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Emotional Intelligence and Job Satisfaction at the time of Burnout among Academic Professionals

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Abstract: Burnout is a syndrome of three distinct states in which an individual feels emotionally exhausted or over extended detachment from one's clients and feeling of lost efficacy at work. It's a severe psychological strain that is produced by prolonged stressful work experience. Burnout has been consistently linked with negative outcomes such as low productivity, increased turnover intentions, low job satisfaction and low morale. On the other hand emotional intelligence (EI) influences the life outcomes positively such as developing satisfying personal relationships and achieving professional success. Emotional intelligence helps to prevent the negative effects of stress on one's attitude towards his or her profession; it increases positive work attitudes, behavior and outcomes.

Although there are plenty of research efforts about examining the individual relationships between burnout, emotional intelligence and job satisfaction among various professions, seldom is the interaction between dimensions of burnout, emotional intelligence and job satisfaction explicitly studied. This research is perhaps the first study of its type on expatriate academic professionals working in Oman.

A theoretical model is proposed for explaining four distinct hypotheses developed about the relationships between variables and constructs. Structural Equation Modeling technique was used for examining the proposed model. Data for testing the model and hypotheses was collected from randomly selected 70 expatriate lecturers working in a college of technology in Sultanate of Oman.

Keywords: Emotional Intelligence, Job Satisfaction, Employee Performance

INTRODUCTION

Teaching profession involves emotional labor that may produce occupational stress (Zapf, Vogt, Seifert, Mertini, & Isic, 1999; Zapf, 2002). The intensity and variety of emotional expressions and prolonged interaction with students create burnout among teachers (Cordes & Dougherty, 1993; Brotheridge & Grandey,

2002). As the intensity of emotional interaction increases the burnout also increases (Maslach, 1978). Burnout is a result of stress typically experienced by employees who are too much emotionally involved in interaction with clients and have little way to recharge those emotional resources being spent (Jackson, Schwab, & Schuler, 1986). It influences various important organizational outcomes such as employee's performance and turnover intention (Singh, Goolsby, & Rhoads, 1994; Wright & Cropanzano, 1998); also it reduces job satisfaction (Nagar, 2012). However, individuals who have ability to appraise, express, regulate and utilize emotions will experience low effect of occupational stressors on psychological, physical and behavioral outcomes, they will demonstrate positive work attitudes (Abraham, 2003).

A study on teacher's burnout can be important for three reasons. *First* burnout can influence the individual teacher's physical and psychological wellbeing. *Second*, it can influence the student's performance negatively; and *third*, burnout among academic professionals can affect the overall economic performance of the institute by the loss of teaching hours and high cost of replacing teachers (Wilson, 2002).

This study can be valued for two explicit outcomes, *first* this is an answer to calls for further analysis of the emotional intelligence of teachers (Fabio & Palazzeschi, 2008; Law, Wong, & Song; 2004). There is a need to assess the claims about the impact of emotional intelligence in the organizational framework (Dulewicz & Higgs, 2000). Also it takes up the call for examining the relationship between burnout and job satisfaction (Makin, Rout, & Cooper, 1988; Zangaro & Soeke, 2007). Present study fills the gap in the present literature by developing a model of burnout that can explain the possible impact of emotional intelligence on job satisfaction. *Second*, study on burnout among expatriate academic professionals can be significant for both individuals and the institution not only for evaluating the impact of burnout on job satisfaction which may further produce other positive outcomes but also for maintaining high work performance (Nagar, 2012). As expatriate academic professionals encounter various kinds of adjustment problems and cultural differences, the findings can be useful for academic managers for managing their global talents more effectively.

LITERATURE REVIEW

Burnout

Selye can be credited as father of the stress concept; though in his pioneer paper (Selye, 1936) in *Nature* he had not used the term 'stress', it is the main theme of his work later (Selye, 1950). He used the term stress as response; and for stimulus that triggered this response a new term 'stressor' was invented (Ursin & Eriksen, 2004). Selye (1956) had originally conceptualized stress as a general, nonspecific physiological response to any stressor.

Burnout may be defined as "a state of physical, emotional and mental exhaustion that results from long-term involvement in work situations that are emotionally demanding" (Schaufeli & Greenglass, 2001, p. 501). It is a result of stress typically experienced by employees involved in helping industries; it occurs when a worker is too much emotionally involved in interactions with clients and has little way to recharge those emotional resources being spent (Jackson, Schwab, & Schuler, 1986).

Researchers from different streams have described stress differently, such as in medical tradition it is considered as a set of physiological and psychological reactions to noxious agents; sociologists treat stress as disturbing agent (Smelser, 1963). Despite these different usages, we can underline some commonality in

the concept of stress: (a) caused by external agent or stressor, (b) perceiving threatening situation, (c) coping process used by mind or body to fulfill the stressful demands; and (d) stress reaction, that may refer to a complex pattern of effect on body or mind (Lazarus, 1993).

Individuals involved in nursing, health care, teaching, social service work and other 'caring' occupations are more likely to experience burnout (Cherniss, 1993; Leiter & Maslach, 1988; Schaufeli, Maslach, & Marek, 1993). For a teacher, there are many possible sources of stress at work such as dealing with students who lack motivation, pupils' poor work attitudes, creating a learning environment, maintaining values and standards, maintaining discipline in the classroom, pupil misbehavior, time pressure, workload and variety of work assignments (Kyriacou, 2001; Kyriacou & Sutcliffe, 1978).

Burnout deteriorates the quality of services and care that is provided by the professionals; it increases turnover intention, absenteeism and decreases employee morale and job satisfaction (Maslach & Jackson, 1981).

Dimensions of burnout

There is consensus among researchers about multidimensional construct of burnout; it includes three distinct components such as emotional exhaustion, reduced personal accomplishment and depersonalization (Aluja, Blanch & Garica, 2005; Leiter & Durup, 1994). Maslach and Jackson (1981) have described burnout as "a syndrome of emotional exhaustion and cynicism that occurs frequently among individuals who do 'people-work' of some kind" (p. 99). The third dimension of burnout syndrome is the tendency to evaluate oneself negatively, employees feel unhappy about themselves and they are dissatisfied with the personal accomplishments with regard to their job (Maslach & Jackson, 1981).

