

Emotional Intelligence and Burnout of Teachers of Higher Education Institutions

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Abstract: Emotional intelligence is an important resource for overcoming professional stress in members of socio-economic professions. The research objective is to determine the role of its components in the development of emotional burnout. A natural experiment was conducted, which determined the manifestations of emotional burnout of 56 university teachers at the end of the academic year. The author used the questionnaire. Two experimental groups were identified in the general sample: teachers with burnout and those resistant to burnout (16 and 30 people, respectively). At the end of the academic year, signs of burnout were detected in one-third of university teachers. The leading symptoms are emotional exhaustion and depersonalisation, with no reduction in professional achievement. The dynamics of emotional life during the annual professional cycle are shown. The integrated indicator of emotional intelligence (EI) remains at the same level, but there are structural changes in the components of intrapersonal intelligence. At the end of the year, teachers' attention to their emotional states, work roles, and communication increase significantly. At the same time, there is a decrease in the ability to manage their own emotions. Resistance to burnout is accompanied by a high ability to realise and control their own emotions with a relatively vague focus on the emotional states of others. It was concluded that individual components of EI (intrapersonal and interpersonal, understanding and management) have different effects on burnout symptoms.

Keywords: Professional burnout, emotional exhaustion, depersonalization, emotional competence, emotion management.

INTRODUCTION

Emotional intelligence (EI) – a new concept that emerged in the 90s of the 20th century as a counterbalance to traditional ideas about the factors of human success and well-being. It covers a wide range of adaptive skills that predict prosocial behaviour: the ability to perceive, identify and analyse one's own feelings and emotions, as well as understand other people's emotions, adequately express them, manage them consciously and use emotional information.

The possibility of intellectual operations with emotions was recognised in academic circles, gained wide public resonance and popularity among readers.

EI researchers emphasise the important role of the affective sphere in thinking and decision-making, proclaiming the possibility of rapid development of emotional competencies at any age, proposed theoretical models. Today there are two main theoretical and methodological approaches to the study of this phenomenon. The first is cognitive [1], which focuses on intellectual operations with emotional stimuli; in this case, the ability to correctly recognise emotions, respond adequately in emotionally charged situations, etc. is studied.

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