

# UNIVERSITY OF WESTERN MACEDONIA



**Human Resources Management, Communication  
and Leadership**

**School of Economic Science**

**Department of Management Science and  
Technology**

Thesis:

**“The burnout Syndrome and the connection to  
emotional intelligence in the working reality of  
the 21<sup>st</sup> century. Study case: Super Market LIDL.”**

**Kotsido Chara A.M.: 202**

(Submitted to the Department of Management Science and Technology - University  
of Western Macedonia)

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## ABSTRACT

As a graduate student, I felt the need to explore deeper the subject of Burnout Syndrome and contribute to the possible solution.

We live in times of rapid change. Rapid development of technologies, globalization of economy, emergence of new professions and specialties, distribution and disappearance of knowledge and skills constantly force people to make difficult choices and create constant anxiety, which often leads to occupational Burnout. Physical and mental health of employees is threatened not only by external, but also by internal factors.

Companies are mostly emphasizing in increasing the quantity and quality of products and therefore the incomes. Therefore, the urge to focus on the human factor is of a foremost importance. Soft skills should be brought back into the spotlight so that companies become more “human oriented.”

Occupational Burnout Syndrome, which develops gradually, due to intensive chronic stress, characterizes modern working conditions. Nowadays it is a very widespread phenomenon that can occur to a greater or lesser degree in employees at all workplaces. Having a high degree of Burnout has several negative consequences in work situations, such as staff turnover, frequent absenteeism, conflicts, decrease of efficiency and influence on mental and physical health, which is why there is a need to consider and prevent this phenomenon. The main factors contributing to Burnout development are related not only to workplace characteristics such as workload and the nature of the profession, but also to personal characteristics such as personality factors and attitude to work. Burnout Syndrome is a condition that affects many people in various professions, and it can have dire consequences for both individuals and organizations. It is often caused by chronic stress, and it is characterized by physical and emotional exhaustion, cynicism or detachment from work, and a sense of reduced personal accomplishment. While many factors can contribute to burnout, recent research has suggested that emotional intelligence may play a significant role in preventing and managing this condition.

Emotional Intelligence is a concept that has received much attention in recent years, especially as its positive contributions to organizations in terms of productivity, effective leadership, teamwork, and job satisfaction have been noted. However, despite the great research interest in both concepts, the connection that seems to exist between Emotional Intelligence and Burnout has not been systematically studied, a few international studies. Emotional intelligence is a set of skills that allows individuals to recognize and manage their emotions, as well as to understand and respond to the emotions of others. It includes the ability to regulate emotions, empathize with others, and communicate effectively. Research has shown that individuals with high emotional intelligence are more likely to have positive outcomes in the workplace, including better job performance, job satisfaction, and leadership skills. Furthermore, emotional intelligence has been linked to lower levels of burnout, as individuals with high emotional intelligence are better able to manage stress and build resilience.

Therefore, this thesis attempts to explore the relationship between Burnout Syndrome and Emotional Intelligence, examining the ways in which emotional intelligence can help to prevent and manage burnout. We will also consider how organizations can promote emotional intelligence among their employees, and the implications of this for workplace well-being and productivity. Finally, we will discuss the potential limitations of emotional intelligence as a tool for preventing and managing burnout, and the need for further research in this area. The main aim of this Thesis is to present the phenomenon of both Burnout and Emotional

Intelligence through a review of the relevant literature in order to help and inspire people to extend the research even deeper.

To sum up, I would like to mention that the completion of this specific work constitutes the completion of my studies in the master study program " Human Resources Management, Communication and Leadership" in the University of Western Macedonia. Therefore, at this point, I consider it appropriate to thank all the people who helped me, directly or indirectly, in the completion of the program. To my friends and my partner, for their unwavering support throughout my studies. To my supervisor Mrs. Triantari Sotiria for his contribution and cooperation to complete this work. Finally, to all the professors of the Department and my fellow students, who have helped me in turn over the years, as well as to the colleagues who contributed as participants in this research effort.

