

The structural equation modelling of emotional intelligence and burnout dimensions of in-service English teachers in Yogyakarta

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ABSTRACT

Emotional intelligence and burnout of teachers are highly discussed in previous studies. This study set out to examine (1) the dimensions of emotional intelligence, (2) the dimensions of burnout, (3) the level of burnout, and (4) the relationship among the dimensions of in-service English teachers in Yogyakarta. The method used in this study is a quantitative correlational study through a survey. The instruments used were questionnaires adapted from the Maslach Burnout Inventory (MBI) and The Schutte Self-Report Emotional Intelligence Test (SSEIT). The participants of this study were 204 in-service English teachers in Yogyakarta. The data were analyzed using Confirmatory Factor Analysis (CFA) to find out the dimensions of emotional intelligence and burnout of the teachers and Structural Equation Modelling (SEM) to find the relationship among the dimensions of EI and burnout. The findings show that the emotional intelligence emerged into four dimensions, namely perception of emotion, managing own emotion, managing other's emotions, and utilization of emotions, while the dimensions of teachers burnout emerged into four dimensions namely occupational exhaustion, depersonalisation, and personal accomplishment. Surprisingly the findings show something unusual, it contrasts with several previous findings regarding the level of teachers' burnout.

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INTRODUCTION

A growing body of literature recognizes the importance of emotional intelligence for English teachers. Much literature has been published on how having good emotional intelligence is essential for teachers to make the learning activities run without unnecessary conflicts and problems. Supported by the findings of Fiorilli et al. (2019) imply that personal competency in the emotional domain, rather than social support, may contribute to teachers' well-being.

A closer look at the existing studies revealed that much of the current literature on teachers' emotional intelligence pays particular attention to how teachers with higher EI tend to develop positive teacher-student relationships, manage classroom disruptions and conflicts, and indirectly influence students' academic performance. This is in line with the findings of research by Geraci et al. (2023) that demonstrate that emotional intelligence helps teachers overcome classroom challenges. Another study by Molero et al. (2019) also determined that the truth is that EI in teachers lowers stress and emotional exhaustion and is linked to higher levels of job satisfaction as well as better interpersonal interactions with the school community. In addition, research consistently shows that teachers with higher emotional intelligence (EI) are more effective in managing their classrooms and developing positive teacher-student relationships (Valente et al., 2020; Friedman, 2014). This is often achieved through their ability to perceive

and manage emotions, demonstrate empathy, and manage behavioral challenges (Friedman, 2014). Furthermore, teachers with higher EI are more likely to be attentive to student needs, which in turn reduces student misconduct (Nizielski et al., 2012). These positive teacher-student relationships and effective classroom management can indirectly influence students' academic performance, with teacher work engagement mediating this relationship (Wang, 2022).

The above literature suggests that high EI supports teachers' teaching performance because it can help reduce stress and other negative emotions. However, on the other hand, there is also an aspect that leads to teachers' negative behaviour, called burnout. Another prominent area of research on how teachers' EI is related to burnout is that emotional intelligence helps teachers be resilient, enabling them to handle obstacles and setbacks and reducing the buildup of pressures that can cause burnout. Research has shown that specific distress symptoms, like tension headaches, insomnia, and irritability, appear to be more common among burnout-affected workers (Metlaine et al., 2018; Schaufeli et al., 2020; Galiana et al., 2022). So, a relationship exists between EI and burnout in teachers' behaviour.

The findings by Deng et al. (2021), Kant (2021), and Vaezi & Fallah (2011) found that there is a significant negative correlation between teachers of special school burnout and their emotional intelligence. That means that low EI leads to a high level of burnout in terms of special education. Teachers with greater degrees of emotional intelligence would choose to convey their feelings, improving their teaching pleasure (Yin et al., 2013). Those statements show that EI and burnout are negatively correlated to each other. One way to find out is by measuring the level of each dimension, both burnout and EI.

