



## Relationship between Emotional Intelligence and Creativity and Job Burnout among Primary Teachers

Elham Tavangar Rizi<sup>1</sup>, Ahmad Shabani<sup>\*2</sup>

1. MA Educational Planning, Isfahan (Khorasgan) Branch, Islamic Azad University, Isfahan, Iran.

2. Isfahan University, Isfahan, Iran.

### A B S T R A C T

The purpose of study is evaluation the relationship between emotional intelligence and creativity and job burnout among primary teachers. The statistical population is primary school teachers Lenjan city (Iran) who are working in public schools in 2015-2016. Sample methods are random stratified cluster sampling. To measure of emotional intelligence used questionnaire Shearing, To measure job burnout Maslach and Jackson and to measure creativity used Abedi questionnaire. The reliability of the questionnaire using Cronbach's alpha coefficient for job burnout questionnaire is 0.867, emotional intelligence 0.854 and creativity questionnaire 0.912 respectively. Data through the Kolmogorov-Smirnov test, Pearson correlation coefficient, structural equation modeling, two independent samples t test and one-way analysis of variance (ANOVA) were analyzed. Result showed that there are relationship between emotional intelligence and creativity and job burnout of teachers ( $P < 0.01$ ;  $r = -0.309$ ). Results showed that there is a significant relationship between the dimensions of creativity and emotional intelligence of teachers, dimensions of job burnout and emotional intelligence and between job burnout with creativity of teachers.

**Keywords:** Emotional Intelligence, Creativity, Job Burnout, Primary Teachers.

### INTRODUCTION

Today the education system is a large organization at the country level. This ideal requires educators to achieve a healthy, refreshed and high motivated. School teachers are Such as educators and helpers in this section. We have teachers when entering in schools are regular people, sympathetic and interested. But after several years of work and even faced with numerous problems and job stress in the workplace, feel tired and are even willing to withdraw from work (Bennis & Townsend, 2005; Kanani & Shafiei, 2016).

Emotional Intelligence is a form of intelligence that the person has the ability to recognize their emotions and feelings and the other to use them to direct the thoughts and actions of others (Mao et al., 2016; Mayer, Caruso, & Salovey, 2016; Mayer, Salovey, Caruso, & Sitarenios, 2003).

Emotional intelligence includes identifying and controlling your emotions, empathy with others and maintains satisfying relationships. In other words, a person who has a high emotional intelligence, three components integrates: cognitive, physiological and emotional behavior to successfully with one another. Emotional intelligence is a kind of emotional

\*. Corresponding Author: Shabani, A.

DOI: [In pressing](#)

To cite this article: Tavangar Rizi, E., Shabani, A. (2018). Relationship between Emotional Intelligence and Creativity and Job Burnout among Primary Teachers. *Iranian Journal of Positive Psychology*, 4 (4), 97-101.

aptitude that determines how to best possible use of their skills and even helps to apply wisdom in the right direction(Langhorn, 2004).

Emotional intelligence can create a dynamic environment, would provide mental health and learning with fun and joy as well as desirable social communication facilitate the control of emotions(Yazdani, 2018). In contrast, job burnout in organizations can be very costly and cause a lot of damage(Bigdeloo & Bozorgi, 2016; Hamid, Hajmohammadi, Mehri, & Naddaf, 2015). As the world becomes more complex, need to develop innovative and creative mind also increased(Windrum & Koch, 2008).

Creativity is ability to produce entirely new response in the face of the issues. And creative answers, should not repeat what is seen or heard in the past and answered, should solve the problem so appropriate and useful(Lopes, Salovey, & Straus, 2003). Guildford also looking at the characteristics of creative personality, creativity knows which set of abilities and traits are creative thinking(Niazazari, Barimani, & Hajigholikhani, 2011). The creative process takes place in-person interaction with the environment; the physical and social environment stimulates and encourages creativity in Member. Now creativity leads to a competitive advantage for the organization and organizations to creative staff in the development of new products and services that compete with each other(Rahnama, Mousavian, & Maghvan, 2011).

Recently, it has become clear that in some cases teachers feel they are called to job burnout. Job burnout is often as a reaction to prolonged exposure to difficult interpersonal situations, defined as(Maslach, Schaufeli, & Leiter, 2001). States three areas with titles job burnout, emotional exhaustion, and depersonalization and reduced personal accomplishment.

Job burnout causes of disability and, if known to be easily treatable in its early stages. The physical fatigue symptoms include loss of energy, chronic fatigue, weakness and helplessness. Emotional exhaustion symptoms include depression, feelings of lack of support, despair and lack of escape routes is(Saboori & Pishghadam, 2016). Emotional Intelligence enables an individual to increase or maintain the positive mood, thus indirectly causing an increase in creativity in people.