Emotional exhaustion denotes the depletion of energy (Maslach & Leiter, 2008); it describes feeling of emotionally overextended and exhausted by job related activities (Maslach & Jackson, 1981). Emotional exhaustion results in feeling of being used up, and low energy level at work (Cordes & Dougherty, 1993).

The second dimension, *depersonalization* or cynicism is described by a tendency of disinterest in the job and others (Kar & Suar, 2014). Individuals treat their recipients as impersonal objects rather than people (Cordes & Dougherty, 1993). It results in distance between a worker and various aspects of job. Employees become unfeeling; they show impersonal response to their clients (Maslach & Jackson, 1981).

The third dimension, *Reduced Personal Accomplishment* is based on self-evaluation about one's personal accomplishment and productivity in work context (Maslach & Leiter, 2008). Individuals evaluate their job related achievements negatively; they perceive lack of growth in their career or even lost ground (Cordes & Dougherty, 1993).

Emotional Intelligence

Emotional intelligence can be described as the capability to perceive, understand and manage one's emotions (Salovey, Hsee & Mayer, 1993; Salovey & Mayer, 1990). Salovey and Mayer (1990) have explained EI as the ability to assess, express, regulate and utilize emotions for problem solving. Emotional intelligence can be defined as the "ability to monitor a person's own and others' feelings and emotions, to discriminate among them, and to use this information to guide a person's thinking and actions" (Salovey & Mayer, 1990, p.

189). Others have defined EI as “an array of non-cognitive capabilities, competencies, and skills that influence one’s ability to succeed in coping with environmental demands and pressures” (Bar-On, 1997, p. 14). Emotional intelligence is related to the “intelligent use of one’s emotions” (Boyatzis, 2006, p.125). EI is “an ability to recognize, understand, and use emotional information about oneself or others that leads to or causes effective or superior performance” (Boyatzis, 2006, p.125).

The popularity of emotional intelligence took pace after the publication of two books by Goleman (1995, 1998). According to Goleman (1995) EI includes “self-control, zeal and persistence and the ability to motivate oneself” (p.xii); further he explains EI as being able to “control impulse and delay gratification,” so as to “keep distress from swamping the ability to think; to empathize and to hope” (1995, p.34). In the later publication Goleman (1998) defined EI as “the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and our relationships” (p. 317).

Researchers on emotional intelligence have identified four dimensions of EI (Davies, Stankov, & Roberts, 1998; Mayer, Caruso & Salovey, 2000a). The first dimension ‘appraisal and expression of emotions in the self’ is related to one’s ability to understand his own emotions; the *Second* dimension is ‘appraisal and recognition of emotion in others’, people high on this dimension are highly sensitive to the feeling of other’s emotions; the *Third* dimension, ‘regulation of emotion in the self’ enables individuals to come out of distress rapidly; the last *fourth* dimension ‘use of emotion to facilitate performance’ is about using emotions for constructive activities and personal accomplishments.

Emotionally intelligent people are more self-aware about their positive and negative sides, their strengths and weaknesses and hence they are more confident, flexible as well as optimistic and open to the new ideas (Goleman, 1995, 1998; Mayer & Salovey, 1997). Such people can serve better to organizations looking for competitive advantage through adaptability and quick response to the changing business world or to innovation (Scott-Ladd & Chan, 2004). High EI level results in high ability to act in considerate and socially adaptable ways and so it becomes essential for organizations experiencing change frequently (Scott-Ladd & Chan, 2004).

Job Satisfaction

Job satisfaction refers to affective or attitudinal response to a worker’s job or work environment (Fraser, 1983; Siu, 2002). Stamps & Piedmonte (1986) has defined job satisfaction as the extent to which workers like their jobs. A consensus about the definition of job satisfaction is that it is an affective reaction to one’s job; such reaction results from the individual worker’s evaluation of actual outcomes with the desired or expected outcomes (Cranny, Smith, & Stone, 1992). Lock (1969) has added that “job dissatisfaction is the unpleasurable emotional state resulting from the appraisal of one’s job as frustrating or blocking the attainment of one’s values” (Locke, 1969, p.317); further he defines job satisfaction as “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences.” (Lock, 1976; p. 1300).

Most of the researchers have defined job satisfaction as ‘attitude’ or ‘affect’ (Smith, Kendall & Hulin, 1969; Vroom, 1964). While reviewing the literature on job satisfaction Weiss (2002) has criticized both the approaches of defining job satisfaction as affect and attitude. He has pointed that attitude and affect cannot be treated equivalent; he has argued that attitude is evaluative judgment not an affective reaction.

Weiss (2002) has written that “evaluation is not affect and, therefore, neither is job satisfaction” (Weiss, 2002, p. 175). In concluding remarks he has defined job satisfaction as a “positive (or negative) evaluative judgment one makes about a person’s job or job situation” (Weiss, 2002, p. 175). Job satisfaction occurs when perceived benefits from the job counterweighs the perceived cost of work. Contrary to this, when sources of stress increase at workplace, job satisfaction reduces (Antonioni, Davidson, & Cooper, 2003).

Employees with low job stress experience high job satisfaction than others who have high job stress (Johnson, Cooper, Cartwright, Donald, Taylor & Millet, 2005; Munro, Rodwell & Harding, 1998). Some others have observed strong negative relationship between job stress and job satisfaction (Sweeney & Quirin, 2009; Holdsworth & Cartwright, 2003). Emotional intelligence has positive influence on job satisfaction (Daus & Ashkanasy, 2005). An emotionally intelligent employee who has ability to understand and is aware of his own feelings, and who is able to control stress as well as negative emotions (Kafetsios & Zampetakis, 2008), can have better relationship with colleagues and superiors, which will result into job satisfaction (Wong & Law, 2002). In a study Kafetsios & Zampetakis (2008) have concluded that emotional intelligence has direct significant impact on job satisfaction.

