



The Antecedents of Burnout in Heads of Secondary Schools of Khyber Pakhtunkhwa: A Study of Relationships among Burnout, Organizational Commitment and Emotional Intelligence

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Abstract

Occupational burnout, according to Hanisah (2019), is an increasingly important phenomenon in Asian countries. School education departments are no exception. The purpose of this study was to analyze the prevalence of burnout among the heads of secondary schools in KPK. This study also investigates the correlation of burnout, emotional intelligence and organizational commitment. The sample of this study comprised 336 head teachers (168 males and 168 females) of secondary schools in Khyber Pakhtunkhwa. Stratified sampling technique was used to select the sample. The research instruments included Copenhagen burnout inventory, Wong and law emotional intelligence scale, Allen and Meyer organizational commitment. For hypothesis testing, Pearson Correlation Coefficient test was chosen. The study concluded that a significant number of heads were experiencing moderate level of burnout. The findings also revealed that the correlation among burnout, organizational commitment and emotional intelligence was significant among the heads of secondary schools of Khyber Pakhtunkhwa.

Key Words: Burnout, Organizational Commitment, Emotional Intelligence, Heads, Secondary Schools

Introduction

The vitality of any organization is determined by the willingness of personnel to work for the progress of the organization. Institutions providing educational facilities are one of the significant social institutions of a society. The active and efficient functioning of an educational institute is principally determined by the commitment and degree of excellence of human resources. This study refers to one of the important concept of burnout among heads of educational institutions.

Heads of educational institutions and teachers play a pivotal role and their commitment is essential for good academic achievement. This profession, indeed, demands duties from heads of schools, described by vast responsibilities on the one side and confusion, stress and uneasiness on the other. Active leaders at first stage share vision and inspire personnel throughout to move in the direction of the accomplishment of the shared vision. (Kouzes & Posner, 2010). Nonetheless, it is anticipated that heads of schools would arrange for the primary support to teachers and supporting staff members. Headship is, thus, a challenging position. Extended work hours, mounting obligations, subsidizing difficulties, and increasing answerability are making what some describe as a means of stress for school heads (Boyland, 2011).

Understanding of burnout, in this context, is needed for deeper understanding of the phenomenon as a whole and how to minimize negative impact on the employees' work gratification and consequently to commitment with their organization. There are more than 1, 68,000 employees in the Elementary and Secondary Education Department which makes approximately 55 percent of the employees of Khyber Pakhtunkhwa. 28000 schools are catering the educational needs of 3.9 million students (www.KhyberPakhtunkhwaese.gov.pk). This

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geographical area was selected due to the extraordinary conditions of work during terrorist attacks and involvement in war against terrorism.

Research Objectives

1. To examine the levels of prevalence of burnout among the heads of secondary schools of KPK.
2. To explore the correlations of burnout, emotional intelligence and organizational commitment.

Hypotheses

- H₀₁** There is no meaningful relationship of occupational burnout with emotional intelligence.
- H₀₂** There is no meaningful relationship of occupational burnout with organizational commitment.
- H₀₃** There is no significant relationship between organizational commitment and emotional intelligence.
- H₀₄** There is no significant relationship among burnout, emotional intelligence and organizational commitment.

Literature Review

Burnout

In the present era, the associations of people with their job facing many difficulties in addition to challenges arise in workplace have been realized as a significant phenomenon. "The importance of burnout as a social problem was identified by both practitioners and social commentators long before it became a focus of systematic study by researchers." (Maslach et al. 2008) Several factors like work overload, job uncertainty, and more viable demands increased the stress. The key aspect of psychological experiences at workplace could decrease the effect of burnout but it is not the only factor that could increase the concept of organizational obligations but many internal and external factors could raise the stress levels. (Kendall et al., 2000)

A conceptual framework comprises logical concepts that are organized in such a way which encompasses easy communication with others. Many burnout models have been framed but according to Schaufeli & Bunk (2009), a detailed thematic frame work is still missing.

Initially, the emphasis was on the three dimensional model of burnout. This model was based on sequential stages. In recent times, discrepancies in job stress resulting into strain have been the focus of burnout models. Transactional model (Cherniss, 1980) is acting as a channel between the sequential stages and discrepancy. Transactional model comprises three stages i.e. First one is job stressors, second is individual strain and third stage is defensive coping.

