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## A STUDY ON EMOTIONAL INTELLIGENCE & BURNOUT SYNDROME OF PRIVATE SCHOOL TEACHERS

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### Abstract:

Teachers are gradually experiencing high way of thinking of pressure, which affects the excellence of teaching. whereas upward the emotional intelligence (EI), it helps to prevent these unenthusiastic approach from appear. It give teachers the aptitude to control his or her emotions, construction them stronger in conditions of conclusion production in teaching environments, as healthy as being the issue for the right to use of teaching. during the constructive strengthening of EI, the be exhausted condition is summary. in view of the fact that, it avoids the emotion of aggravation and leads to the psychological welfare of teachers. The current study is confined to Coimbatore city and is finalized to believe concerning the emotional intelligence and burnout syndrome of school teachers. The most important objective of the learning is to evaluate the burnout syndrome levels of the teachers and their level of emotional intelligence

**Keyword:** emotional intelligence, burnout syndrome

### I.INTRODUCTION

Emotional intelligence has turn out to be a key aspect in educational environments, which facilitate and contribute to the intellectual well – being of teachers, and consequently, special treatment regarding the knowledge and instruction procedure. on the other hand educational professionals are below steady stress. This stress is called as burnout syndrome. The capability developed to be in charge of the pressure is emotional intelligence.

The study presents the methodical appraisal, paying communal consideration to the technical literature that combines Emotional Intelligence and Burnout Syndrome in the work performance of teachers. Emotional exhaustion is the core component of burnout. The individual with emotional exhaustion is no longer able to provide of him or herself at an emotional or psychological level. Simplifying emotional overtiredness refers to reaction emotionally worn out by intense communications what can lead to depersonalization and reduced individual accomplishment.

### II.REVIEW OF LITERATURE

**Gardner, Sallie. (2010)<sup>1</sup>:** Student-teacher distress has the possible to crash on the individuals who are to become teachers, the profession and the education system. This review examines what is recognized of psychological distress among university students, teachers and student-teachers, the stress connected with their sensible experience and the known collision of psychological distress. A short overview of modern stress management approach is also presented. The critic contend that the possible difficulty for potential teachers requires a holistic approach, commencement through sympathetic contemporary strategies

available to person institution of higher education students, and pre-emptive stress organization programs provide within tertiary teaching, which may be made obtainable to future student-teachers.

**Sudalaiyandiet al., (2011)<sup>2</sup>:** in their study on the degree of work load and its result on the job approval on self-sufficient manufacturing college teachers in Tirunelveli found that more than semi of the teachers be not happy with the work load and specially on extra special education lessons given by the colleges. Conducted a study to identify the personality factors that reason stress among school teachers. She found that seven out of ten teachers are exhausted because of inflexible working hours and lost their control in class rooms

### **III.STATEMENT OF THE PROBLEM**

Stress can be distinct as inappropriateness flanked by provide of human being ability and command from the work-environment. The responsibility of a teacher is significant since it requires upgrading the acquaintance and skill continually. Teacher stress know how to be distinct as the understanding by a educator of disagreeable pessimistic emotion such as anger, frustration, anxiety, depression and nervousness, resulting from some aspect of their work. The sources of pressure are a lot and differ for every individual; it may show a discrepancy over time and consequently almost unattainable to examine the causes for pressure exactly. Sources of teacher stress are unreliable according to their educate surroundings, student's power, facilities obtainable to them and natural world of work-life balance knowledgeable by them. This study aims to analyze the nature of work-related role stress faced by teachers working in the private and public schools in Coimbatore city.

### **IV. OBJECTIVES OF THE STUDY**

1. To identify the factors that promote emotional intelligence among schoolteachers.
2. To examine the reason for the burnout syndrome among private schoolteachers.
3. To know work stress suffered by them can also adversely affect their students and the learning.
4. To study the impact of emotional intelligence on the performance of the work taken by the private schoolteachers.
5. To know the measure taken by the management to minimize the effect of stress and burnout syndrome in private schoolteachers

### **V.METHODOLOGY OF THE STUDY**

#### **SAMPLE SIZE:**

A sample of 150 respondents was chosen, using random sampling technique.

#### **DATA COLLECTION:**

This study used both primary and secondary data, which was collected using Google forms and through various common sources

#### **PRIMARY DATA:**

The primary data are the data which are collected in fresh and for the first time, and it happens to be original. Primary data is collected during the course of doing experiments in an experimental research but in case if it is the research of the descriptive type that performs surveys. Moreover, the Primary data will be collected by means of preparing a questionnaire and getting it filled by a large sample space. This questionnaire will help in drawing conclusion about the case.