METHODOLOGY

This research attempts to test following hypotheses:

- H01: Higher emotional intelligence will result in higher job satisfaction
- H02: Higher emotional exhaustion will reduce the level of emotional intelligence
- H03: Higher depersonalization will result in low level of emotional intelligence
- H04: Reduced personal accomplishment will have negative influence on emotional intelligence

Proposed model for testing

Though plenty of research work has been carried out to examine the individual relationships between burnout, emotional intelligence and job satisfaction, there are a few studies analyzing the interaction between them. We developed a theoretical model for testing the interaction between burnout, EI and job satisfaction. The proposed model is presented in Figure 1. We tested the model for good fit to the data by using AMOS ver. 21.

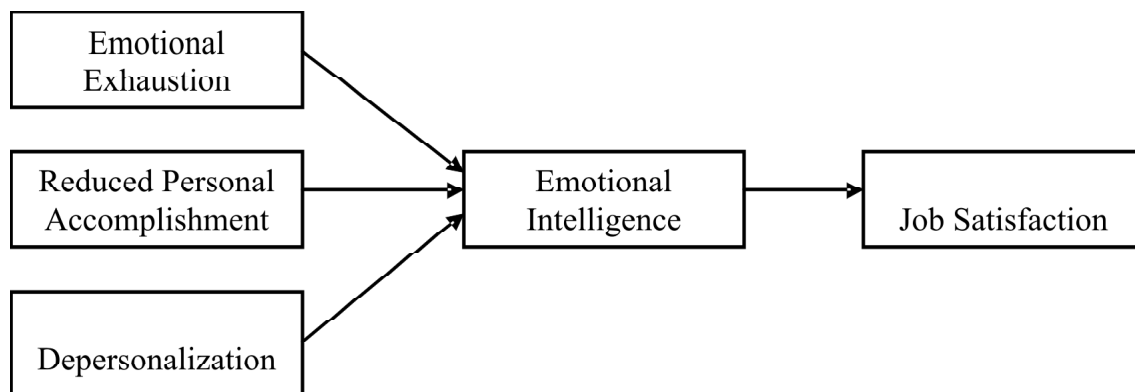


Figure 1: Theoretical Model for Testing the Relationship between Variables and Constructs

Framework for the Study

Data was collected through a survey conducted in a college of technology in Sultanate of Oman. Out of 134 total 78 expatriate lecturers were selected randomly from a list of academic staff available on the college's website. Expatriate employees are employed in a foreign country for a period of time, they don't intend to stay in that country after that period of time (Haslberger, Brewster & Thomas, 2014). The job contracts of employees selected for this study are renewed for several times, so they get a prolonged stay on their foreign employment.

The college where we conducted the survey is organized in three departments such as Engineering, Information Technology (IT) and Business Department. The college offers up to bachelor degree in all the three departments. One academic year is divided in three semesters; survey for this study was conducted before Midterm Examinations in the second semester.

The college covered under the study recruits academic staff mostly from the South Asia or Far East Asian countries including Philippines, Sri Lanka, Bangladesh, India and Pakistan, some others come from Egypt, Jordan and other gulf countries.

Instruments for Data Collection

In order to produce a reliable questionnaire many tests, scales and questionnaires were critically examined. Based on previous studies measures of burnout, EI and job satisfaction were developed. The process of developing the instrument was as follows:

Burnout

Maslach Burnout Inventory (MBI) developed by Maslach and Jackson (1986) is the most commonly used measure of burnout syndrome. Regardless of the nature of occupations or the source of burnout MBI has been widely used in different parts of the world (Golembiewski, Boudreau, Munzenrider, & Luo, 1996; Maslach, Schaufeli, & Leiter, 2001).

Initially the MBI consisted 47 items, which were later reduced up to 25 and thereafter finally up to 22 items (Maslach & Jackson, 1981, Aluja et al., 2005). Responses are recorded on a seven point Likert-type scale ranging from 1 to 7 for strongly disagree to strongly agree respectively. Based on MBI, a scale for measuring burnout among respondents was developed. It was a seven point Likert-type scale with 1 representing 'strongly disagree' to 7 representing 'strongly agree'. Total 13 items representing three different dimensions of burnout were included in the questionnaire. Some of the items were re-phrased or rewritten to match the specific research context such as "I can easily create a relaxed atmosphere with my students" or "I feel insensitive to people around me on the job." Reliability of the scale was assessed in a pilot study and Cronbach's alpha for the unitary scale was 0.82 (see Table 1). Internal consistency for the three factors of burnout was tested separately and as shown in Table 1 Cronbach's alpha for emotional exhaustion was 0.78, for reduced personal accomplishment alpha value was 0.82, and for depersonalization it was 0.71.

Emotional Intelligence

The Wong and Law Emotional Intelligence Scale (WLEIS, Wong, & Law, 2002) is one of the most popular self-report instruments for assessing EI (Libbrecht, Lievens, & Schollaert, 2010). WLEIS is based on four

dimensional definition of emotional intelligence such as the Self-Emotion Appraisal (SEA), Other's Emotion Appraisal (OEA), Use of Emotions (UOE) and Regulation of Emotions (ROE; Davies et al., 1998). Each dimension of EI is measured by 4 items; therefore the scale has total 16 items. Scores of the WLEIS are proven to be valid for predicting job performance, academic performance and job satisfaction (Song, Huang, Peng, Law, Wong, & Chen, 2010; Law, Wong, Huang, & Li, 2008; Wong & Law, 2002). For the present study WLEIS was adopted in its original form. Cronbach's alpha for the total scale was 0.92 (see Table 1).