Later, developmental models of conservation of Resources and Job Demands-Resources models were presented by Bakker and Demerouti (2007) and Hobfoll and Freedy (1993 & 2004) respectively.

An imbalance model of burnout, Areas of work life model, was presented in 1997 by Leiter and Maslach. It centers on the job stressors and identifies six important areas, i.e., control, reward, workload, values, fairness and community. It is the imbalance of work life that would lead to burnout. As the imbalance increases between the individual and work, there is a greater chance of occurrence of burnout.

Organizational Commitment

In the modern competitive world, organizations are facing core challenges like reorganization, reproduction and rationalization. The association between a worker and organization is described by organizational commitment which is one of the fundamental concepts (Wolwoska, 2014). The term of commitment that is employed by the researchers to study organizational commitment is the inclination that involves "consistent lines of activity". Organizational Commitment denotes the relationship of a person with his/her organization (Becker, 1960). Organizational commitment alludes to psychological connection of an employee with their work place (Becker et al., 1996).

In literature, affective, continuance and normative are the three most important components, which have been associated with definitions of organizational commitment (Meyer & Allen, 1991). According to an

attitudinal definition of organizational commitment, it is cognizance (recognition of its objectives, standard and qualities), and eagerness to serve and improve the organization (Solinger et al., 2008).

Behavioral commitment in actuality is eluded as the procedures by which personnel are involved in a specific organization (Wong & Tong, 2014). Organizational commitment reflects the interest and attachment of a person with organization as a power that fixes an employee to the policy relevant to the targets (Meyer & Herskovits, 2001).

Emotional Intelligence

Psychologists and researchers have been studying human intelligence for years. Researchers primarily emphasized on the cognitive parts, however, some of them also appreciated the significance of non-cognitive parts. (Stowell, Michael, 2017). Gardner is considered among the pioneers as he presented the theories of emotional intelligence (1983) in which he identified seven kinds of intelligence. Out of them, inter and intra personal intelligences are alike to emotional intelligence (Thornqvist, 2011). Since early 1990s, EI has developed into little industry education, instruction, counseling and publications. After the introduction of concept of emotional intelligence by its pioneers, Mayer & Salovey, EI has become a subject of empirical work (Mayer et al, 2008, Gutierrez-Sancho et al, al.2017). This resulted into development of a number of EI models after Salovey and Mayer's emotional intelligence model (1990). Salovey and Mayer introduced and defined the term emotional intelligence. Initially, the basic idea was that certain persons own the capability to comprehend and use their emotions to increase their cognitive abilities efficiently than others. (Mayer, Salovey, & Carsuo, 2008) .Mayer and Salovey (2008) initially defined EI as a set of capabilities which relate to one another. These abilities assist individuals having awareness and controlling emotions, in thinking of ideas, evaluating situations and taking actions. Goleman described EI as capability to identify personal emotions, others' emotions, and manage these emotions in the best way for one's own self and in association with others as well (Goleman, 1998). Ameriks et al. (2009) stated that an emotional individual could sense and behave more severe than others.

Research Methodology

The study was descriptive in nature. Quantitative approach was used for this research. Therefore, correlational design was adopted. The questionnaires were self-administered. All the 1984 heads of secondary schools of Khyber Pakhtunkhwa were included as target population. Stratified sampling technique was used. The sample of the study was selected randomly and it comprised 336 heads of secondary schools. Secondary schools of Khyber Pakhtunkhwa were proportionally stratified on the basis of district and gender. Four scales were used along with demographic and consent sheet. Three instruments namely Copenhagen Burnout Inventory (CBI), Wong and Law Emotional Intelligence Scale (WLEIS) and Allen & Meyer Organizational commitment scale were adopted. The opinion of three educationists and behavioral scientists was consulted for the selection of tools.

Results and Discussion

The statistical analyses of data and its interpretation are presented in this section. To examine the levels of prevalence of burnout among the heads of secondary Schools of KP.

Mean and standard deviations were calculated to assess the level of prevalence of burnout.

Descriptive Analysis for Burnout Levels

Table 1. Levels of Burnout

Group	PBO	WRBO	CRBO	BO
Low	200	261	198	234
Moderate	135	072	131	102
High	001	003	007	000

Note. BO = Burnout, PBO = Personal Burnout, WRBO = Burnout, CRBO = Client Related Burnout.

