Influence Of Emotional, Spiritual, Physical And Social Intelligence Towards Burnout

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***Abstract*- Burnout is situations of individual involved suffered fatigue from the aspects of physical, mental and emotion which can affect someone work performance. Previous researches showed burnout exists in occupation that involves services with customers which teacher profession is one of them. There are several internal and external factors that contribute to burnout. This research is looking on internal factors that influence burnout among teachers which are emotional, spiritual, physical and social intelligence. This research also identifies the level of emotional intelligence, spiritual intelligence, physical intelligence, social intelligence and burnout. Descriptive research design and correlation were used in the research. Research instruments were distributed to 377 teachers of daily Secondary School in Selangor as choosen research samples by using random stratified and cluster sampling. Data was analysed descriptively based on mean value, standard deviation and percentage. Structural Equation Modelling (SEM) was used to see the influence of research variables towards burnout. Research findings showed the level of emotion, spiritual, physical and social intelligence were high, meanwhile the level of burnout among teachers was moderate. All research variables showed significant relationship with burnout. Emotion, spiritual and physical intelligence gave direct effect towards burnout, meanwhile social intelligence did not gave effect towards burnout. Therefore, Malaysia Ministry of Education shall improve certain important elements in choosing teacher candidates, teacher training and other courses related to teachers who already in service with consideration of burnout among them.**

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

I. INTRODUCTION

Burnout is a situation where individual involved is exhausted from physical, mental and emotion aspects. According to Faber (1991), burnout is extreme feelings of failure, tired and fatigue because of burdensome demands on someone energy, strength and persistence. Maslach (2001), had developed the concept of burnout by explaining three main types which emotional exhaustion are, depersonalization and reduced personal accomplishment.

According to Anbar and Ekar (2008), many professions are exposed to experience burnout. Previous researches showed teacher career is one of occupations that much exposed to burnout. This is because teacher must communicate with many students, colleagues, parents and community with various manners. According to Syed Ismail and Ahmad Subki (2013), teacher profession is a challenging form of social service. Teacher and educator must aware to the latest update in leadership process, management, resource management and goal achievement.

Schaufeli, Maslach and Marek (1993) stated there are two general factors that cause burnout which internal and external factors. Internal factors can be age, gender, self pride and personality. Meanwhile external factors can be weak psychological working environment, low chances for promotional, rewards provided are inadecuate, less social supports from employer, work demands and boring job. Besides, factors such as involvement with service recipients, working environment and socio culture also can cause burnout.

Maslach and Jackson (2001) stated individual factors are gender, age, academic achievement and marriage status. Their research proved that men who experienced burnout tended to had depersonalization while women who experienced burnout tended to exhaust emotionally, younger worker was higher to experience burnout than the older worker, academic levels was one of individual factors that involved, and unmarried men easily faced burnout than married men.

According to Brock and Grady (2002), individual that burnout usually is related to the situation of physical, intellectual, social, emotional and spiritual intelligence. The associated sign of physical is when an individual start to experience various ailments such as headache, stomachache, blood pressure and body weight problem. Individual who experienced burnout from intellectual aspect will face difficulty in decision making. They fail to organize thoughts and hard to focus while doing tasks. Due to low social intelligence, individual that burnout will try to avoid from meet or hang out with other people. Emotion of individual who experienced burnout is said in unbalance and unstable state. Burnout also relates to spiritual intelligence which in situation of self confidence level towards personal values is getting wavering. This research is to look individual factors that contribute to burnout. The individual factors are emotional, spiritual, social and physical intelligence. This research will determine the levels of emotional intelligence, spiritual intelligence, physical intelligence, social intelligence, durability and burnout among teachers, and determine the relationship of individual internal factors that contribute towards burnout. This research is limited to qualititative research that uses questionnaire and only involves teachers at secondary school in Selangor.