Mohamad and Jais (2016), in study reported the correlation coefficient between emotional intelligence and creativity and its dimensions are not significant, while the coefficient between emotional intelligence and occupational burnout is significant. Lee (2010) study entitled "The Relation between Emotional Intelligence, intelligence and its effect on job burnout among staff in Korea" on 600 employees. The results showed that emotional intelligence have been effective in reducing job burnout.

Therefore, the main problem presented in this study is whether the relationship between emotional intelligence and job burnout and creativity primary teachers Lenjan city (in Iran) there? How is this related direction?

## **METHODOLOGY**

The research method in terms of purpose is applied and type of study is descriptive and correlational research in terms of the relationship between variables. The statistical population

## Relationship between Emotional Intelligence and Creativity ...

is primary school teachers Lenjan city who are working in public schools in 2015-2016. Sample methods are random stratified cluster sampling and for determine the sample size using Morgan table 203 women and 57 men were selected for the study. In the present study to measure emotional intelligence used questionnaire Shearing (1999) with 33 items five-point Likert questionnaire. To measure job burnout Maslach and Jackson (1981) with 22 items five-point Likert and to measure creativity used Abedi questionnaire (1984) with 60 in three degrees Likert items. The reliability of the questionnaire using Cronbach's alpha coefficient for job burnout questionnaire is 0.867, emotional intelligence 0.854 and creativity questionnaire 0.912 respectively. Data through the Kolmogorov-Smirnov test, Pearson correlation coefficient, structural equation modeling, two independent samples t test and one-way analysis of variance (ANOVA) were analyzed.

## RESULTS

The main hypothesis: there are relationship between emotional intelligence and creativity and job burnout of teachers. According to the hypothesis of the study and also due to the normal distribution of data Pearson correlation coefficient was used to test this hypothesis.

Table 1. Correlation between emotional intelligence and creativity

Criterion variable	creativity		
	correlation coefficient	Squared correlation coefficient	P
emotional intelligence	0.859**	0.738	0.0001

P < 0.01

Table 2. Correlation between emotional intelligence and job burnout

Criterion variable	job burnout		
	correlation coefficient	Squared correlation coefficient	P
emotional intelligence	0.309 -**	0.095	0.0001

P < 0.01

First accessory hypothesis: there are relationship between dimensions of creativity and emotional intelligence of teachers.

Table 3. Correlation between dimensions of creativity and emotional intelligence

Criterion variable	emotional intelligence		
	correlation coefficient	Squared correlation coefficient	P
Fluid	0.654**	0.427	0.0001
flexibility	0.854**	0.714	0.0001
innovation	0.891**	0.793	0.0001
Expansion	0.028	0.001	0.693

P < 0.01\*\*

Second accessory hypothesis: There is a relationship between job burnout dimensions and emotional intelligence of teacher.

Table 4. Correlation between dimensions of job burnout and emotional intelligence

Criterion variable	emotional intelligence		
	correlation coefficient	Squared correlation coefficient	P
Emotional exhaustion	-0.211**	0.045	0.0001
Depersonalization	-0.247**	0.061	0.0001
Inadequacy of character	-0.291**	0.085	0.693

P < 0.01\*\*

Third accessory hypothesis: There is a relationship between job burnout and creation of teacher.

Table 5. Correlation between job burnout and creation

Criterion variable	creation		
	correlation coefficient	Squared correlation coefficient	P
job burnout	-0.310**	0.096	0.0001

P < 0.01\*\*.

## CONCLUSION

The main hypothesis findings show that there is significant correlation between emotional intelligence and creativity of teacher. Therefore main research hypothesis that a significant relationship between emotional intelligence and creativity and job burnout teachers there, it was confirmed. This research study is consistent with Rahnama et al. (2011) and Saboori and Pishghadam (2016), that there is a relationship between emotional intelligence with creativity, job burnout and job performance. In explaining the findings of this hypothesis can be said Emotional intelligence is a person's ability to recognize emotions in self and others and to manage symptoms and emotional information. People who can well-known your emotions and interpret emotional symptoms, are more effective.

First accessory hypothesis findings show that there isn't a significant correlation coefficient between emotional intelligence and developed dimension, but there was a significant relationship between emotional intelligence and fluid, flexibility, and initiative dimensions. First accessory hypothesis show that there are relationship between dimensions of creativity and emotional intelligence of teachers. That there is a relationship between emotional intelligence with creativity, job burnout and job performance. In explaining the findings of this hypothesis can be said creativity is concept and something fresh and unique, so that appropriate and are useful and solve a problem, question or need scientific, industrial or community. Creative set of capabilities and features that would be creative thinking. Therefore emotional intelligence can help the teachers to be more innovative and better ways to provide their students.