Table 1 indicates the levels of three dimensions of burnout as low, moderate and high. The total scores on Copenhagen burnout scale were divided into three levels by using cut-off points .200 heads of secondary schools were identified as having low level of Personal Burnout, 135 heads were having moderate level of Personal Burnout, one head was having high level of Personal Burnout.261 heads of secondary schools were identified having low level of Work related burnout. 72 heads of secondary schools were having moderate level of Work related burnout. Three heads of secondary schools were found having high work-related burnout level.198 heads of secondary schools was having low level of client related burnout. Moderate level of client related burnout was identified among 131 heads of secondary schools .Seven heads of secondary schools were identified having high work-related burnout level. 234 heads were experiencing low level of Burnout, 102 heads were having moderate level of Burnout, and while no head was having high level of Burnout. Table-1 concludes that heads of secondary schools of KP have various levels (low, moderate, high) of burnout.

Table 2.Correlation between the Burnout Levels and Emotional Intelligence

		BURNOUT	PBO	WRBO	CRBO	EILEVELS
BO LEVELS	Pearson Correlation	1	.772**	.878**	.837**	-.328**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	336	336	336	336	336
PBO	Pearson Correlation	.772**	1	.553**	.454**	-.324**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	336	336	336	336	336
WRBO	Pearson Correlation	.878**	.553**	1	.596**	-.260**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	336	336	336	336	336
CRBO	Pearson Correlation	.837**	.454**	.596**	1	-.246**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	336	336	336	336	336
EILEVELS	Pearson Correlation	-.328**	-.324**	-.260**	-.246**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	336	336	336	336	336

Correlation is significant at the 0.01 level (2-tailed).

Note: BO = Burnout, PBO = Personal Burnout, WRBO = Work Related Burnout, CRBO = Client Related Burnout, EI = Emotional Intelligence

Table 2 indicates the values of Pearson correlation coefficient determined. These values were calculated to investigate the correlation between the levels of burnout and emotional intelligence. [$r = -.328, n = .336p < .01$]. The results indicate that significant negative correlation of moderate degree exists between and emotional intelligence and total burnout. The result [$r = -.324, n = .336p < .01$] confirms a moderate, but significant negative correlation existing between emotional intelligence and the personal burnout. The result [$r = -.260, n = .336p < .01$] indicates significant negative relationship of moderate degree between emotional intelligence and the work-related burnout. The result [$r = -.246, n = .336p < .01$] indicates a significant negative correlation which is of moderate level between emotional intelligence and the client related burnout.

Table 3. Correlation between the Burnout Levels and Organizational Commitment.

		CBILEVELS	PBO	WRBO	CRBO	OCS LEVELS
CBILEVELS	Pearson Correlation	1	.772**	.878**	.837**	-.334**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	336	336	336	336	336
PBO	Pearson Correlation	.772**	1	.553**	.454**	-.277**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	336	336	336	336	336
WRBO	Pearson Correlation	.878**	.553**	1	.596**	-.298**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	336	336	336	336	336
CRBO	Pearson Correlation	.837**	.454**	.596**	1	-.259**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	336	336	336	336	336
OCSLEVE LS	Pearson Correlation	-.334**	-.277**	-.298**	-.259**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	336	336	336	336	336

Correlation is significant at the 0.01 level (2-tailed).

Note: BO = Burnout, PBO = Personal Burnout, WRBO = Work Related Burnout, RBO = Client Related Burnout, OC = Organizational Commitment

Table 3 shows the results of Pearson correlation coefficient. The correlations were calculated to investigate the relationships between the levels of burnout and organizational commitment. [$r = -.334, n = .336, p < .01$]. The results indicate that a moderate, but significant negative relationship exists between the total burnout and organizational commitment. The result [$r = -.277, n = .336, p < .01$] shows that there is a moderate, but significant negative relationship exists between the personal burnout and organizational commitment. The result [$r = -.298, n = .336, p < .01$] indicates that there is a moderate, but significant negative relationship exists between the work related burnout and organizational commitment. The result [$r = -.259, n = .336, p < .01$] shows that there is a moderate, but significant negative relationship exists between the client's related burnout and organizational commitment.