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Burnout

According to Maslach (2011) burnout is disturbance of emotion that exist between human, job and surroundings that cause human to do various actions which can bring various negative implications. Maslach also stated burnout divides into three sub scales which are emotional 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 heavy. Depersonalization is a situation when personal psychological disturbance occurs in the life of someone professional. The individual who is experiencing depersonalization will change his attitude into rude person, be indifferent and enclosed towards surroundings. Reduced personal accomplishment refer to situation or condition where an individual give negative self evaluation towards his personal achievement because he lose the effectiveness and feel that his self esteem is threatened (Maslach, 2011).

Emotional, Spiritual, Physical and Social Intelligence

Emotional intelligence (EQ) is one of important factors to an individual especially for working person. EQ refer 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. This will avoid them from burnout.

Spiritual Intelligence (SQ) refer to individual ability towards knowledge, attitude or nature which form in individual heart from the comprehension and evaluation made based on religion elements and values and translated into actions. According to Zohar and Marshall (2000), this intelligence related to practice and knowledge of individual in facing and dividing the meaning and values of questions. Belief system or values hold by an individual will give motivation to himself that the success depends on instruction and focus for self endurance.

Falls (1980) defines Physical Intelligence (PQ) includes the aspects that relate with physiology function and psychology which believed can give 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 on health supports and welfares, provide informations about surroundings safety and comfortability, and increase self development and spiritual in life process. According to Brock and Grady (2002), fatigue and lack of recess due to changes and uncertain bedtime patterns because of disturbance are factors of burnout. 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 well social supports. Resilient individuals depend on another person to help them live when it is difficult. 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 research uses quantitative approaches with reaserch design is by relationship research. Aim of research is to look the relationship between factors of emotional, spiritual, physical and social intelligence with burnout among teachers of daily Secondary School in Selangor. About 377 teachers were choosen based on stratified random sampling from ten districts in this state. 40 questionnaires forms were distributed to each daily Secondary School in Selangor. The involved districts were Gombak, Klang, Hulu Langat, Sepang, Petaling Utama, Petaling Perdana, Hulu Selangor, Kuala Langat, Kuala Selangor and Sabak Bernam. Questionnaires form has six main parts which part A is about demography information, part B measures the physical intelligence, part C measures the emotional intelligence, part D measures the spiritual intelligence, part E measures the social intelligence and part F measures the burnout.

III. RESULTS AND FINDINGS

Results of descriptive analysis showed teachers had high level of emotional intelligence for sub constructs of perception towards emotion and emotion management, while use of emotion was at good level. For spiritual intelligence, both research sub constructs which practice and knowledge, and human values showed teachers had high level of intelligence. Physical intelligence has three research sub constructs which energy body awareness, comfort body awareness and inner body awareness. Energy body awareness and comfort body awareness sub constructs were at moderate level, and inner body awareness was at high level. For teacher social intelligence, findings showed all measured items reached high mean value. This situation illustrates that teachers have high social intelligence where they love to make friends and be together with other people and concern with feelings of people at their surroundings. All five sub constructs showed high level of intelligence among teachers. Meanwhile, findings for burnout showed that emotional exhaustion and depersonalization were at moderate level, and personal accomplishment was at high level. Overall, teacher's burnout was 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	Emotional Intelligence	Physical Intelligence	Spiritual Intelligence	Social Intelligence	Burnout
Emotional Intelligence	1				
Physical Intelligence	.825**	1			
Spiritual Intelligence	.802**	.780**	1		
Social Intelligence	.737**	.625**	.688**	1	
Burnout	-.329**	-.387**	-.419**	-.214**	1

Based on Table 1 above, findings showed Pearson coeeficient value, r=.825, p=.000 for relationship between emotional intelligence with physical intellegence, r=.802, p=.000 for relationship between emotional intelligence with spiritual intelligence, r=.737, p=.000 for relationship between emotional intelligence with social intelligence, r=.730, for relationship between emotional intelligence with burnout. Since significant value was smaller than 0.5, this finding could be summarized as all measured variables had significant relationship with teacher emotional intelligence. 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, value r=.780, p=.000 for relationship between physical intelligence with spiritual intelligence, and r=.625, p=.000 for relationship between physical intelligence with social intelligence. These findings showed that all measured variables had strong significant value between spiritual intelligence (r=.780), but moderate relationship between physical intelligence variable (r=.625) and burnout (r=-.387) with physical intelligence.