## SUMMARY

The main aim of the present Thesis is to explore deeper the Burnout Syndrome and the relationship of trait Emotional Intelligence in the working conditions of the 21st century. Burnout Syndrome is a reference to emotional and physical exhaustion which arises from chronic exposure to stress factors in the working environment. Burnout can cause several mental and physical problems, in which depression and low working interest are some among them. Physical problems can be caused as well, putting one's personal health in danger. Occupational burnout has attracted a great deal of research interest in recent decades because it has been proven to have unpleasant consequences in the workplace and is increasingly common. On the other hand, many researchers have recently become interested in the concept of emotional intelligence, which is believed to play a crucial role and bring positive results in their work. Emotional Intelligence (EQ) is the ability to understand and manage one's emotions in order to maintain an emotional balance. Emotional Intelligence can help the promotion of positive emotions which offer an expansion of concentration and positive behavior. Therefore EQ can be considered as an antidote to Burnout Syndrome.

In this Thesis there will be an extension of the various theoretical approaches developed to interpret these two phenomena, their historical development, and the definitions that describe the two concepts. It also presents the main factors that can contribute to the development of occupational Burnout, the possible consequences, and the various interventions that are commonly used to treat this Syndrome. Next, there will be an extension of Emotional Intelligence and the role it can play in the functioning of organizations.

In the research part of the paper, the level of burnout is examined presented by the employees in supermarket Lidl. The degree of correlation of burnout with overall emotional intelligence, with the five main scales and with the fifteen subscales of

emotional intelligence is as well investigated. Finally, the potential effect of the model with the five main scales of emotional intelligence (intrapersonal factors, interpersonal factors, adaptability, stress management, general mood) on each of the three dimensions of burnout (emotional exhaustion, depersonalization, personal achievement) is analyzed.

Keywords: Burnout Syndrome, Emotional Intelligence (EQ), positive feelings, MBI, Maslach Burnout Inventory, Emotional Exhaustion, Personal Achievement, Depersonalization, Prevention of Burnout Syndrome, Phases of Burnout Syndrome, Bar-On Emotional Quotient Inventory, Baron EQ-I, Pandemic 2019.

## A. THEORETICAL PART

### 1. BURNOUT SYNDROME – INTRODUCTION

Burnout is an important Thema nowadays, that demands a great expansion of research. Modern working conditions, especially in the Western Countries, such as increased mental and emotional stress, grueling flexible hours, expansion of service sector, technological changes in the way organizations work and the presence of high unemployment make this phenomenon increasingly serious. Business policies that increase profits make this problem more interesting and increase the need to prevent or solve it. Burnout syndrome is a significant issue that affects professionals across many different fields, from healthcare and education to business and technology. It is a condition characterized by emotional and physical exhaustion, detachment from work, and a reduced sense of personal accomplishment. Burnout is often caused by chronic stress and can have a negative impact on an individual's well-being, productivity, and overall quality of life. The consequences of burnout can be particularly severe in high-stress professions, where burnout can lead to reduced job performance, decreased job satisfaction, and even serious health problems.

In recent decades, the phenomenon of job burnout has been the subject of extensive research, discussion, and reflection, especially in the field of organizational psychology. The main reason for the strong interest is the potential negative impact, not only on the severity of the problem and the quality of life of the employees, but also on the operations and performance of the organization. The association of the concept of burnout with important outcomes in the workplace such as leaving work, frequent absences and reduced professional performance of workers makes the problem of primary importance from both the workers' and employers' side. It is



estimated that in most EU countries the cost of negative consequences resulting from stress and burnout, reaches 10% of GDP (Schaufeli, 1998).

Research shows that Burnout Syndrome can affect both physical and mental health and become the cause of anxiety, depression, and low self-esteem (Maslach C. S., 2001).

Burnout Syndrome has been associated with negative mood, anxiety, guilt, and anger (Kahill, 1988) and appears to affect personal life and sense of well-being (Evangelia Demerouti, 2001).