Table 4. Correlation between Burnout, Emotional Intelligence and Organizational Commitment.

		CBILEVELS	EILEVELS	OCSLEVELS
Burnout	Pearson Correlation	1	-.328**	-.334**
	Sig. (2-tailed)		.000	.000
	N	336	336	336
Emotional Intelligence	Pearson Correlation	-.328**	1	.296**
	Sig. (2-tailed)	.000		.000
	N	336	336	336
Organizational Commitment	Pearson Correlation	-.334**	.296**	1
	Sig. (2-tailed)	.000	.000	
	N	336	336	336

** Correlation is significant at the 0.01 level (2-tailed).

Table 4 indicates that there was a negative and moderate but significant correlation between burnout and emotional intelligence. [$r = -.328, n = 336, p < .01$]. There was a negative but significant correlation between burnout and organizational commitment. [$r = -.334, n = 336, p < .01$]. There was a weak but significant correlation between emotional intelligence and organizational commitment. [$r = .296, n = 336, p < .01$]

TABLE 5. Correlations between the Burnout Levels, Emotional Intelligence And Organizational Commitment.

		PBO	WRBO	CRBO	SEALEVELS	OEALEVELS	UOEL EVELS	ROELEVELS	CC	NC	AC
PBO	Pearson Correlation	1	.553**	.454**	-.135*	-.256**	-.235**	-.318**	.202**	.221**	.220**
	Sig. (2-tailed)		.000	.000	.013	.000	.000	.000	.000	.000	.000
	N	336	336	336	336	336	336	336	336	336	336
WRBO	Pearson Correlation	.553*	1	.596**	-.209**	-.256**	-.253**	-.187**	.178**	-.137*	.349**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.001	.001	.012	.000
	N	336	336	336	336	336	336	336	336	336	336
CRBO	Pearson Correlation	.454*	.596**	1	-.220**	-.317**	-.249**	-.121*	.171**	-.125*	.284**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.027	.002	.022	.000
	N	336	336	336	336	336	336	336	336	336	336
SEALEVELS	Pearson Correlation	-.135*	-.209**	-.220**	1	.246**	.260**	.165**	.223**	.283**	.736**
	Sig. (2-tailed)	.013	.000	.000		.000	.000	.002	.000	.000	.000
	N	336	336	336	336	336	336	336	336	336	336
OEALEVELS	Pearson Correlation	.256*	-.256**	-.317**	.246**	1	.671**	.512**	.171**	.226**	.280**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000	.002	.000	.000
	N	336	336	336	336	336	336	336	336	336	336
UOEELEVELS	Pearson Correlation	.235*	-.253**	-.249**	.260**	.671**	1	.613**	.203**	.143**	.256**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000	.000	.009	.000
	N	336	336	336	336	336	336	336	336	336	336
ROELEVELS	Pearson Correlation	.318*	-.187**	-.121*	.165**	.512**	.613**	1	.139*	.154**	.171**
	Sig. (2-tailed)	.000	.001	.027	.002	.000	.000		.011	.005	.002
	N	336	336	336	336	336	336	336	336	336	336
CCQ	Pearson Correlation	.202*	-.178**	-.171**	.223**	.171**	.203**	.139*	1	.475**	.317**
	Sig. (2-tailed)	.000	.001	.002	.000	.002	.000	.011		.000	.000
	N	336	336	336	336	336	336	336	336	336	336

	Pearson Correlation	-	.221*	-.137*	-.125*	.283**	.226**	.143**	.154**	.475**	1	.413**
NCQ	Sig. (2-tailed)	.000	.012	.022	.000	.000	.009	.005	.000	.000		.000
	N	336	336	336	336	336	336	336	336	336	336	336
	Pearson Correlation	-	.220*	-.349**	-.284**	.736**	.280**	.256**	.171**	.317**	.413**	1
ACQ	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.002	.000	.000	.000	
	N	336	336	336	336	336	336	336	336	336	336	336