Next, value r=.668, p=.00 for relationship between spiritual intelligence with social intelligence. There was significant relationship for all measured variables. However, moderate strength of relationship showed by social intelligence (r=.688) and burnout (-.419) with spiritual intelligence. All measured variables showed significant relationship, but the strength was moderate. This concludes that all intelligence has significant relationship with burnout.

Findings of research analysis on variables direct effect with burnout

Direct effect analsyis was conducted through Structural Equation Modelling (SEM), Amos. Results of direct effect analysis for emotional intelligence (β=-.85, p=.000), physical intelligence (β=-.35, p=.000), and spiritual intelligence (β=-.68, p=.000) showed negative significant value with burnout. The displayed direct relationship showed direct relation between measured variables. The higher intelligence of emotional, physical and spiritual, then burnout among teachers will decrease. However, results of direct effect relationship analysis showed unsignificant 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 ANALSYSIS

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

Research findings show negative significant direct effect between emotional intelligence with burnout. This finding is like previous researches conducted by Alavinia and Ahmadzadeh (2012); Pishghadam and Sahebjam (2012); Robiatul Adawiyah (2013); Saiiari et al., (2011); Vaezi and Fallah (2011) and Zysberg et al., (2017) which respectively held in Iran, Spain and Indonesia towards teachers at secondary school level. This situation obviously shows that a teacher that has emotional intelligence will able to handle his emotion up to react rationally and will not experience burnout. Emotional intelligence can affect the occurence of burnout among teachers. According to Robiatul Adawiyah (2013), anxiety of the happening of burnout and spread among other teachers in similar school is cause by emotional intelligence that can be seen by others. Teachers must ensure their emotional intelligence particularly in facing students nowadays. Research by Alavinia and Ahmadzadeh (2012) found 48 % burnout's effect is from emotional intelligence experienced by teachers. Salovey et al., (1999) found that individuals can 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. This indicates that emotional intelligence is important to ensure no burnout occur 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 relation between spiritual intelligence and burnout. Pyschologists believe that the main success of big organisation is depends on the director and their workers's spiritual intelligence. This also supports by researches of Akbarizadeh, Bagheri, Hatami and Hajivandi (2012); Captari (2010); and Wachholtz and Rogoff (2013) which respectively looked on spiritual intelligence effects among medical students, nurses and college assistants at university. The lower spiritual intelligence, the higher the chances of burnout may occur. Teachers must have spiritual strength by doing religion practices and has good values in daily tasks. This can prevent teachers from burnout. They shall think the salary that they receive must get bless from god and they must work hard and not half heartedly if burnout occurs, as they understand the concepts of sins and rewards and halal and haram. The religion practice also may help them to prevent from burnout. Those who have high intelligence will understand more of the situation and always pray so that the unwanted scenario will not happen. This is coinciding with opinion stated by Jeloudar and Godarzi (2012) that those with spiritual intelligence have human soul tendency includes of all life aspects which translated towards meaningful and prosperous life.

Findings also show negative significant direct effect between physical intelligence with burnout. This finding indicates influence shows by physical intelligence towards burnout. This is supports by Salvagioni et al., (2017) who stated that physical effects will experience by those who are burnout such as 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. Effects of psychology 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 researches 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 research that combines teacher's burnout and social intelligence show there is no effect towards burnout. However, research by Caspersen and Raeen (2014) stated that teachers at early stage will burnout if the social relationship with friends cannot be built at early level of service. This is precisely similar with the research finding because all respondents have teaching experience more than one year and no new teacher is placed. The needs towards research respondents about social intelligence is not relates with burnout occurence. 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 pressure is the basis of student development through teaching and learning process which held in classroom. Teachers must have emotional, spiritual and physical intelligence so that they are not experiencing burnout. Spiritual intelligence is important to ensure teacher's burnout is lessen and teacher's focus towards the achievement of vision and mission by Malaysia Ministry of Education can be reached.

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