According to the Maslach Burnout Inventory (MBI), burnout has three dimensions. Burnout is characterised as a persistent state of emotional and interpersonal stress with three distinct dimensions: tiredness (Emotional Exhaustion), depersonalisation, and a diminished sense of personal accomplishment (Personal Accomplishment) (Maslach, 2003). These three dimensions are usually abbreviated as EE, DP, and PA. There are also three levels of each dimension, starting with low level, moderate and high. (Maslach, 2003) followed by stating that burnout has long been recognised as a severe problem affecting job satisfaction and employees' mental and emotional well-being. Teachers are affected by their burnout and stress levels, not only by themselves but also by their students, because teachers can be said to be the centre of the classroom.

Besides, EI also has its dimensions; there are self-awareness, motivation, self-regulation, empathy and relationship management (Goleman, 1995). Not only managing self-emotions but also understanding each other. Emotional terms are essential in education, especially in classroom activity. Becoming a teacher is an emotional activity, and a teacher's professional identity is related to his or her development (Izadinia, 2015). A previous study in Malaysia by Rust (2014) discovered that emotionally competent teachers promote more excellent student performance, and EI influences teacher performance. This finding shows that EI is important for teachers to do their job. The dimensions can be measured to some levels as well: low, moderate, and high. As previous studies state, high EI could lead to good teacher performance. It is negatively correlated with burnout.

Based on the previous studies above, teachers' EI and burnout are affecting their teaching performance. At the same time, we know the teacher's role in the classroom is essential. The teacher's role in learning emphasises creativity and initiative (Fitria & Suminah, 2020). So, it is also considered necessary to research teachers' EI and burnout. Concerning the numerous studies on how teachers' EI is related to their burnout, the researcher conducted this study for more profound research. Based on several previous studies above, we believe this topic is worth discussing due to its urgency and effects on the teaching and learning process.

This study aims to examine the level of in-service teachers' EI in Yogyakarta. Also, their level of burnout on doing their job. There might be many factors affecting their burnout, this study also aims to examine them. Besides, this study also seek for the level of in-service English

teachers' EI in Yogyakarta. Lastly, it is to find how the relationship between teachers' EI and their burnout level. The results of this study are expected to give other in-service teachers an outline of how they might strive to minimize burnout and raise awareness for teachers to improve their EI because EI can be improved over time.

RESEARCH METHOD

Collection instruments to reveal the emotional intelligence and burnout of English teachers in Yogyakarta and how they are related. A total of 204 junior and senior high school English teachers in Yogyakarta participated in this study. These teachers came from the five districts and cities in the Yogyakarta Special District. They randomly and voluntarily participated in this study. The survey data were gathered in 2023, namely between September and October 2023. There were no more volunteers after two months of advertising and data collection. Upon preliminary data screening, it was discovered that two respondents had not finished the entire survey, which resulted in over 30% of the questions remaining unanswered. With their responses removed from the analysis, a sample size of 204 research participants was obtained. [Table 1.](#) shows the distribution of the teachers.

[Table 1.](#) The distribution of the teachers in this study

No	District/City	Number of Teachers
1	Yogyakarta	42
2	Sleman	65
3	Bantul	43
4	Kulonprogo	30
5	Gunungkidul	24
Total		204

The Schutte Self-Report Emotional Intelligence Test (SSEIT) and the Maslach Burnout Inventory (MBI) were used as the data collection instruments in the current study. These instruments were qualitatively validated through experts' judgement and subsequently quantitatively validated through CFA. Descriptive statistics were also conducted to explore the in-service teachers' level of burnout by [Table 2](#) the guidelines:

[Table 2.](#) The guideline of in-service teachers level of burnout according to MBI

Overall score for occupational exhaustion (EE)			
Add together the answer to questions 01, 02, 03, 06, 08, 13, 14, 16, 20.			
Occupational Exhaustion	EE < 17 Low degree	EE 18 - 29 Moderate degree	EE > 30 High degree
Overall score for depersonalization/loss of empathy (DP)			
Add together the answers to questions 05, 10, 11, 15, 22.			
Depersonalisation	DP < 5 Low degree	DP 6 - 11 Moderate degree	DP > 12 High degree
Overall score for personal accomplishment assessment (PA)			
Add together the answers to questions 04, 07, 09, 12, 17, 18, 19, 20.			
Personal Accomplishment	PA < 33 Low degree	PA 34 - 39 Moderate degree	PA > 40 High degree

Each study has a different focus and is based on different statistical analyses. CFA was used to confirm the structure of latent dimensions of English teachers' emotional intelligence and burnout investigated in this study. Descriptive statistics were used to check the level of in-service English teacher burnout. Lastly, structural equation modelling (SEM) was carried out to examine the potential links representing the relationships among the psycho-behavioural dimensions of English teacher's emotional intelligence and burnout.