***. Correlation is significant at the 0.01 level (2-tailed)*

**. Correlation is significant at the 0.05 level (2-tailed)*

Table 5 shows that there was a strong and significant correlation between personal burnout and work related burnout. [$r = .553, n = 336, p < .01$]. The result confirms that personal burnout has a significant correlation of moderate degree with client-related burnout. [$r = .454, n = 336, p < .01$]. The result confirms that the personal burnout has a significant correlation of weak degree with self-emotional Appraisal. [$r = -.135, n = 336, p < .01$]. The result confirms that the personal burnout has a significant correlation of weak degree with Others Emotional. [$r = -.256, n = 336, p < .01$]. The personal-burnout has a significant correlation of weak degree with the "Use of Emotions". [$r = -.235, n = 336, p < .01$]. The personal burnout has a significant correlation of moderate degree with "Regulation of Emotions" [$r = -.318, n = 336, p < .01$]. The personal burnout has a significant negative correlation of weak degree with continuous commitment. [$r = -.202, n = 336, p < .01$]. The personal burnout has a significant negative correlation of weak degree with normative commitment. [$r = -.221, n = 336, p < .01$]. The personal burnout has a significant negative correlation of weak degree with affective commitment [$r = -.220, n = 336, p < .01$]. The work-related burnout has a significant correlation of strong degree with client - related burnout. [$r = .596, n = 336, p < .01$]. The work-related burnout has a significant negative correlation of weak degree with Self Emotional Appraisal. [$r = -.209, n = 336, p < .01$]. The work related burnout has a significant negative correlation of weak degree with Others Emotional Appraisal. [$r = -.256, n = 336, p < .01$]. The work related burnout has a significant negative correlation of weak degree with Use of Emotions. [$r = -.253, n = 336, p < .01$]. The work related burnout has a significant negative correlation of weak degree with regulations of emotions. [$r = -.187, n = 336, p < .01$]. The work related burnout has a significant negative correlation of weak degree with continuous commitment. [$r = -.178, n = 336, p < .01$]. The work related burnout has a significant negative correlation of weak degree with normative commitment. [$r = -.125, n = 336, p < .01$]. The work related burnout has a significant negative correlation of weak degree with affective commitment. [$r = -.284, n = 336, p < .01$]. The client-related burnout has a significant negative correlation of weak degree with Self Emotional Appraisal. [$r = -.220, n = 336, p < .01$]. The client-related burnout has a significant negative correlation of moderate degree with Others Emotional Appraisal. [$r = -.317, n = 336, p < .01$]. The client-related burnout has a significant negative correlation of weak degree with use of Emotions. [$r = -.249, n = 336, p < .01$]. There was a negative and weak but significant correlation between client's related burnout and regulations of Emotions. [$r = -.121, n = 336, p < .01$]. The client-related burnout has a significant negative correlation of weak degree with continuous commitment. [$r = -.171, n = 336, p < .01$]. The client- related burnout has a significant negative correlation of weak degree with continuous commitment. [$r = -.125, n = 336, p < .01$]. The client- related burnout has a significant negative correlation of weak degree with continuous commitment. [$r = -.284, n = 336, p < .01$]. The Self Emotional Appraisal has a significant correlation of weak degree with Others Emotional Appraisal. [$r = .246, n = 336, p < .01$]. The Self Emotional Appraisal has a significant correlation of weak degree with use of Emotions. [$r = .260, n = 336, p < .01$]. The Self Emotional Appraisal has a significant correlation of weak degree with regulations of Emotions. [$r = .165, n = 336, p < .01$]. The Self Emotional Appraisal has a significant negative correlation of weak degree with continuous commitment. [$r = -.223, n = 336, p < .01$]. The Self Emotional Appraisal has a significant correlation of weak degree with normative commitment. [$r = .283, n = 336, p < .01$]. The Self Emotional Appraisal has a significant correlation of strong degree with affective

