotional, spiritual, social and physical intelligence contribute to burnout. Then, to determine the levels of emotional intelligence, spiritual intelligence, physical intelligence, social intelligence, durability and burnout among teachers, and the relationship between internal factors that contribute towards burnout. This is a quantitative study using questionnaire and the source of data collected from secondary school teachers in Selangor.

Burnout

According to Maslach (2011) burnout is disturbance of emotion that exist between human, job and the surroundings that cause human to do various actions which can bring various negative implications. Maslach divides the implications into three sub-scales; emotional

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exhaustion, depersonalization and reduced personal accomplishment.

Emotional exhaustion is a state when emotional needs towards job exceed individual emotional resources. At this level, someone will feel the job is psychologically and emotionally too much to bear. Depersonalization is a situation when personal psychological disturbance occurs in the life of someone professional. The individual who is experiencing depersonalization changes his attitude such as becoming a rude person, be indifferent and enclosed towards surroundings. Reduced personal accomplishment refer to situation or condition where an individual gives negative self-evaluation towards his personal achievement because he loses the effectiveness and feel that his self-esteem is threatened (Maslach, 2011).

Emotional, Spiritual, Physical and Social Intelligence

Emotional intelligence (EQ) is an important for every individual, especially for those who are working. EQ refers to someone ability to make perception and deliver accurate emotion, use emotion to help thinking process, understand emotion to help thinking process, understand emotion, and manage emotion in self and other people. Mayer and Salovey (1997) stated an individual who has emotional intelligence will able to manage feelings, handle stress, and face failure optimistically and avoid them from burnout.

Spiritual Intelligence (SQ) refer to individual ability towards knowledge, attitude or nature which is formed in individual's heart from the comprehension and evaluation made based on religious elements and values, and then translated into actions. According to Zohar and Marshall (2000), this intelligence is related to an individual's practice and knowledge when encountering any situation that demands one's meaning and evaluation. The comfort and confidence held for the beliefs and practice become motivation to the success, depending on self directives and focus, for endurance and persistence.

Falls (1980) defines Physical Intelligence (PQ) includes the function that relate to physiology and psychology that is believed to provide protection from threats of hypokinetics disease (less movements) such as heart disease, obesity and various muscle and bone diseases. Anderson (2006) refers PQ as awareness and use of body sensational, ability to support healthier lives and welfares, provide informations about surroundings safety and comfortability and, increase self development and spirituality in life process. But, fatigue and lack of recess due to changes and uncertain bedtime patterns because of disturbance are factors of burnout (Brock & Grady, 2002). Physical symptoms such as disease and involve in small accidents because losing focus are also signs of individual is having burnout.

Buzan (1997) explains social intelligence is someone measure self efficacy in socializing within community, ability to have social interaction with people around and builds and organizes social supports group in the community. Even, resilient individuals depend on other persons to help them live during difficult time. They also need to develop good social support networks from friends

and family to help reduce the impact of pressure in life. Burnout is not a nature. It is relatively built, develop and dynamic through social relationship that exist in individual surroundings.

II. METHODOLOGY

This is a quantitative reaserch with the aim to examine the relationship between factors of emotional, spiritual, physical and social intelligence with burnout among teachers of Public Secondary School in Selangor. About 377 teachers participated in the research through stratified random sampling. To gather data, 40 questionnaires were distributed to each school in the of Gombak, Klang, Hulu Langat, Sepang, Petaling Utama, Petaling Perdana, Hulu Selangor, Kuala Langat, Kuala Selangor and Sabak Bernam. The questionnaires have six main parts; Part A, Part B, Part C, Part D, Part E and Part F, to gather data for demography, physical intelligence, emotional intelligence, spiritual intelligence, social intelligence and burnout respectively.