Standardized Root Mean Square Residual (SRMR), Tucker-Lewis index (TLI), Root Mean Square Error of Approximation (RMSEA), Chi-square, and Comparative Fit Index (CFI) were used to evaluate the model's fitness. For structural models, the chi-square statistic is regarded as the initial fit index (Wang & Wang, 2012; Khairi et al., 2021). Chi-square statistics, on the other hand, appear to be the least frequently utilized among the five fit indices when determining the number of retained variables in factor analysis because of its reliance on sample size. Chi-square is rarely used as a basis to reject a model because of its sensitivity to sample size, which results in the rejection of the null hypothesis of a good fit (Wang & Wang, 2012). For models with more than 400 data, the chi square statistic is therefore usually not the best way to assess model fit. Rather, a ratio of 1/3 or less between df and chi-square (χ^2) indicates that the model is appropriate according to the chi square statistic rule of thumb (Wang & Wang, 2012). The specified/tested model is compared with alternative models (referred to as the null model) that assume no covariance among some components of the observed variables using the Comparative Fit Index (CFI). The correlation matrices that show the variation between the observed and expected covariance are measured. The following formula is used to determine the CFI value:

$$CFI = \frac{\frac{\chi^2}{df(\text{specified model})} - \frac{\chi^2}{df(\text{null model})}}{\frac{\chi^2}{df(\text{null model})}} \quad (1)$$

where df is the degree of freedom and χ^2 is the chi-square. The CFI value is between 0 and 1. The following general guidelines are frequently applied: A model is considered to fit poorly if the CFI is less than 90, a good model if the CFI is greater than 90, and a perfect model if the CFI is greater than 95 (Wang & Wang, 2012). To make sure that there is neither an overestimation nor an underestimation in the model identification, the Tucker-Lewis index (TLI) is utilized. The following formula is used to determine TLI's value:

$$TLI = \frac{\frac{\chi^2}{df(\text{specified model})} - \frac{\chi^2}{df(\text{null model})}}{\frac{\chi^2}{df(\text{null model})} - 1} \quad (2)$$

TLI values range from 0 to 1, much like CFI values do (Wang & Wang, 2012). A TLI value of $< .90$ indicates a poor fitting model, a TLI value of $\geq .90$ indicates an excellent fitting model, and a TLI value of $\geq .95$ indicates a virtually flawless model. As a model fit index, the Root Mean Square Error of Approximation (RMSEA) is also frequently employed. According to Wang & Wang (2012), an RMSEA of 0 would be considered a perfect fit, RMSEA $< .05$ would be a close fit, RMSEA of .05 to .08 would be a fair fit, RMSEA of .08 to .10 would be a mediocre fit, and RMSEA $> .10$ would be a terrible fit. The standardized difference between the expected and actual correlations is measured by the Standardized Root Mean Square

Residual, or SRMR. A good match is defined as having an SRMR value of less than .08 (Wang & Wang, 2012).

FINDINGS AND DISCUSSION

Findings

This study investigates (1) the dimensions of emotional intelligence of the in-service English teachers in Yogyakarta, Indonesia, (2) the burnout dimensions of the in-service English teachers in Yogyakarta, Indonesia, (3) the level of the in-service English teachers burnout, and (4) how the dimensions of in-service English teachers emotional intelligence and burnout are related to one another.

