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PSYCHOLOGICAL INTERRELATION OF EMOTIONAL INTELLIGENCE, BURNOUT AND  
STRESS TOLERANCE IN HIGHER EDUCATION TEACHERS

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ABOUT ARTICLE

**Key words:** Emotional intelligence, stress resistance, burnout, teachers of the highest composition.

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**Abstract:** Correlation of emotional intelligence, burnout and stress resistance in senior teachers. The empirical study is aimed at identifying the relationship between emotional intelligence, stress resistance and burnout of senior teachers.

INTRODUCTION

In the pedagogical and psychological environment the relationship between emotional intelligence, stress resistance and burnout of teachers is poorly studied, and therefore represents a scientific novelty in the field of psychological and pedagogical research.

The specificity of teachers' professional activity makes higher demands to professional competences and communicative skills, and, accordingly, teachers are the most exposed to the risk of professional burnout, unlike workers of other sociognomic professions.

The object of the study was teachers of higher staff, the subject of the study was the relationship between emotional intelligence, stress resistance and burnout of teachers. The empirical base for practical research was 'Jizzak State Pedagogical University'.

The total sample size was 30 people aged from 27 to 56 years, teaching experience of 5-33 years. In order to increase the representativeness of the sample, teachers with different years of teaching experience were included in the group of respondents. Respondents were selected using the 'snowball'

method, which implies that subsequent respondents are selected after being recommended by the initially selected respondents.

The analysis of the study indicators of emotional intelligence, burnout, and stress resistance in the teachers of higher education allowed us to draw the following conclusions: According to the method 'EmIn' by D. V. Lucin [4] it was possible to determine that the average level of expression of emotional intelligence indicators prevails in the teachers of higher staff. The most developed are interpersonal emotional intelligence and the ability to understand emotions, the least developed are intrapersonal emotional intelligence and emotion management.

The results of the analysis of the current level of stress tolerance among the teachers of higher education in accordance with the data obtained by the SUN questionnaire (methodology and diagnosis of well-being, activity and mood) revealed: low indicators of stress tolerance level of teachers of higher education reduce the productivity of labour activity, adversely affecting the nature of interpersonal relations and microclimate in the team, can be one of the causes of burnout symptoms.

A high level of stress tolerance indicators increases working capacity, positively affects the socio-psychological climate and interpersonal relations, and thus is one of the factors of burnout symptoms prevention among teachers. According to the data obtained with the help of the questionnaire 'Professional burnout' by K. Maslach and S. Jackson (adapted by N. E. Jackson). Jackson (adapted by N. E. Vodopyanova) [1]: the integrative index in this study, in accordance with the table of norms made average values.

Professional activity of teachers is associated with emotional overstrain and exhaustion of their own emotional resources, which in turn reduces the productivity of pedagogical activity due to lack of strength, irritability, fatigue, etc. The highlighted indicators can be conditioned by the specifics of teachers' activity, which consists in active interaction with other people, and therefore constant analysis and control of emotional information.

The study of the relationship between empirical indicators of emotional intelligence and stress tolerance and professional burnout in higher educators was carried out by means of correlation analysis using Pearson correlation coefficient. Data analysis using Pearson correlation coefficient showed mediated statistically significant correlations. Negative correlations were revealed in relation to the level of stress resistance with the general indicator of professional burnout on the following scales: 'emotional exhaustion' ( $r = -0.584$ ;  $p \leq 0.05$ ), 'dipersonalisation' ( $r = -0.625$ ;  $p \leq 0.01$ ), 'reduction of personal achievements' ( $r = -0.573$ ;  $p \leq 0.05$ ).

The obtained data confirm the assumption that the higher the level of stress tolerance, the more developed are the skills preventing the manifestation of burnout symptoms.

The totality of emotional and volitional qualities of personality, firmness of character, adequate self-assessment of labour activity results, purposefulness, calmness, endurance - create opportunities for management and regulation of emotional and behavioural reactions to stressful situations, creating obstacles for formation and development of burnout syndrome. The scales: 'emotional exhaustion' ( $r = -0,431$ ;  $p \leq 0,05$ ), 'reduction of personal achievements' ( $r = -0,417$ ;  $p \leq 0,05$ ) also revealed an indirect negative relationship, which reflects the results of the study of the relationship between emotional intelligence and professional burnout.

The results of regression analysis showed that the level of emotional intelligence is influenced by three parameters: well-being; 'psychoemotional exhaustion' as a process associated with the exhaustion of emotional, energy, physical resources; 'depersonalisation' (personal estrangement) representing a specific form of social maladaptation of specialists who work with people. At the same time, 'psychoemotional exhaustion' and 'depersonalisation' can lower the level of emotional intelligence, being negative factors; and the state of 'well-being' is a dominant parameter in the process of development of 'emotional intelligence'.

The obtained data can be reflected by the following formula:  $EI = 93,184 + 0,166 \times CAM - 0,258 \times PSI - 0,554 \times DEP$  (1) where EI - emotional intelligence; SAM - parameter 'Self-being'; PSI - parameter 'Psychoemotional exhaustion'; DEP - parameter 'Depersonalisation'. The high level of emotional intelligence development in teachers of higher staff leads to the absence of probability of burnout symptoms development [2].

The highlighted circumstance can be characterised by the fact that the teachers of higher staff are able to analyse their emotional state, regulate emotions for prompt and effective performance of their tasks, establish favourable interpersonal relations, develop empathy, sociability.

Positive emotions arising in the process of professional activity can increase self-confidence, resilience, stress resistance, and consequently contribute to the prevention of burnout symptoms among senior lecturers [3].

The results of the conducted research demonstrated: the higher the level of emotional intelligence development, the higher the ability to improve one's abilities, to realise personal resources in the direction of overcoming negative manifestations of emotional state. The ability to adequately perceive

and evaluate one's thoughts and actions can lead to the manifestation of maximum involvement and engagement in professional activity, creating obstacles to the development of burnout [5].

Thus, the analysis of the results of the empirical study determined: a high level of emotional intelligence and stress resistance hinder the formation and development of symptoms of professional burnout of higher education teachers [5]. Emotional intelligence and stress resilience can act as preventive measures of professional burnout in the pedagogical environment of higher education institutions.

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