III. RESULTS AND FINDINGS

Results of descriptive analysis showed teachers have high level of emotional intelligence for sub constructs of perception towards emotion and emotion management, while use of emotion was at good level. Teachers have high levels of spiritual intelligence manifested through research sub constructs, that are practice and knowledge, and human values. Physical intelligence represented by three sub-constructs, namely energy body awareness, comfort body awareness and inner body awareness. Energy body awareness and comfort body awareness is at moderate level, while inner body awareness is at high level. For teachers' social intelligence, analysis show that the mean score is high which means teachers have high social intelligence where they love to make friends, be together with other people and concern with feelings of people in their surroundings. All five sub constructs show high level of intelligence among teachers. Meanwhile, as for burnout, analysis shows that emotional exhaustion and depersonalization are at moderate level, and personal accomplishment is at high level overall, teachers' burnout is at moderate level.

Findings of relationship between variables with burnout

TABLE I: MATRIX CORRELATION ANALYSIS OF EMOTIONAL INTELLIGENCE, SOCIAL INTELLIGENCE, PHYSICAL INTELLIGENCE, SPIRITUAL INTELLIGENCE AND BURNOUT

Variables	Emotio nal Intellige nce	Physica l Intellige nce	Spiritua l Intellige nce	Social Intellige nce	Bur nout
Emotional Intelligence	1				
Physical Intelligence	.825**	1			
Spiritual Intelligence	.802**	.780**	1		

Social Intelligence	.737**	.625**	.688**	1
Burnout	-.329**	-.387**	-.419**	-.214**

Based on Table 1, Pearson coefficient value is $r=.825$, $p=.000$ for relationship between emotional intelligence with physical intelligence; $r=.802$, $p=.000$ for relationship between emotional intelligence with spiritual intelligence; $r=.737$, $p=.000$ for relationship between emotional intelligence with social intelligence; and, $r=.730$; and, relationship between emotional intelligence with burnout. Since significant value is smaller than 0.5, this findings can be summarized as all measured variables has significant relationship with teachers' emotional intelligence, with strong relationship existed between variables of physical intelligence ($r=.825$), spiritual intelligence ($r=.802$), and social intelligence ($r=.737$), but moderate strength of relationship between emotional intelligence with burnout ($r=.568$).

Next, for the relationship between physical intelligence with social intelligence, the value is $r=.780$, $p=.000$ and $r=.625$, $p=.000$. This shows that all measured variables have strong significant value with spiritual intelligence ($r=.780$), but moderate relationship with physical intelligence variable ($r=.625$) and, burnout with physical intelligence ($r=-.387$).

Next, for the relationship between spiritual intelligence with social intelligence, the value is $r=.668$, $p=.000$, which means there is a significant relationship for all measured variables. However, the strength of relationship for social intelligence and burnout is moderate at ($r=.688$); and spiritual intelligence and burnout is weak at ($r=-.419$). All measured variables show significant relationship at moderate strength. It is concluded that all intelligences have significant relationship with burnout.

Findings of research analysis on variables direct effect with burnout

Direct effect analysis was conducted through Structural Equation Modelling (SEM) and Amos. Results of direct effect analysis for emotional intelligence ($\beta=-.85$, $p=.000$), physical intelligence ($\beta=-.35$, $p=.000$), and spiritual intelligence ($\beta=-.68$, $p=.000$) showed negative significant value with burnout. The displayed direct relationship showed direct relation between measured variables. Higher intelligence in emotional, physical and spiritual, decrease the level of burnout among teachers. However, results of direct effect relationship analysis show insignificant value for social intelligence ($-.08$, $p=.460$) towards burnout. A detail report was recorded in Table 2 below:

TABLE 2: RESULTS OF HYPOTHESIS TEST FOR DIRECT EFFECT ANALYSIS

Hypothesis Path	Expectation Relationship	B	P	Results of Hypothesis
H ₁ : KE → BO	Negative	-.85	.000	Accept

H ₂ : KS → BO	Negative	-.08	.460	Reject
H ₃ : KF → BO	Negative	-.35	.000	Accept
H ₄ : KSp → BO	Negative	-.68	.000	Accept

Note:
KE: Emotional Intelligence; KS: Social Intelligence; KF: Physical Intelligence; KSp: Spiritual Intelligence; BO: Burnout

IV. DISCUSSION

Direct Effect of Emotional, Spiritual, Physical, and Social Intelligence with Burnout