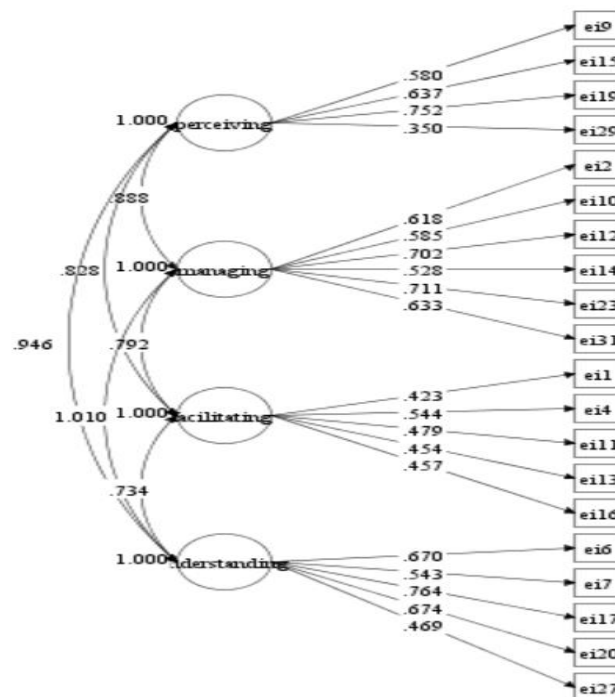


Figure 1. The dimension of in-service English teachers' emotional intelligence, together with the factor loadings of each item.

The Dimensions of in-service English teachers' emotional intelligence in Yogyakarta

To explore the dimensions of in-service English teachers' emotional intelligence, several rounds of confirmatory factor analysis (CFA) were performed using *Mplus version 7.2* (Muthén & Muthén, 2015). This analysis used confirmatory factor analysis (CFA) because it can test the validity and reliability of the model. In this term, EI has four dimensions separated into several instrument items. This analysis helps to validate that all the items are reliable and would be replaced, declined or not. In another way, it is also to confirm the number of factors. The 4-factor model showed a very good fit ($\chi^2 = 277.204$, $df = 203$, $\frac{\chi^2}{df} = 1.36$, RMSEA = .043, SRMR = .061, CFI = .926, and TLI = .916). The four dimensions are described as follows.

The first dimension is the perception of emotion or perceiving, which consists of 5 items. The three items show substantial loadings on this factor, ranging from .77 to .82. The Cronbach's $\alpha = .84$ is also reasonably high and considered reliable according to a description table by Ahdika (2021) in the methodology section. Managing one's own emotions is the second dimension of EI. There are six items included. The components of managing self-emotions are

self-awareness, self-regulation, motivation, empathy and others. The reliability of these items is based on Cronbach's $\alpha = .79$. This number is considered reliable enough, according to Figure 1. The third dimension is managing other's emotions or facilitating them. There are five items related to this dimension. All the items are related to "sharing" emotions with others. The reliability by Cronbach's α is .68. This number is quite reliable. The last dimension is the utilization of emotions or understanding. Five items also represent it. It involves recognizing, understanding, and leveraging emotions in a beneficial and constructive way. This factor is well-represented by items 6, 7, 17, 20, and 27. The utilization of emotions refers to Cronbach's $\alpha = .75$; this number is considered reliable.

In short, all of the items of each dimension are considered reliable and can continue into the next step of analysis. The following figure illustrates the dimension of in-service English teachers' emotional intelligence and the factor loadings of each item.

The Dimensions of the level of in-service English teachers' burnout in Yogyakarta

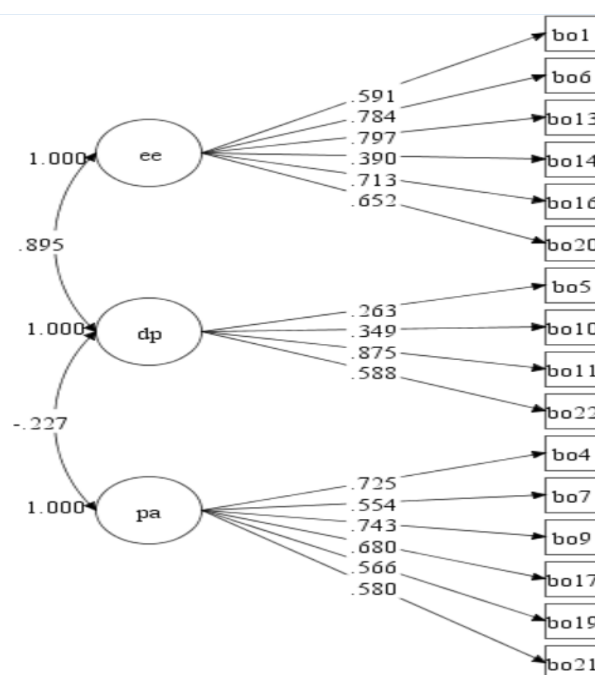


Figure 2. The dimensions of in-service English teachers' burnout, together with the factor loading of each item.