commitment. [$r = .736, n = 336, p < .01$]. The Self Emotional Appraisal has a significant correlation of strong degree with use of Emotions. [$r = .671, n = 336, p < .01$]. The Self Emotional Appraisal has a significant correlation of strong degree with regulations of Emotions. [$r = .512, n = 336, p < .01$]. The Others Emotional Appraisal has a significant correlation of weak degree with continuous commitment. [$r = .171, n = 336, p < .01$]. The Others Emotional Appraisal has a significant correlation of weak degree with normative commitment. [$r = .226, n = 336, p < .01$]. The Others Emotional Appraisal has a significant correlation of weak degree with Affective commitment. [$r = .280, n = 336, p < .01$]. The use of emotions has a significant correlation of strong degree with regulations of Emotions. [$r = .613, n = 336, p < .01$]. The use of emotions has a significant correlation of weak degree with regulations of Emotions with continuous commitment. [$r = .203, n = 336, p < .01$]. The use of emotions has a significant correlation of weak degree with normative commitment. [$r = .143, n = 336, p < .01$]. The use of emotions has a significant correlation of weak degree with affective commitment. [$r = .256, n = 336, p < .01$]. The regulation of emotions has a significant correlation of weak degree with continuous commitment. [$r = .139, n = 336, p < .01$]. The regulation of emotions has a significant correlation of weak degree with normative commitment. [$r = .154, n = 336, p < .01$]. The regulation of emotions has a significant correlation of weak degree with affective commitment. [$r = .171, n = 336, p < .01$]. The continuance commitment has a significant correlation of strong degree with normative commitment. [$r = .475, n = 336, p < .01$]. The continuance commitment has a significant correlation of moderate degree with affective commitment. [$r = .317, n = 336, p < .01$]

Conclusion

Prevalence of Burnout

- i. It was concluded that majority of heads were experiencing low level of burnout and a significant number of heads were having moderate level burnout. While none of the heads was not experiencing high level of burnout. It was revealed that majority of heads were having low level of personal burnout while a noteworthy number of heads were having burnout. One of the heads was experiencing high level of personal burnout.
- ii. It was also concluded that majority of heads were experiencing low level of work related burnout. A considerable number of heads were identified having moderate level of work related burnout, while only three heads were experiencing high level of work related burnout.
- iii. It was concluded that majority of heads were having low level of client related burnout. A significant number of heads were identified having moderate level of client related burnout, while only seven heads were experiencing high level of client related burnout.

For hypothesis H_{01} , the results confirm that the relationship of burn out and emotional intelligence is significant but negative. This data was further analyzed to determine how the three dimensions of burnout and emotional intelligence relate. It was found that the relationship between personal burnout and emotional intelligence is significantly negative. Also, work-related burnout is significantly negative related to emotional intelligence. Moreover, emotional intelligence is significantly negative related to client-related burnout. Thus, the higher is the emotional intelligence level; the lower is the burn out level. This is in line with the findings of the studies of Saiisri et al. (2011), Vaezi et al. (2011) and Erbil et al. (2016).

For hypothesis H_{02} , it is evident from the results that organizational commitment and burnout have a negative but significant relationship. In other words, when burnout is at a higher level, the level of organizational commitment decreases and vice versa. Thus, the hypothesis H_{02} was not supported by the findings. This outcome is in consistent with the previous researches of Leiter and Maslach (1988), Kalliath, et al. (1998), Gemlik (2010), and Haghani et al. (2016). The result of analysis also showed that significant moderate negative relationship of both personal burnout and work related burnout with organizational commitment exists. The analysis regarding the relationship of clients' related burnout with organizational commitment indicated that a moderate but significant negative relationship exists.

For hypothesis H₀₃, it is evident from the results that emotional intelligence has a significant but positive relationship with organizational commitment. The results depict that increase in emotional intelligence leads to improved organizational commitment and, hence, do not support hypothesis H₀₃. The studies of Kumari and Priya (2015), Shafiq and Rana, (2016), Singh, (2016) and Akram et al., (2017) also have parallel findings.

The results confirm that three components of burnout have a significant relationship with four components of emotional intelligence. Also, three components of burnout have significant relationship with three components of organizational commitment. Further, four components of emotional intelligence have significant relationship with three components of organizational commitment. The results, hence, do not support hypothesis H₀₄ and depict that the relationship of burnout with organizational commitment and emotional intelligence is significant but negative. In conclusion, when the commitment to organization and emotional intelligence is boosted, the level of occupational burnout drops.

Recommendations for Further Research

Keeping in view the findings of this study, the researcher has made certain recommendations for the practitioners and researchers. Organizational interventions and coping resources are effective in reducing burnout (Wallace, 2017). Therefore, more support from education department may be provided to the heads to cope with occupational stressors. Further research on how heads can take measures to prevent burnout is recommended with focus on both prevention and support to prevent the burnout among the heads.

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