The findings show negative significant direct effect between emotional intelligence and burnout, and is similar to studies reported by Alavinia & Ahmadzadeh (2012); Pishghadam & Sahebjam (2012); Robiatul Adawiyah (2013); Saiiari et al., (2011); Vaezi & Fallah (2011) and Zysberg et al., (2017) which respectively held in Iran, Spain and Indonesia on teachers at secondary school level. This situation obviously shows that teachers with strong emotional intelligence more able to handle emotion and able to react rationally, and less likely to experience burnout, though emotional intelligence has been proven to cause burnout among teachers. Simultaneously, anxiety about having burnout may spread among teachers in the same school because behaviours related to emotional intelligence can be observed by others (Robiatul Adawiyah, 2013). In this regard, Alavinia & Ahmadzadeh (2012) report that 48 % burnout's effect come from emotional intelligence situations experienced by teachers. The findings that teachers are generally emotionally very stable maybe due to their ability to control healthier emotion level because they can see and evaluate the situation of their emotion, know how to express their feelings and can guard their emotion effectively (Salovey et al., 1999). This indicates that emotional intelligence is important in reducing and gradually eradicating burnout among teachers. Teachers must have intelligence in aspects of controlling emotion, identifying their emotion and other people, and do not act emotionally so that they are not burnout when at school.

Findings also show spiritual intelligence has effect towards burnout among teachers. This finding is supports by a research held by Moradi et al., (2017) who looked on direct effect of spiritual intelligence with burnout among workers at Mohagnesh Ardarbi Iran University which showed ($P > 0.01$, = -0.41) significant relationship between spiritual intelligence and burnout. It is suggested that one of the main success factors of big organisations depend on the directors' and their workers's spiritual intelligence. This is supported by researches of Akbarizadeh, et al. 2012); Captari (2010); and Wachholtz & Rogoff (2013) which respectively looked on spiritual intelligence effects among medical students, nurses and college assistants at university. The lower the spiritual intelligence, the higher the probability of burnout to occur. Teachers must have spiritual strength through religious practices, positive dispositions and values in carrying out their life and daily tasks. This provide them with comfort, calmness and assurance about what they are doing and the

outcomes and more likely able to prevent teachers from burnout. Since the context of the study is quite similar, teachers are more likely to think the salary that they receive must be blessed by God. For that they must work hard and not half heartedly and there is no question of burnout for they bound by the concepts of sins and reward for good deeds. Those who have higher intelligences tend to understand more of a situation and always pray to God for goodness and protect them from unwanted scenarios. Those with high spiritual intelligence have souls that have the tendency to include all life matters translated into prosperous life in the Hereafter (Jeloudar & Godarzi (2012).

Findings also show negative significant direct effect between physical intelligence with burnout. This is supports by Salvagioni et al., (2017) who stated that physical effects are experienced by those who suffer from hypercholesterolemia disease, diabetes, heart disease, cardiovascular interference, muscle aches, changes in pain experience, prolonged fatigue, headaches, gastrointestinal problem, breathing problem, severe injury and death under age 45 years. The psychological effects are insomnia, depression symptoms, uses of psychotropic and antidepressant, mental disturbance and psychology disease symptoms. These effects show that physical intelligence is among factors that cause burnout.

There are studies which involves burnout and social intelligence or vice versa in other fields other than teachers such as nursing (Taormina & Law, 2000), human service (Liang & Hsieh, 2008), and factory worker (Gao, 2013). Direct studies on teachers' burnout and social intelligence show no effect towards burnout. However, research by Caspersen and Raeen (2014) suggest that teachers at early stage may experience burnout if their social relationship with friends cannot be built at early level of service. This is precisely similar with the research finding because all respondents have more than a year teaching experience. This finding also proves that social intelligence does not influence burnout among teachers.

V. CONCLUSION

Education is an important asset for all individuals and essential aspect in developing the country. The development of human capital must be balanced from the aspects of physical, emotion, spiritual, intellectual and social. Therefore, the ability of teachers to manage all tasks and responsibility without feeling pressured is the basis of students' development through teaching and learning process in classroom. Teachers must have positive emotional, spiritual and physical intelligence so that they are more stable and unlikely to experience burnout. Spiritual intelligence is important to ensure teacher's burnout is lessen and teacher's focus towards the achieving the educational aspirations of the nation can be achieved.

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