Job Satisfaction

Researchers have developed a large number of instruments for measuring job satisfaction such as Job Descriptive Index (Smith *et al.*, 1969), the Job Diagnostic Survey (Hackman and Oldham, 1974) the Minnesota Satisfaction Questionnaire (Weiss, Dawis, England, & Lofquist, 1967), and the Job Satisfaction Survey (Spector, 1985). Most of job satisfaction instruments available from various sources do not provide information about the sub-scales. After a critical examination of several instruments short version of Minnesota Satisfaction Questionnaire (MSQ) was chosen for the present study. The test for reliability of the instrument in the present research context shows the value of Cronbach's alpha 0.63 (see Table 1).

Table 1
Details of Instruments

<i>S.N.</i>	<i>Instrument</i>	<i>Number of Items</i>	<i>Cronbach's Alpha</i>	<i>Type of Scale</i>	<i>Source</i>
1	Burnout	13	0.82	7 point Likert's type scale	Maslach Burnout Inventory (Maslach and Jackson, 1986)
2	Emotional exhaustion	5	0.78		
3	Reduced personal accomplishment	4	0.82		
4	Depersonalization	4	0.71		
5	Emotional Intelligence	16	0.92	7 point Likert's type	Wong and Law Emotional Intelligence Scale (Wong and Law, 2000)
6	Job Satisfaction	20	0.63	5 point Likert's scale	Minnesota Satisfaction Questionnaire (Weiss <i>et al.</i> , 1967)

DATA ANALYSIS AND RESULTS

The scale battery used in the present study had three different parts. The first part had 16 items originally taken from WLEIS to assess the emotional intelligence, the second part included 13 items related to burnout, and the final third part was made of 20 items of short version of MSQ. Questionnaires were distributed personally to the respondents and collected in subsequent days. After several follow-ups total 70 questionnaires were found completely filled and suitable for the data analysis. The response rate was 89.74%. Demographic details of the participants are given in the Table 2. Responses taken on seven point

or five point Likert's type scale were summed up for computing the variables. In the burnout scale responses for personal accomplishment were reversed before adding with other two dimensions.

Table 2
Demographic Characteristics of Respondents

S.N.	Respondent's Characteristics		Number	Percentage
1.	Department	Business	16	22.9
		Engineering	31	44.3
		Information Technology	23	32.9
2.	Gender	Male	58	82.9
		Female	12	17.1
3.	Family Status	Living with Family	36	48.6
		Living alone	34	51.4
4.	Nationality	Indian	57	81.4
		Pakistani	2	2.9
		Philippine	8	11.4
		Others	3	4.3

Since the burnout scale was rewritten and unlike the MBI only 13 items were included in it, factor analysis was conducted to explore the factors in the scale. By using Statistical Package for Social Sciences (SPSS) version 20, we examined the underlying dimensionality of the burnout scale. We conducted principal component factor analysis using varimax rotation. Value for Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy was 0.72 and Bartlett's Test of Sphericity was significant at 0.00 levels, this supports the sampling adequacy for conducting factor analysis (Malhotra, 2005).

Items of burnout scale can be clearly grouped in three factors. Five items related to emotional exhaustion were clubbed together to construct the first factor of burnout; factor loadings for these items were minimum 0.51 to the maximum 0.85 (see Table 3). Second factor of burnout had four items related to the reduced personal accomplishment; factor loadings for these items were observed between 0.72 - 0.86. Sample items of this dimension are, "I feel I am positively influencing other people's life through my work" and "my colleagues value my assistance." Finally, the third factor consisted four items related to depersonalization. Factor loadings for the items of depersonalization were observed between 0.53 - 0.78. As shown in Table 3 these three factors account for 60.67 of the total variance.

Relationship between variables

For analyzing the relationships between variables and constructs we computed correlation coefficients. Average age of respondents was 38.41 and average work experience was 13.63 years, the standard deviation was computed 5.83 and 5.27 respectively for age and work experience (see Table 4). The sample of study included respondents with relatively mature age and significant work experience. The data presented in Table 4 shows negative association between age and burnout, value of $r = -0.28$ ($p < 0.05$) shows that older employees experience low burnout, in other words we can say that younger employees experience high

Table 3
Factor extraction for burnout items

<i>Factors</i>	<i>Items</i>	<i>Factor Loading</i>	<i>Percentage of Variance</i>
Emotional exhaustion	Working with various people all day is really a strain for me.	0.79	22.22
	I feel burned out from my current work routine.	0.65	
	Working with others puts too much stress on me.	0.85	
	I think my job conditions are hardening me.	0.67	
	I feel I'm working too hard to fulfill the expectations from me.	0.51	
Reduced personal accomplishment	I can easily create a relaxed atmosphere with my students.	0.72	21.42
	My colleagues value my assistance.	0.76	
	I feel I am positively influencing other people's life through my work.	0.83	
	I feel I am contributing positively in my profession.	0.86	
Depersonalization	I don't really feel concerned personally about others.	0.78	17.03
	I have become more unfeeling towards people in my organization.	0.53	
	I feel insensitive to people around me on the job.	0.75	
	I lack of personal concern for people around me on the job.	0.62	

burnout (Erickson & Grove, 2007). Respondent's age associate negatively with emotional exhaustion ($r = -0.24, p < 0.05$) and depersonalization ($r = -0.30, p < 0.05$) but not with the reduced personal accomplishment (see Table 4).

As shown in Table 4 work experience associates negatively ($r = -0.24, p < 0.05$) with burnout. It is possible that those who are working for a long time could have developed necessary support system which helps them to reduce the burnout. The correlation coefficient for association between work experience and depersonalization is significantly negative ($r = -0.31, p < 0.01$). The data shows that lecturers working for long time do not treat their students like impersonal objects.

Burnout and its dimensions associate negatively with emotional intelligence. Our findings coincide with literature that indicates negative relationship between depersonalization, reduced personal accomplishment and EI (Farmer, 2004). Moreover, EI has positive relationship with job satisfaction. Positive value of correlation coefficient ($r = 0.45, p < 0.05$) is significant for association between emotional intelligence and job satisfaction (see Table 4). The data provides evidence that high emotional intelligence will increase the level of job satisfaction (Sy, Tram, & O'Hara, 2006).

