

The Investigation of Relationship between Emotional Intelligence and Job Satisfactions with Occupational Burnout Level of Academicians

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Extensive Summary

Introduction

In this study, firstly an introduction to the subject is made; in the second section emotional intelligence, job satisfaction, occupational burnout of the concepts are described, in the third section it is given information on the methodology of the research, in the fourth section research findings, in the last section conclusions and recommendations are given. In addition, in this study, job satisfactions of academic staff in universities and organizations which are thought to affect the levels of burnout in terms of emotional intelligence that vital relationship between levels are determined.

The main aim of this study is to determine for academic staff in particular cases to be more the intensity of work to level of emotional intelligence, job satisfaction and occupational burnout. Also it is to identify for some of these variables whether there is a significant difference according to some properties of demographic characteristics e.g. gender, age, marital status, staff title, studied universities etc.

According to their vocational in particular cases academics staff to be more effective in education and training are required to be able to directly communicate and team work with students and colleagues in within. At this point, especially in field of education, it is very important to able to use emotional intelligence for academics.

In the recent years, many of the studies have focused on the role of emotions in work life. For instance, Ashforth and Humphrey (1995) emphasized that it has been an integral part of the organization of emotions and it should give the more importance for their employees in the status of emotions. As a result, to achieve both organizational and individual accomplishment and happiness in many studies, it has been determined that the people should have not only for achieving the intellectual intelligence (IQ), but also emotional intelligence up (EQ). In this context, emotional intelligence consists of some capabilities such as correctly evaluation of emotions, correctly usage of them and

governing, understanding of impacting on other people (see Law, Wong and Song, 2004: p. 485).

According to public opinion and some studies done, while emotional intelligence increases quality of work life and job satisfaction, it decrease the level of occupational burnout. As a result of it can impact positively on business performance.

In this study, we can give to determine hypotheses being considered as follows:

H₁: There is a way of positive significant relationship between emotional appraisal and job satisfaction.

H₂: There is a way of positive significant relationship between positive regulation and job satisfaction.

H₃: There is a way of positive significant relationship between empathic sensitivity and job satisfaction.

H₄: There is a way of positive significant relationship between positive utilization and job satisfaction.

H₅: There is a way of negative significant relationship between emotional appraisal and emotional exhaustion.

H₆: There is a way of positive relationship between emotional appraisal and personnel accomplishment.

H₇: There is a way of negative significant relationship between emotional appraisal and depersonalization.

H₈: There is a way of negative significant relationship between positive regulation and emotional exhaustion.

H₉: There is a way of positive significant relationship between positive regulation and personnel accomplishment.

H₁₀: There is a way of negative significant relationship between positive regulation and depersonalization.

H₁₁: There is a way of negative significant relationship between empathic sensitivity and emotional exhaustion.

H₁₂: There is a way of positive significant relationship empathic sensitivity and personnel accomplishment.

H₁₃: There is a way of negative significant relationship between empathic sensitivity and depersonalization.

H₁₄: There is a way of negative significant relationship between the positive utilization and emotional exhaustion.

H₁₅: There is a way of positive significant relation between the positive utilization and personal accomplishment.

H₁₆: There is a way of negative significant relationship between the positive utilization and depersonalization.

H₁₇: There is a way of negative significant relationship between job satisfaction and emotional exhaustion.

H₁₈: There is a way of positive significant relationship between job satisfaction and personal accomplishment.

H₁₉: There is a way of negative significant relationship between job satisfaction and depersonalization.

Method

This research was carried out three state universities in Turkey. The questionnaire distributed to 300 people, this staff titles academics in universities, faculties and departments in which they work considering but 291 of them returned to them and were covered in the study.

Survey research method was used and working in state universities, research assistants, specialists, lecturers, assistant professors, associate professors and professors who work in academics were applied it. The questionnaire consists of four parts demographic characters and emotional intelligence, job satisfaction and occupational burnout related to factors that are thought to generate the level of expression. When we were preparing the questionnaire, the scale used in the literature.

The first scale used in this research; developed by Chan (2004) EI12 is the scale of emotional intelligence composed of 12 items. Chen (2004, 2006) studied the reliability of this scale in C.Alpha: 0.82-0.86 and it was found to be high. The second scale, developed by D. J. Weiss, R.V. Dawis, G. W. England and L. H. Lofquist in 1967 is the scale of Minnesota's Job Satisfaction (MSQ) composed of 20 items. Baycan (1985) studied the reliability of this scale in C.Alpha: 0.77 and it was found to be high. The third scale, developed by Maslach (1981) is the scale of occupational burnout, composed of 22 items.

Conclusion

This research on Kahramanmaraş Sütçü İmam University, Kilis 7 Aralık University and Kırıkkale University for academic staff working in the field was made to find the relationship between emotional intelligence, occupational burnout and job satisfaction and to describe of these variables.

As a result of the analysis of the correlation, the significant relationship was identified between emotional intelligence in all dimensions (emotional appraisal, positive regulation, empathic sensitivity and positive utilization) with job satisfaction and occupational burnout in all dimensions (emotional exhaustion, personal accomplishment and depersonalization). This finding have supported to the results of many studies.

In addition, emotional intelligence data's according to demographic characteristics (gender, age, education, staff title, universities) significantly show any differences whether to determine the parametric test methods T-test (two groups) and ANOVA (Analysis of Variance) (more than two groups) were made. These analyses of the data's obtained are supportive of the many studies results. When we summarized of results of analyses: There is the way of positive significant difference between the gender of academics and empathic sensitivity according to the result of t-test analysis. Also, by the results of the same test analysis; academics, according to marital status are the

significant differences between emotional appraisals have been identified. It was detected that there was only the positive significant difference between the age of groups of academics and the positive utilization by the result of ANOVA analysis. In addition, according to the results of the ANOVA analysis, academics staff titles, working with universities all sub-dimensions of emotional intelligence that there is not the significant difference was identified.