The effects of Burnout Syndrome can be so deleterious that researchers suggest a distinction between mild and clinical Burnout (Evangelia Demerouti, 2001). Clinical Burnout Syndrome refers to the last stage of the syndrome, where there is intense discomfort, minimal efficiency, and mental incapacity (Paine, 1982).

## 2. BURNOUT SYNDROME – HISTORICAL REVIEW AND DEFINITION

The term burnout derives from an English slang term used by athletes in the US in the 1930s. Burnout was a term used to describe a situation in which an athlete, after a prolonged period of outstanding performance, could no longer perform or produce high results. As such, they were often considered 'burned out'. The verb 'burnout' means that a person is gradually, figuratively, consumed from the inside out, i.e., burned out like charcoal. (Varvogli, 2006). Burnout is used as a metaphor for a dead car battery that cannot be charged, loses power day by day and causes problems for the vehicle. People suffering from burnout often describe themselves as an empty battery that can be easily recharged. (Schaufeli, 1998).

The term burnout has been associated with ancient international bibliographies and literature long before it was used in the scientific community. In particular, the Christian Bible (Old Testament) contains a description of the prophet Isaiah. The prophet Isaiah stated that he had performed miracles in the name of God but had encountered various obstacles and felt insecure and hopeless. These feelings then turned into an urge to commit suicide. Theologians interpret the death wish as a result of intense attachment resulting in hopelessness, burnout, and social distancing. (Muheim, 2012). Shakespeare uses the term 'burn out' as well for some of his main characters in his poems such as *The Passionate Pilgrim* in 1599 with the following sentences:

She burnt with love, as straw with fire flameth.

She burnt out love as soon as straw out burneth. (Kleiber, 1989)

In 1961 the author Graham Greene published his novel by the title 'A Burn-out Case', a story based on a worldwide famous architect Querry. Although the fact that the novel quickly became a bestseller, it did not make the term famous at that time (Schaufeli, 1998).

Below you can read definitions of Burnout Syndrome as described by experts in the psychology field.

H. J. Freudenberger: Burnout is a state of being plundered of all energy resources, formerly intensively working person (i.e., People who are trying to help others in their difficulties and help them to feel better. At the end they feel overpowered by their own problems). Burnout is the final stage of a process by which people who are deeply emotionally involved in something, they lose their initial enthusiasm and their motivation (Freudenberger, 1985).

A. Pines, E. Aronson: Burnout is formally defined as a state of physical, emotional, and mental exhaustion caused by prolonged engagement with emotionally demanding situations and also experienced subjectively. These emotional demands are often caused by a combination of two things: high hopes and chronic situational stress. (Pines A. &, 1988).

Christina Maslach: Burnout describes emotional exhaustion, low productivity and depersonalization in people who work with people. More specifically, burnout is defined as a psychological syndrome characterized by emotional exhaustion, depersonalization, and a reduced sense of personal accomplishment. (Maslach C. , 1982).

Burnout was first introduced into the international literature in 1974 by the American psychiatrist Dr. Herbert J. Freudenberger. Freudenberger's aim was to convey a range of personal and social issues. In particular, he tried to explain the phenomenon of employees complaining of mental and physical symptoms at work. These symptoms include mental fatigue, physical problems, anxiety, stress, and other mental and physical effects. The term burnout was first coined by Dr. Freudenberger and is still widely used in medical and psychiatric circles. (Melamed, 2008).

According to Dr. Freudenberger, burnout is a loss of energy and exhaustion due to excessive demands from family, work, friends, lovers and even values and society. Burnout is an emotional state that involves a lot of stress and ultimately affects an individual's motivation, attitude, and behavior. People suffering from burnout tend to experience lack of motivation, lack of energy, lack of enthusiasm and finally lack of willpower. Freudenberger associates the meaning of the term 'burnout' with buildings destroyed by flames. (Freudenberger, 1985).