Several confirmatory factor analysis (CFA) rounds were performed using Mplus version 7.2 (Muthén & Muthén, 2015). This analysis used confirmatory factor analysis (CFA) because it can test the validity and reliability of the model. In this term, burnout has three dimensions separated into several items on the instruments. This analysis helps to validate that all the items are reliable and would be replaced, declined or not. In another way, it is also to confirm the number of factors. The 3-factor model showed a very good fit ($\chi^2 = 1914.06$, $df = 1119$, $\frac{\chi^2}{df} = 1.7$, $RMSEA = .050$, $SRMR = .069$, $CFI = .927$, and $TLI = .914$). The results from the CFA with Mplus revealed that there are three dimensions of burnout according to the Maslach Burnout Inventory (MBI) that are labelled as follows: (1) Occupational exhaustion, (2) Depersonalisation, and (3) Personal accomplishment assessment.

Occupational exhaustion (EE) refers to excessive exhaustion or depletion of physical, emotional, and mental resources caused by extended and intense work-related stress. This

dimension consists of 9 items. The reliability by Cronbach's $\alpha = .88$. It is gaining a high level of reliability.

Depersonalisation (DP) means developing sceptical attitudes and feelings toward one's work, colleagues, and the workplace. This dimension consists of 4 items. The reliability by Cronbach's $\alpha = .35$. Unfortunately, this number is considered relatively reliable but unreliable.

Personal accomplishment (PA) assessment is a decrease in perceptions of competence and success at work and a tendency to view oneself negatively. This might lead to a sense of personal failure and accomplishment. It has eight items. The reliability in this dimension is considered high, at .819.

The following figure illustrates the dimension of in-service English teachers' burnout and the factor loadings of each item.

The level of in-service English teachers burnout in Yogyakarta

The following guidelines from Maslach in [Table 3](#) were used in the decision-making process for the description of in-service English teacher burnout levels.

Table 3. The guideline of level of burnout according to MBI.

Overall score for occupational exhaustion (EE)			
Add together the answer to questions 01, 02, 03, 06, 08, 13, 14, 16, 20.			
Occupational Exhaustion	EE < 17 Low degree	EE 18 - 29 Moderate degree	EE > 30 High degree
Overall score for depersonalization/loss of empathy (DP)			
Add together the answers to questions 05, 10, 11, 15, 22.			
Depersonalisation	DP < 5 Low degree	DP 6 - 11 Moderate degree	DP > 12 High degree
Overall score for personal accomplishment assessment (PA)			
Add together the answers to questions 04, 07, 09, 12, 17, 18, 19, 20.			
Personal Accomplishment	PA < 33 Low degree	PA 34 - 39 Moderate degree	PA > 40 High degree

Referring to the data from the guideline, the total of each dimension can be judged by following the Maslach Burnout Inventory (MBI) above, starting with the teachers' occupational exhaustion (EE) mean, which is 10. Referring to the MBI scale, teachers' EE is considered a low degree (EE < 17). EE can be described as this dimension that measures feelings of being emotionally drained and depleted of emotional resources. A total of 170 teachers reported a low degree of occupational exhaustion, 27 reported a moderate degree, and 7 reported a high degree of occupational exhaustion.

Followed by Teachers' depersonalisation (DP) mean, it is 4. Regarding the MBI scale, teachers' DP in Yogyakarta is considered low degree (DP < 5). Depersonalisation assesses an impersonal reaction and negative attitudes toward the recipients of one's care or work. Whereas the data shows a low degree of DP, in-service teachers' work is still under control. It also leads to their low degree of burnout in general. A total of 149 teachers reported a low degree of depersonalisation, 45 reported a moderate degree, and 10 reported a high degree of depersonalisation.

Lastly, teachers in Yogyakarta's score for Personal Accomplishment is 29 in the form of the mean. According to MBI, it is considered a low degree (PA < 33). This dimension measures feelings of inefficiency and a lack of achievement at work or in one's caregiving role. A total of 130 teachers reported personal accomplishment, 41 teachers reported a moderate level of personal accomplishment, and 33 teachers reported a high degree of personal accomplishment.