Burnout and job satisfaction are associated negatively ($r = -0.30, p < 0.05$). In our sample lecturers experiencing high burnout are less satisfied with their jobs. Our findings are in line with those who have concluded that high burnout results in low job satisfaction (Leather, Beale & Sullivan, 2003; Johnson et al., 2005). We observed significant negative relationship between reduced personal accomplishment and job satisfaction, the value of $r = -0.43$ is significant at 0.01 levels (see Table 4), but not with other two dimensions of burnout. Workers may be dissatisfied with their jobs if they find low gains at work.

Table 4
Correlation Matrix

S.N.	Variables	Mean	Standard Deviation	1	2	3	4	5	6	7
1	Age	38.41	5.83							
2	Experience	13.63	5.27	0.87**						
3	Emotional Intelligence	91.4	13.00	0.03	-0.01					
4	Job Satisfaction	75.89	14.66	0.10	0.10	0.45**				
5	Burnout	40.59	11.02	-0.28*	-0.24*	-0.46**	-0.30*			
6	Emotional Exhaustion	17.63	6.01	-0.24*	-0.22	-0.30*	-0.19	0.87**		
7	Reduced Personal Accomplishment	9.14	3.51	-0.04	0.06	-0.60**	-0.43**	0.53**	0.24*	
8	Depersonalization	13.81	4.93	-0.30*	-0.31**	-0.24*	-0.13	0.80**	0.55**	0.17

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

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

Testing the Theoretical Model

Structural Equation Modeling (SEM) technique was applied for testing the theoretical model. SEM helps to specify, estimate, and assess causal relationships underlying variables (Goldberger, 1972; Bielby & Hauser, 1977; Joreskog, & Sorbom, 1982). In literature, there is no consensus about how many fit indices should be used for assessing a model. Some researchers have used 12 fit indices (such as Fan & Sivo, 2007); others have used seven fit indices (Nagar, 2012). For testing the model fit in the present study we have used eight popular model fit indices such as Chi-square/degree of freedom, GFI, AGFI, NFI, NNFI (TLI), CFI, RMSEA, and SRMR (see Table 5). Observed values for various indices are fairly acceptable for all eight selected indices, which show a good model fit to the data.

Table 5
Summary of Model Fit Statistics

Fit Index	Recommended Values*	Observed Values
Chi-square/degree of freedom	<=3.00	1.28
GFI	>=0.95	0.98
AGFI**	>=0.80	0.89
SRMR	<=0.08	0.04
RMSEA	<=0.08	0.06
NFI	>=0.95	0.95
NNFI (TLI)	>=0.95	0.96
CFI	>=0.95	0.99

GFI=goodness-of-fit index; AGFI=adjusted goodness-of-fit; SRMR= standard root mean square residual; RMSEA= root mean square error of approximation; NFI=Normed-fit index; NNFI= non-normed fit index; TLI=Tucker-Lewis index; CFI = comparative fit index.

*Source: Hooper, Coughlan and Mullen (2008)

**Source: Schumacker and Lomax (2004)

Results of model fit test are shown in Figure 2. The Figure shows the standardized path coefficients for relationships between variables under study. The direct path from emotional intelligence to job satisfaction is significant. Since the regression coefficient is 0.51 with $t = 4.17$, $p < 0.05$, therefore the first hypothesis H01 that high emotional intelligence will result in high job satisfaction is supported. Further, the direct path from reduced personal accomplishments to emotional intelligence is significant, the regression coefficient for this path is -2.04 with $t = -5.49$, and $p < 0.05$; this supports our fourth hypothesis – that reduced personal accomplishment will have negative influence on emotional intelligence. But for the second and third hypotheses the data does not support our propositions. Though the direct path from emotional exhaustion to emotional intelligence has negative coefficient it is not significant ($t = -1.0$, $p = 0.32$); similarly the direct path from depersonalization to emotional intelligence has negative but not significant coefficient ($t = -0.66$, $p = 0.51$). Therefore the available statistics do not support the idea that high score on emotional exhaustion or depersonalization will reduce the score for emotional intelligence.

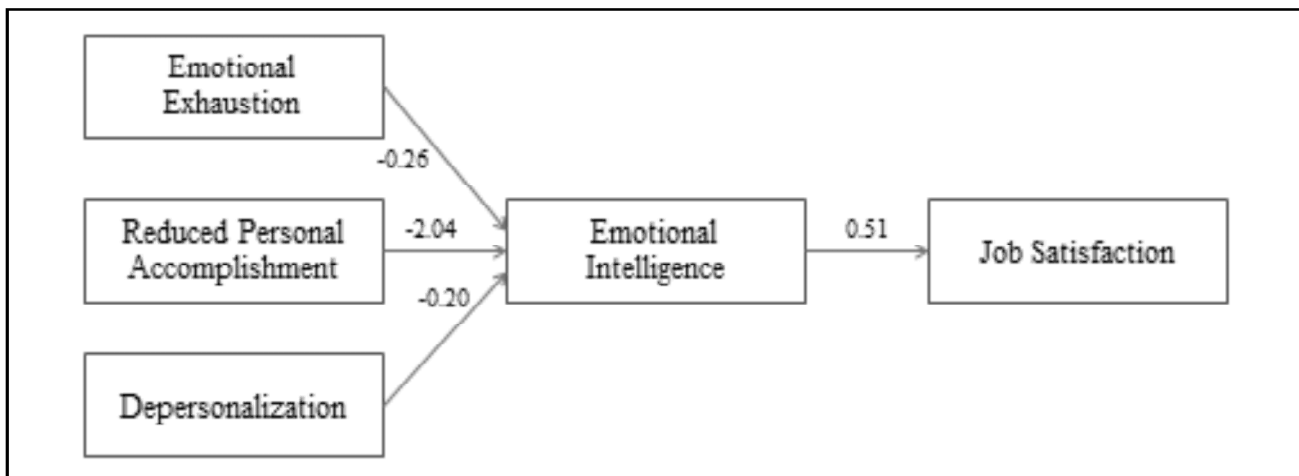


Figure 2: Testing the Research Model

Demographic profile and the constructs

Gender

Though we observed differences in the mean values for various constructs and variables among male and female respondents, t values for evaluating the mean differences were not significant for any of the constructs or variables. As it appears by comparing mean values for burnout which is 41.83 among females and 40.33 among males that women are more burned out than men, considering the t value -0.43 which is not significant ($p = 0.67$) the conclusion does not stand valid (see Table 6). Moreover, for the dimensions of burnout the mean values are high for all the three dimensions among women but t value is not significant for any of the dimensions (see Table 6).

