

Relationship between Emotional Intelligence and Creativity and Job Burnout Among Primary Teachers in Lenjan City

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Elham Tavangar Rizi¹ and Ahmad Shabani^{2*}

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

2. Isfahan University, Isfahan, Iran, Corresponding author

*Corresponding author: Shabani A.

Abstract The purpose of study is evaluation the relationship between emotional intelligence and creativity and job burnout among primary teachers Lenjan city. The statistical population is primary school teachers Lenjan city 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 ($P < 0.01$).

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 (sajedi and Omidvar, 2007).

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 (Meyer and Salovy, 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 aptitude that determines how to best possible use of their skills and even helps to apply wisdom in the right direction (Rad, 2010).

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. (Pourzareei, 2007). In contrast, job burnout in organizations can be very costly and cause a lot of damage (Kavoosi and Sarlak Chivaei, 1388). As the world becomes more complex, need to develop innovative and creative mind also increased (Mohammadi, 2005).

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 "(Tasbih Sazan, 2001). Guildford also looking at the characteristics of creative personality, creativity knows which set of abilities and traits are creative thinking (Niaz Azari, 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 (pour tahmasebi, 2010).

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 (Mezlach, 1981). Mezlach states three areas with titles job burnout, emotional exhaustion, and depersonalization and reduced personal accomplishment (Mzlach and Jackson, 1981).

Job burnout causes of disability and, if known to be easily treatable in its early stages. Avhlr 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 (Haji Arazi, 2007). Emotional Intelligence enables an individual to increase or maintain the positive mood, thus indirectly causing an increase in creativity in people. Baventimpo in 2005 suggests that emotional intelligence and its components to specific skills Such as self-awareness, creativity and empathy. Khodaie Khiavi (2014) in his study of emotional

intelligence, age and gender in predicting job burnout consultants, concluded that emotional intelligence in predicting job burnout consultants show a negative significant effect.

Ranjbaran (2013) in study entitled the relationship between emotional intelligence and creativity, job burnout and job performance among employees of city commercial bank branches 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.

In the study by Vetkin (2000) in the context of the relationship between emotional intelligence and various occupational variables were obtained the following results: higher emotional intelligence of employees of vitality, joy and vitality are more than optimistic life more and more resistant to stress and 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 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 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 Statistical index of predictive variables	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 statistical index of predictive variables	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 Statistical index of predictive variables	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		
Criterion variable	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		
Criterion variable	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 Ranjbaran (2013) Khiavi Khodaie (2014), Pourkiani (2012), Alizadehgoradel and colleagues (2012), GHeltash et al. (2011), Ehyakonandeh and colleagues (2011), Zare and Anvari (2007), Asadi (2003) 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. This research study isn't consistent with researches of Ranjbaran (2013). They found a not significant relationship between emotional intelligence and creativity and its dimensions. This means that with increase emotional intelligence will not see an increase in creativity that our results are not in the same direction. Also this research study is consistent with research of Nofehresti and Moin al-ghorabaie (2010). 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. It was confirmed.

This research study is consistent with Ranjbaran (2013) Khiavi Khodaie (2014), Pourkiani (2012), Alizadehgoradel and colleagues (2012), GHeltash et al. (2011), Lora and fox (2015). 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.

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