In conclusion, the data of all the dimensions of burnout shows a low degree. It means that in-service English teachers in Yogyakarta show low burnout. The result of this study aligns

with a previous study that also found that depersonalisation and low personal accomplishment ratings were lower than the theoretical median (3 points), showing that special education teachers have a warm and positive attitude toward students and work (Deng et al., 2021).

The relationship among the dimensions of in-service English teachers' EI and burnout

The results from the correlation analysis was then used as the empirical rationale for the further analysis. Subsequently, some rounds of confirmatory factor analysis (CFA) were performed using Mplus version 7.2 (Muthén & Muthén, 2015). After testing several models, Model A is considered as the most relevant of the data. Even though some items are predicted as unreliable and cut off at the end, but it is finally comes with this model. The model indicates a good fit ($\chi^2 = 791.845$ df = 543, $\chi^2/\text{df} = 1.45$, RMSEA = .048, SRMR = .086, CFI = .876, and TLI = .864).

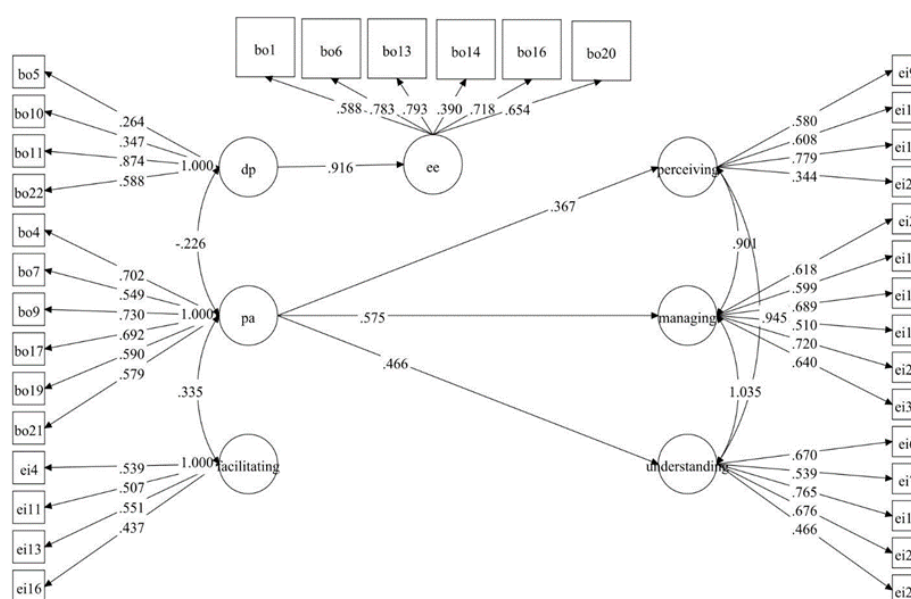


Figure 3. A summary of the relationship among the dimensions of EI and Burnout on in-service English teacher.

This model on Figure 3 shows the three dimensions of burnout namely EE (emotional exhaustion), DP (depersonalisation) and PA (personal accomplishment) that are related to each other with a unique relationship. It is shows that DP and PA is interplay ($\beta = -.226$). Whereas DP is affecting EE ($\beta = .916$) and one of the dimensions of EI is interplay with PA ($\beta = .335$). They are significantly linked. On the other hand, PA as one of the dimensions of burnout has been found to affect three other dimensions of EI, there are perceiving ($\beta = .367$), managing ($\beta = .575$), and understanding ($\beta = .466$). PA is related to in-service teachers' relationship moreover in emotional terms with their work colleagues, it makes sense if PA is affecting their emotional intelligence in the form of perceiving, managing and understanding.

Discussion

This study aims to identify the level of in-service English teachers' burnout and EI level, and the relationship between in-service English teachers' EI and their burnout is also identified. Various previous studies claimed that teachers' EI and burnout are negatively correlated. Deng et al. (2021) found a significant negative correlation between teachers of special school burnout

and their emotional intelligence. It means that low EI leads to a high level of burnout. This is in agreement with the findings of this study. However, something seems unusual; this study indicated that Emotional Intelligence (EI) is influenced by burnout. High levels of burnout affect teachers' EI, whereas typically, high EI would influence susceptibility to burnout.