The mean value for job satisfaction among males is 76.09 and 74.92 among females, as the t value 0.25 is not significant (see Table 6) we cannot conclude that men are more satisfied than women. Generally salaries and other benefits in Oman are significantly higher than that the respondents would be getting at their homeland; and if salary is critical component of job satisfaction (Nagar, 2012) the respondents of the present study getting better amount might have high and indifferent levels of job satisfaction.

Moreover, the comparative statistics do not support the idea that men and women have different levels of emotional intelligence as well (see Table 6). Observed mean values of emotional intelligence among males and females do not stand with those who have found gender difference in EI (Mayer, Caruso, & Salovey, 2000b; Delpasand, Nasiripoor, Raiisi & Shahabi, 2011). Unlike earlier studies that have observed that females score significantly higher than males on emotional intelligence (Austin, Evans, Glodwater, & Potter, 2005; Brackett, Mayer, & Warner, 2004) the present study observes no significant difference in EI scores among males and females.

Table 6
Gender wise Test of Mean Difference for Variables and Constructs

<i>Variables/ Constructs</i>	<i>Sex wise Mean</i>		<i>t - Value</i>	<i>Sig. (2-tailed)</i>
	<i>Male</i>	<i>Female</i>		
Emotional Intelligence	91.69	90.00	0.41	0.69
Job Satisfaction	76.09	74.92	0.25	0.80
Job Burnout	40.33	41.83	-0.43	0.67
Emotional Exhaustion	17.52	18.17	-0.34	0.74
Reduced Personal Accomplishment	9.00	9.83	-0.75	0.46
Depersonalization	13.81	13.83	-0.02	0.99

Age

For analyzing whether the mean values for variables vary among different age groups of respondents we had created three groups, the first group included respondents having age up to 35 years, respondents having age between 36 to 45 formed the second group, whereas the third group included respondents older than 45 years. Analysis of variance (ANOVA) and Fisher's Least Significant Difference (LSD) method of post hoc analysis were performed to compare the mean scores of variables among three groups of respondents.

The data analysis shows that respondents with age up to 35 years experience high burnout than those who had age more than 45 years. Further we observe that respondents having age up to 35 years or 36 to 45 years experience emotional exhaustion more than those who had age more than 45 years (see Table 7). Our observation supports the view that younger employees experience high burnout (Erickson & Grove, 2007). We can conclude that burnout associates with age (Anderson & Iwanicki, 1984; Maslach & Jackson, 1981; Russell, Altmaier, & Van, 1987; Schwab & Iwanicki, 1982).

Though the mean difference for emotional intelligence among age groups shows that EI is higher in employees older than 45 years, the *F* statistic is not significant (see Table 7); hence we cannot conclude that older employees are emotionally more intelligent than their younger counterparts. Unlike others our findings do not show different levels of EI among different age groups (Petrides & Furnham, 2006; Kumar & Muniandy, 2012). Respondent's age has no effect on the emotional intelligence (Ngh, Jusoff & Rahman, 2009; Shipley, Jackson, & Segrest, 2010).

For job satisfaction, since the results of post hoc analysis do not show significant difference in the mean values for any of the group combinations (see Table 7) we cannot conclude that respondents of different age groups experience different levels of job satisfaction.

Table 7
Post Hoc Analysis (LSD) for Comparing Mean Difference for Variables and Constructs
among Three Age Groups of Lecturers

<i>Variables and Constructs</i>	<i>Age Groups</i>		<i>Mean Difference</i>	<i>Sig.</i>
Emotional Intelligence	Up to 35 years	36 – 45 Years	5.38	0.13
		More Than 45 Years	-2.11	0.67
	36 – 45 Years	Up to 35 years	-5.38	0.13
		More Than 45 Years	-7.48	0.10
	More Than 45 Years	Up to 35 years	2.11	0.67
		36 – 45 Years	7.48	0.10
Job Satisfaction	Up to 35 years	36 – 45 Years	-1.25	0.76
		More Than 45 Years	-4.33	0.45
	36 – 45 Years	Up to 35 years	1.25	0.76
		More Than 45 Years	-3.08	0.56
	More Than 45 Years	Up to 35 years	4.33	0.45
		36 – 45 Years	3.08	0.56
Job Burnout	Up to 35 years	36 – 45 Years	1.70	0.56
		More Than 45 Years	9.26*	0.03
	36 – 45 Years	Up to 35 years	-1.70	0.56
		More Than 45 Years	7.55	0.05
	More Than 45 Years	Up to 35 years	-9.26*	0.03
		36 – 45 Years	-7.55	0.05
Emotional Exhaustion	Up to 35 years	36 – 45 Years	1.03	0.52
		More Than 45 Years	5.25*	0.02
	36 – 45 Years	Up to 35 years	-1.03	0.52
		More Than 45 Years	4.22*	0.05
	More Than 45 Years	Up to 35 years	-5.25*	0.02
		36 – 45 Years	-4.22*	0.05
Reduced Personal Accomplishment	Up to 35 years	36 – 45 Years	-1.25	0.19
		More Than 45 Years	0.87	0.52
	36 – 45 Years	Up to 35 years	1.25	0.19
		More Than 45 Years	2.12	0.09
	More Than 45 Years	Up to 35 years	-0.87	0.52
		36 – 45 Years	-2.12	0.09
Depersonalization	Up to 35 years	36 – 45 Years	1.92	0.15
		More Than 45 Years	3.13	0.10
	36 – 45 Years	Up to 35 years	-1.92	0.15
		More Than 45 Years	1.21	0.49
	More Than 45 Years	Up to 35 years	-3.13	0.10
		36 – 45 Years	-1.21	0.49

*. The mean difference is significant at the 0.05 level.