Second accessory hypothesis showed that there is a relationship between job burnout dimensions and emotional intelligence of teacher. There is a relationship between job burnout dimensions and emotional intelligence of teacher. In explaining the findings of this hypothesis can be said job burnout is a response that is long-term difficult interpersonal situations. Teachers who are equipped to perform their duties emotional intelligence is less likely to job burnout and better able to manage their career path, to achieve their goals.

Third accessory hypothesis showed that there is a relationship between job burnout and creation of teacher. In explaining the findings of this hypothesis can be said Creativity in the event form a person motivated to solve problems in their field and have the tasks. A person who in your organization is experiencing job burnout incentives for optimal and effective way of doing things is lost. As a result, we can easily recognize that such people do not tend to do things in new ways or new initiatives presented. Because the teaching jobs has a condition that

can increase job burnout; the importance of creativity through education managers in organizations can be of great help in improving the quality of teacher education.

### REFERENCES

- Bennis, Warren G, & Townsend, Robert. (2005). *Reinventing leadership: Strategies to empower the organization*: Harper Collins.
- Bigdeloo, Masoomah, & Bozorgi, Zahra Dasht. (2016). Relationship between the Spiritual Intelligence, Self-Control, and Life Satisfaction in High School Teachers of Mahshahr City. *Review of European Studies*, 8(2), 210-216.
- Hamid, Abdolsadeh, Hajmohammadi, Shima, Mehri, Laleh, & Naddaf, Sara. (2015). The investigation between Emotional intelligence and job stress and quality of life among high school teachers in Khozestan province. *European Online Journal of Natural and Social Sciences: Proceedings*, 4(1(s)), 1371-1379.
- Kanani, Nima, & Shafiei, Bijan. (2016). Employees empowerment in organization. *Kuwait Chapter of Arabian Journal of Business and Management Review*, 33(2649), 1-6.
- Langhorn, Steve. (2004). How emotional intelligence can improve management performance. *International Journal of Contemporary Hospitality Management*, 16(4), 220-230.
- Lee, Hyuneung. (2010). The relationship between emotional intelligence and emotional labor and its effect on job burnout in Korean organizations.
- Lopes, Paulo N, Salovey, Peter, & Straus, Rebecca. (2003). Emotional intelligence, personality, and the perceived quality of social relationships. *Personality and Individual Differences*, 35(3), 641-658.
- Mao, Wei-Chung, Chen, Li-Fen, Chi, Chia-Hsing, Lin, Ching-Hung, Kao, Yu-Chen, Hsu, Wen-Yau, . . . Hsieh, Jen-Chuen. (2016). Traditional Chinese version of the Mayer Salovey Caruso Emotional Intelligence Test (MSCEIT-TC): its validation and application to schizophrenic individuals. *Psychiatry research*, 243, 61-70.
- Maslach, Christina, Schaufeli, Wilmar B, & Leiter, Michael P. (2001). Job burnout. *Annual review of psychology*, 52(1), 397-422.
- Mayer, John D, Caruso, David R, & Salovey, Peter. (2016). The ability model of emotional intelligence: Principles and updates. *Emotion Review*, 8(4), 290-300.
- Mayer, John D, Salovey, Peter, Caruso, David R, & Sitarenios, Gill. (2003). Measuring emotional intelligence with the MSCEIT V2. 0. *Emotion*, 3(1), 97.
- Mohamad, Mafuzah, & Jais, Juraifa. (2016). Emotional intelligence and job performance: A study among Malaysian teachers. *Procedia Economics and Finance*, 35, 674-682.
- Niazazari, K, Barimani, A, & Hajigholikhani, B. (2011). The role of knowledge Management on the creativity of teachers in secondary schools. *Manag J*, 8(21), 79-87.
- Rahnama, Afshin, Mousavian, Seyed Javad, & Maghvan, Tavakkol Salimi. (2011). The survey of relationship between creativity of staffs and organizational effectiveness. *Australian Journal of Business and Management Research*, 1(6), 97.
- Saboori, Fahime, & Pishghadam, Reza. (2016). English Language Teachers' Burnout Within the Cultural Dimensions Framework. *The Asia-Pacific Education Researcher*, 25(4), 677-687.
- Windrum, Paul, & Koch, Per M. (2008). *Innovation in public sector services: entrepreneurship, creativity and management*: Edward Elgar Publishing.
- Yazdani, F. (2018). The Relationship between Emotional Intelligence and Happiness in Students of Kashan University. *Journal of Comprehensive management*, 4(1), 18-23 [In Persian].