The first objective of this study is to identify the dimension of in-service English teachers' EI. Higher empathy, emotional awareness, and social competence are associated with favourable results in interpersonal interactions, conflict resolution, and general well-being. This finding is in line with the previous study by [Yin et al. \(2013\)](#) that teachers with greater degrees of emotional intelligence would choose to convey their actual feelings, improving their teaching pleasure. Another study by [Geraci et al. \(2023\)](#) demonstrates that emotional intelligence helps teachers overcome classroom challenges. Teachers who excel in this dimension exhibit more effective communication and emotional expression, which can lead to improved classroom management and teacher-student relationships. This finding is quite in line with the previous study, which elaborates that teachers' emotional intelligence is a matter that contributes to teachers' mental well-being ([Molero et al., 2019](#)). Also, another study finds that teachers' EI influences their ideas and conduct toward TFC (Teaching for Creativity) in secondary teachers in China ([Su et al., 2022](#)).

The second objective is to examine the dimension of in-service English teachers' burnout. According to MBI, there are three dimensions of burnout: occupational exhaustion, depersonalization, and personal accomplishment. The next objective is to find the level of in-service English teachers' burnout in Yogyakarta. The Maslach Burnout Inventory (MBI) was used to assess burnout among English teachers. Most teachers reported low levels of emotional exhaustion, which can influence their well-being, work satisfaction, and classroom effectiveness, but in a good way. This can result in low levels of absenteeism but high motivation, and it could lead to a good environment in the classroom. Interventions to reduce emotional exhaustion are critical for maintaining high-quality teachers and increasing student results. This finding is consistent with the findings from previous studies ([Bozkuş, 2018](#)), which reveal that many teachers in a particular school in Turkey experienced burnout related to tiredness, the feeling of unworthiness and feelings of failure in their work.

The level of in-service English teachers' burnout followed them. According to the findings, English instructors had relatively low levels of emotional exhaustion, an essential characteristic of burnout defined by feelings of depletion and fatigue due to work-related stress. This finding supports/opposes the conclusions from prior investigations by [Zhang et al. \(2023\)](#) that teachers may be more satisfied with their work if school principals establish professional, welcoming, and collaborative relationships with them in a supportive environment. On the other hand, the teacher's role in the classroom also affects students' character building, although it also depends on the classroom situation. The part that teachers play in character development is minor compared to the role of parents who accompany their children to home study daily ([Khilmiyah, 2021](#)). A low level of burnout is considered good news because teachers can perform better in the classroom, especially in building students' character.

In summary, this research explores the connection between burnout among in-service English teachers and their Emotional Intelligence (EI). Specifically, the study highlights that burnout's Personal Accomplishment (PA) dimension is linked to three EI dimensions: perceiving, managing, and understanding. This implies a moderate correlation between teachers' burnout in Yogyakarta and their EI. The lower levels of PA suggest that teachers in this region experience less work-related pressure, allowing them to be more attuned to their abilities in perceiving, managing emotions, and understanding. Various factors, such as a relaxed task approach and effective time management, contribute to these lower PA levels among teachers. This suggests that teachers' burnout may influence their emotional intelligence positively.

CONCLUSION

Finally, comprehending the characteristics of burnout among English teachers is critical for designing treatments and methods to support teacher well-being, prevent burnout, and improve teaching and learning experiences in English classrooms. More study is needed to develop effective strategies for reducing burnout and promoting teacher resilience in the demanding area of education.

Subsequently, the study emphasizes the comparatively low levels of burnout among English teachers, as measured by the Maslach Burnout Inventory (MBI). These findings imply that English teachers have successful ways of dealing with the emotional demands of their job, retaining empathy and involvement, and feeling competent and accomplished at work. More research may be required to investigate the exact tactics and support systems that contribute to these low levels of burnout to promote teacher resilience and improve teaching and learning experiences in English classrooms.

The conclusion can be in the form of finding generalizations based on the research problems. It must answer the research problems and be presented narratively and clearly. We realize that this research has limitations. The relatively small sample size of the study, namely 204 English teachers, is a significant weakness. Also, it is more difficult to determine cause-and-effect relationships between burnout, emotional intelligence, and other possible influencing factors because of the study's cross-sectional design, which collected data at specific points in time.

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