Work Experience

For comparing the mean values of variables and dimensions of burnout according to the work experience of respondents we have grouped them in three groups. The first group included professionals having work experience up to 10 years, the second group included those who had work experience between 11 to 15 years, respondents having work experience more than 15 years formed the third group. We observed that the level of burnout among respondents varies among different work experience groups. Lecturers having work experience more than 15 years experience less burnout than those having work experience up to 10 years or 11 – 15 years (see Table 8). Further our findings indicate that in comparison to the first group respondents of the third group experience less emotional exhaustion and depersonalization (see Table 8). For reduced personal accomplishment our observation is entirely different, the data shows that lecturers having work experience 11 – 15 years score higher than those who had work experience up to 10 years. We did not observe the difference for reduced personal accomplishment among respondents of the first group and the third group. Results support the findings that work experience affects the level of burnout (Anderson & Iwanicki, 1984).

Available data shows a significant difference in the level of emotional intelligence between two groups of respondents those who had work experience between 11 to 15 years and those who had more than 15 years (see Table 8). Emotional intelligence is high among the third group than the second group of respondents. We can say that emotional intelligence increases with work experience (Kumar & Muniandy, 2012; Shipley *et al.*, 2010). Work experience plays important role in developing EI (Ravichandran, Arasu & Kumar, 2011).

We observed the difference in the level of job satisfaction among respondent having work experience between 11 – 15 years and more than 15 years (see Table 8). Respondents of the third group reported high level of job satisfaction. We can attribute our observation to the attainment of personal goals and expectations from the job which can be higher among the employees having high work experience.

Table 8
Post Hoc Analysis (LSD) for Comparing Mean Difference for Variables and Constructs among Three Work Experience Groups of Lecturers

<i>Variables/ Constructs</i>	<i>Work Experience Groups</i>		<i>Mean Difference</i>	<i>Sig.</i>
Emotional Intelligence	Experience up to 10 Years	11 Years - 15 Years	7.14	0.06
		More than 15 Years	-0.78	0.85
	11 Years - 15 Years	Experience up to 10 Years	-7.14	0.06
		More than 15 Years	-7.92*	0.04
	More than 15 Years	Experience up to 10 Years	0.78	0.85
		11 Years - 15 Years	7.92*	0.04
Job Satisfaction	Experience up to 10 Years	11 Years - 15 Years	4.98	0.24
		More than 15 Years	-3.78	0.43
	11 Years - 15 Years	Experience up to 10 Years	-4.98	0.24
		More than 15 Years	-8.76*	0.04
	More than 15 Years	Experience up to 10 Years	3.78	0.43
		11 Years - 15 Years	8.76*	0.04

contd. table 8

<i>Variables/ Constructs</i>	<i>Work Experience Groups</i>		<i>Mean Difference</i>	<i>Sig.</i>
Job Burnout	Experience up to 10 Years	11 Years - 15 Years	1.23	0.70
		More than 15 Years	7.50*	0.04
	11 Years - 15 Years	Experience up to 10 Years	-1.23	0.70
		More than 15 Years	6.27*	0.05
	More than 15 Years	Experience up to 10 Years	-7.50*	0.04
		11 Years - 15 Years	-6.27*	0.05
Emotional Exhaustion	Experience up to 10 Years	11 Years - 15 Years	1.42	0.41
		More than 15 Years	3.94*	0.05
	11 Years - 15 Years	Experience up to 10 Years	-1.42	0.41
		More than 15 Years	2.52	0.15
	More than 15 Years	Experience up to 10 Years	-3.94*	0.05
		11 Years - 15 Years	-2.52	0.15
Reduced Personal Accomplishment	Experience up to 10 Years	11 Years - 15 Years	-2.09*	0.04
		More than 15 Years	-0.72	0.53
	11 Years - 15 Years	Experience up to 10 Years	2.09*	0.04
		More than 15 Years	1.36	0.18
	More than 15 Years	Experience up to 10 Years	0.72	0.53
		11 Years - 15 Years	-1.36	0.18
Depersonalization	Experience up to 10 Years	11 Years - 15 Years	1.89	0.18
		More than 15 Years	4.28*	0.01
	11 Years - 15 Years	Experience up to 10 Years	-1.89	0.18
		More than 15 Years	2.39	0.09
	More than 15 Years	Experience up to 10 Years	-4.28*	0.01
		11 Years - 15 Years	-2.39	0.09

*The mean difference is significant at the 0.05 level.

DISCUSSION

Present study developed and tested a model that examines the impact of emotional intelligence on job satisfaction at the time of burnout among expatriate academic professionals working in a college of technology in Oman. For testing the model fit eight indices were computed, the available data offers good fit to the proposed model. Direct path regression analysis was carried out to analyze the impact of constructs and variables. Although for some observations our findings are in line with previous researches, it contradicts with others as well for some other findings. Our findings confirm tri-dimensional construct of burnout, it includes emotional exhaustion, reduced personal accomplishment and depersonalization (Gil-Monte, 2005; Leiter & Durup, 1994).