Dr. Freudenberger claims that burnout syndrome is more likely in people with determined, creative and strong personalities. He also notes that people who tend to engage in numerous activities, have an unrealistic image of their ability and work capacity are more likely to develop burnout syndrome. Others have high ethical and spiritual goals and ambitions, desires for admiration and fame. Such people are also undoubtedly loyal to their work and are always willing to put a lot of emotion and energy into their profession. Burnout is therefore more likely when they fail to achieve the idealistic goals and ambitions, they set themselves. (Pines A. &, 1988).

Around the same time, social psychologist Christina Maslach (1976) studied burnout in relation to depression. Maslach also provided a definition that is still used today in the world medical and psychiatric community. According to Maslach, burnout is a syndrome in which an employee gradually loses interest and affection for the people they serve, such as their employer, customers, or students. They become dissatisfied with their performance and develop a bad image of themselves. (Papadatou, 1999).

According to Golembiewski (Robert T. Golembiewski, 2016), the Burnout Syndrome is a result of stressors taking place in the working environment and causing several psychological problems, reducing one's productivity, and causing bad vibes. This 'poisonous procedure,' as Golembiewski called it, has an adverse impact on employee's behavior, not only in the work field, but in personal life as well (Antoniou A. -S., 2008)

The Burnout syndrome is also known as the syndrome of total exhaustion. It happens to occur mostly with increased frequency in those who exercise social function. Those are professions of doctors, nurses, social workers, teachers, psychologists (Varvogli, 2006).

Shirom analyzed the syndrome on a more personal level in 1989. He agreed with previous scholars that burnout is a negative state that begins with emotional exhaustion and often leads to physical exhaustion. He states that people who provide services to others are more likely to experience burnout symptoms. Professions such as doctors, nurses and teachers are more likely to experience burnout syndrome. However, in addition to professions that provide social services, private sector professions such as production workers, managers and freelancers can also suffer from anxiety and stress that can lead to a burnout predicament. (Shirom, (1989)).

The Burnout Syndrome is also defined by models developed through the years. Some of the most important ones are explained below.

### 3. THEORETICAL MODELS OF BURNOUT SYNDROME

#### 3.1 The Three Dimensions Maslach Model

C. Maslach is considered to be a pioneer investigator, who deeply analyzed the criteria and the circumstances, in which someone can suffer from a Burnout. In collaboration with her partners, she invented the Maslach Burnout Inventory (MBI), a useful psychometrical tool to measure Burnout.

The popular Maslach Burnout Inventory consists of three dimensions, for which Maslach and her colleagues concluded after a long sequence of investigations (Maslach C. S., 2001). These three dimensions are the following:

##### **A. Emotional Exhaustion:**

It is the main factor causing burnout syndrome and reflects a strong stress dimension. Burnout is not only an unbearable experience, but it also directs one's behavior in such a way that one emotionally withdraws from one's work in order to avoid the emergence of bad feelings and emotions.

##### **B. Depersonalization:**

This refers to people's efforts to maintain emotional distance from their colleagues, superiors, subordinates, and external partners. Therefore, they believe that they can better manage their demands by confronting these people as impersonal objects. Moreover, when such people feel tired and discouraged, they socially distance themselves from others and develop negative and often sarcastic attitudes towards them.

##### **C. Personal Accomplishment:**

It refers to a person's tendency to evaluate themselves negatively about their personal performance at work. This is usually accompanied to emotions of unhappiness, low self-esteem, and dissatisfaction with the results of their work.

These three dimensions can coexist in different scales and intensities and according to C. Maslach, in most cases they occur one after the other, emotional exhaustion comes first and is mainly caused by the work environment. Depersonalization is the second stage and is a defense mechanism to cope with emotional exhaustion. This causes employees to distance themselves from the work environment and coworkers. Depersonalization can lead to negative feelings such as low self-esteem and a sense of failure, which are included in the third dimension, 'personal accomplishment'. (Kantas, 1995)

Maslak's theory is the most comprehensive theory of burnout syndrome. Burnout is considered a three-dimensional syndrome, but most scholars seem to agree that

emotional exhaustion is the most important dimension. The other two dimensions mentioned above inevitably come together with emotional exhaustion. Moreover, emotional exhaustion is the main criterion for detecting burnout. Thus, the two dimensions of depersonalization and personal accomplishment are influenced by the dimension of emotional exhaustion, which is mostly negative. (Tsigilis N., 2006). Emotional exhaustion constitutes the main gist of a Burnout phenomenon, that it the reason most of the research rely on it (Carson, 2010).