#### **SECONDARY DATA:**

Secondary data refers to data that is collected by someone other than the user. Common sources of secondary data for social science include censuses, information collected by government departments, organizational records and data that was originally collected for another research proposes

#### **DATA ANALYSIS:**

The data collected for the study was analysed with suitable statistical tools. The statistical tools that are used in the study are as follows;

- Simple Percentage analysis
- Chi-square analysis
- Rank analysis

## VI. ANALYSIS AND INTERPRETATION

**Table-1**

### PROBLEMS FACED DUE TO TIME PRESSURE WITH THE CURRICULAM

PROBLEMS	NO. OF RESPONDENTS	PERCENTAGE
PROBLEMS WITH COMPLETING PORTIONS	42	28
LACK OF CONCENTRATION	62	41.3
LACK OF TIME FOR PLANNING	33	22
LACK OF PAPER WORK	13	8.7
<b>TOTAL</b>	<b>150</b>	<b>100</b>

#### INTERPRETATION:

The above table shows that 28% of respondent's having problems with completing portions; 41.3% of respondents having problems with lack of concentration; 22% of respondents having problems with lack of time for planning; 8.7% of respondents having problems with lack of paper work

**Table-2**

### PROBLEMS FACED DUE TO STRESS

PROBLEMS	NO. OF RESPONDENTS	PERCENTAGE
HEADACHE	36	24
INSOMNIA	59	39.3
BLOOD PRESSURE	41	27.3
LOW ENERGY	14	9.3
<b>TOTAL</b>	<b>150</b>	<b>100</b>

#### INTERPRETATION:

The above table showing that 24% of respondents facing headache; 39.3% of respondents facing insomnia; 27.3% of respondents facing blood pressure; and 9.3% facing low energy.

#### CHI-SQUARE TEST

Hypothesis: There is no significant relationship between respondent's Age and Time Pressure.

#### AGE AND TIME PRESSURE

**TABLE -3**

Age / time pressure	Problems with completing portions	Lack of concentration	Lack of time for planning	Lack of paper work	Total
<b>20 TO 30 YRS</b>	23	0	13	0	<b>36</b>
<b>30 TO 40 YRS</b>	0	24	52	0	<b>76</b>
<b>ABOVE 40 YRS</b>	0	38	0	0	<b>38</b>
<b>TOTAL</b>	<b>23</b>	<b>62</b>	<b>65</b>	<b>0</b>	<b>150</b>

Factor	Calculated value	D. F	Table value	Remarks
AGE	149.04	6	12.59	ACCEPTED

**INTERPRETATION:**

The calculated value of chi-square is more than the table value. Hence, the hypothesis is accepted stating that there is no significant relationship between Age and time pressure.

**RANK ANALYSIS**

**TABLE- 4**  
**RANKING BASED ON ASPECTS OF RESPONDENTS OWN EXPERIENCE**

ASPECTS	1(5)	2(4)	3(3)	4(2)	5(1)	TOTAL	RANK
I accomplish my goals in teaching	35 18	37 54	33 89	34 122.5	11 145	150 428.5	<b>IV</b>
I feel I have something to contribute to the students	30 15.5	25 43	47 79	40 122.5	8 146.5	150 406.5	<b>V</b>
I seek out enriching	46 23.5	43 68	21 100	34 127.5	6 147.5	150 466.5	<b>I</b>
I am self-motivated in my career	35 18	37 54	33 89	34 122.5	11 156	150 439.5	<b>III</b>
I make good use of my teaching abilities	30 15.5	25 43	47 89	40 132.5	8 168.5	150 448.5	<b>II</b>

**INTERPRETATION:**

From this Ranking analysis, it is found that the Respondents own experience is based on seeking out enriching followed by other aspects.

**VII.FINDINGS**

- ✓ 41.3% of respondents having problems with lack of concentration
- ✓ 39.3% of respondents facing insomnia
- ✓ There is no significant relationship between Age and time pressure
- ✓ Enriching followed by other aspects as I Rank

**VIII.SUGGESTIONS**

- ✓ The teachers possibly will be implicated in program for not public development, so they may well be more able to cope with challenges and not to experience burnout.
- ✓ They possibly will be caught up in specific education programs for enhancing the affecting abilities so they possibly will be more in control in their profession.
- ✓ The ability to supervise emotions contribute to their qualified effectiveness: in achieve intellectual goals, construction eminence social relationships, and maintaining good classroom management.
- ✓ Minor changes in the school timings can be done for the betterment of teachers.
- ✓ Convenient deadlines should be given, to reduce the stress of the teachers

## IX.CONCLUSION

We might convey to a slam that a good moving cleverness of the teachers is unenthusiastically connected with teacher's burnout dimensions. In assemble to reduce the teachers' burnout and to construct higher the level of the teachers' listed time, and their reassure it perhaps will be promising to enable them to be more emotional intelligent and more convinced in their own potential of achievement both personal and professional. The investigator found that factors like student's performance waking up late, the class strength / number of students they handle, inadequate facilities, administrative pressure etc. cause them stress. The school teachers look for the hold up of their family members, friends and colleagues. To overcome stress teachers, indulge in meditation or prayer. The teachers face tiredness, indigestion problems because of stress. The researcher suggests that the teachers can engage themselves in yoga, exercises to keep them away from stress. The management should take adequate administrative measures like providing proper working environment, counselling etc. The management should uphold the student teacher's ratio (30:1). It helps the teachers to be interactive with their students and make them less stress. The government should put into practice certain policies concerning the amenities to be provided inside the school, the surroundings of the school, their minimum pay scale.

### Reference

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