The study observed negative relationship between age and burnout; as well as between work experience and burnout. Young lecturers experience high burnout than older lecturers. Our observation supports previous research (such as Erickson & Grove, 2007). Aged employees by the virtue of their work experience might have developed means and methods of dealing with challenging work conditions. Individuals learn

managing their social interactions and work requirements with increasing age. Findings of the present study provide evidence for negative association between work experience and burnout. Employees working for longer time might have developed necessary social support system that helps to reduce burnout (Bolger & Amarel, 2007). Workers learn the local cultural norms and organizational procedures with the passage of time that can help them further to reduce the burnout. We observed that depersonalization reduces with increasing age or work experience. A possible explanation is that experienced lecturers have learned dealing with complex work situations and their recipients. A teacher who can adapt and adjust with working situations is not vulnerable to emotional exhaustion or depersonalization (Pishghadam & Sahebjam, 2012).

We observed negative relationship between burnout and emotional intelligence. Moreover, all the three dimensions of burnout associate negatively with EI. Our findings match with previous research (Adilogullari, Ulucan & Senel, 2014) and contradict with those who did not observe relationship between EI and emotional exhaustion (Delpasand et al., 2011). We observed that high feeling of personal accomplishment will increase the emotional intelligence which in turn produces high job satisfaction. But for other two dimensions of burnout we could not establish the direct path with EI. In other words, reduced personal accomplishment will reduce emotional intelligence which will further reduce job satisfaction. Emotional exhaustion and depersonalization don't affect EI directly. The job related accomplishments are considered to be important; it is possible that expatriates bear other two dimensions of burnout as an indispensable cost of the success.

The model tested in the study proves that lecturers having high EI will experience high job satisfaction (Wong & Law, 2002). Our findings are in contrast with those who have reported that EI does not have direct or indirect effects on the job satisfaction (Aghdasi, Kiamanesh, & Ebrahim, 2011). Individuals who are aware of their own feelings and who can control their stress and negative emotions (Kafetsios, & Zampetakis, 2008), can maintain better relationships with co-workers and superiors which will further result into high job satisfaction (Wong & Law, 2002).

Male and female respondents covered in the present study do not differ for any of the constructs or variables measured. Unlike Mayer et al., (2000b) we could not observe mean difference for EI among males and females. Our findings are contrary to those who have observed high EI scores among two gender groups (Austin et al., 2005; Brackett et al., 2004). Moreover, for job satisfaction as well as for the dimensions of burnout there was no significant difference among males and females. Results are contrary to those who have observed that women experience less emotional exhaustion and depersonalization than men (Karim, Hans, Karel & George, 2004). However, our findings coincide with a study on university staff in which no significant difference was observed in the level of emotional exhaustion and depersonalization among males and females, but the study reported high level of reduced personal accomplishment among females than males (Adekola, 2010). While explaining the findings we should consider the research context. This study was conducted with expatriate academic professionals who were working with extensively diverse set of colleagues and students; expatriates adhere to the rules and do surface acting, means they display the required emotions that are different from internally felt states (Haslberger *et al.*, 2014).

Young employees experience high burnout. In a study on nurses Erickson & Grove (2007) have similar findings; they have observed higher burnout in younger nurses. Beside, respondents belonging to different work experience groups experience different levels of burnout. Lecturers having less work experience show high burnout than their counterparts having more work experience. The scores for

emotional exhaustion and depersonalization were observed high among respondents with less work experience. A possible explanation for our observation can be that employees having more work experience must have learned the organizational procedures and systems. They would have learned the required professional tactics and must have developed the burnout coping strategies. For the observations about reduced personal accomplishment, it is possible that respondents having higher work experience feel highly accomplished than those who have joined later. Since they would have accomplished their professional goals, it is possible that respondents having high work experience report low level of reduced personal accomplishment.

IMPLICATIONS

Findings of this research underline the importance of emotional intelligence in the academic institutions. As emotionally intelligent lecturers are more satisfied the recruiters should consider EI as an important criterion for selecting employees. Since emotional intelligence capabilities can be trained and developed even in the later stage of life (Boyatzis, 2009) organizations should have strategies for cultivating and maintaining positive emotions among employees (Fredrickson, 2001).

Reduced personal accomplishment has negative impact on EI, employees under stress find themselves less capable of understanding and managing and using their emotions. Managers of academic institutions should create stress free work environment; additionally, stress management practices should be taught to those who experience burnout.

Theoretical contribution of the present research is that it examines the interaction between dimensions of burnout, EI and job satisfaction. Individuals with high level of personal accomplishment are emotionally more intelligent and further they are more satisfied with their jobs. Emotionally intelligent people can achieve professional success (Salovey & Grewal, 2005) and higher life satisfaction (Extremera & Fernandez-Berrocal, 2005); in turn accomplished individuals will demonstrate high emotional intelligence.

LIMITATIONS AND FUTURE RESEARCH QUESTIONS

This study has several limitations. The first limitation is the length of survey instrument; the questionnaire used in this study had three different sections measuring EI, burnout and job satisfaction, a lengthy questionnaire might have made the respondents tired. In some cases we followed the respondents several times to complete the survey, we cannot deny the chance of pressure on respondents to reply the questionnaire, and such pressure can bias the responses. Though respondents were told clearly and it was mentioned in the introduction of the questionnaire that the college management has no direct interest in the results of survey and the data gathered will be kept confidential, some respondents had fear that it may affect their employment, such apprehension might have influenced their response.

Future research can investigate the possible interaction between burnout dimensions and components of EI and their impact on job satisfaction. We call for a comparative study between expatriate and native employees that can give new insight on the research issue. As teacher's burnout fluctuates during the academic year a longitudinal study can explain the dynamics of relationship between variables and constructs taken up in the present study.

Emotional intelligence is found to be a predictor of job satisfaction. This study has empirically tested the relationship between dimensions of burnout and emotional intelligence and reported that lecturers who feel low personal accomplishment also have low emotional intelligence. Emotional exhaustion and depersonalization do not influence the emotional intelligence directly. Since emotional intelligence is so critical for the success of educational institutions and it affects the job satisfaction of academic professionals directly it becomes inevitable to conduct EI training programs on the regular basis.

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