The following figure shows the Effect of Job Burnout Dimension on Employees' Performance.

performance

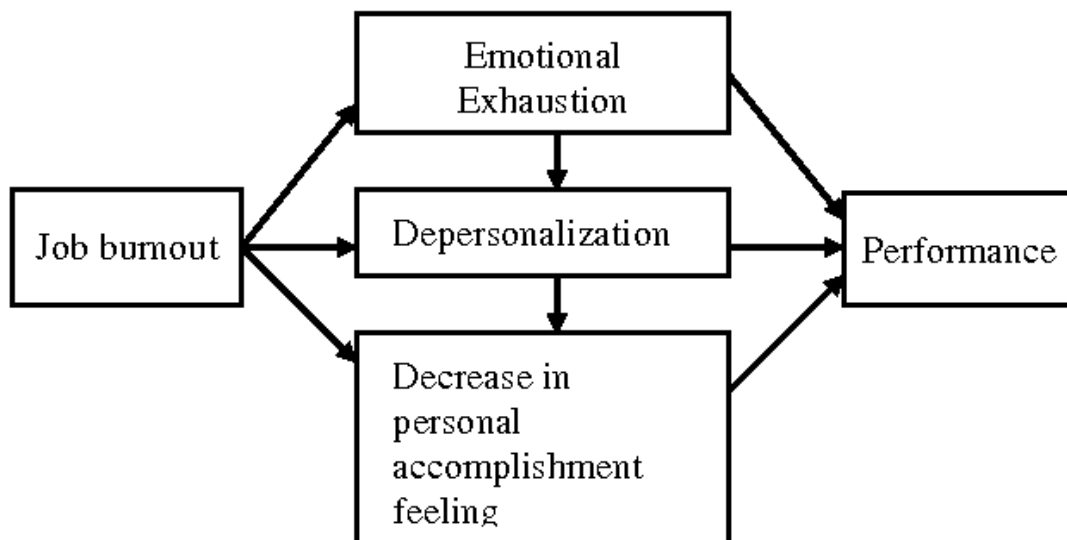


Figure 1 (Mohammadbagher Gorji, 2011).

### 3.2 Stages of Disillusionment by Edelwich & Brodsky (1980)

In 1980 Edelwich J. and Brodsky A. initiated the four stages of Burnout (disillusionment). They both consider Burnout to be a gradual process of de-idealization of work by the employee. The stages are the following:

- A. **Enthusiasm**, employees start their professional marathon with grand expectations and goals, and in many cases, they achieve them unrealistically. Time and effort are invested to succeed and reach the desired career level. Employees are motivated and determined to achieve the best results in their professional journey.
- B. **Doubt and inactivity**, According to Edelwich and Brodsky, this is the second stage. In this stage, employees begin to realize that their work routines are

different from what they had previously imagined. They realize that their expectations are no longer being met and that their needs are not being adequately met. They start to blame themselves for this situation and for not achieving their goals. They then try to put more time and effort into their career, but without much success and eventually stop trying because they no longer see their job as ideal. However, it does not try to meet its own expectations.

- C. **Disappointment and frustration**, during this period, employees lose their positive attitude towards their work. They realize that their efforts to meet their own expectations have been in vain and they feel discouraged and disappointed. The only way out of this situation is to remind themselves of the expectations they have set themselves or, in the worst-case scenario, to quit.
- D. **Apathy**, according to Edelwich and Brodsky, this is the final stage of burnout. At this point, the employee stops trying or being productive. He just tries to get out of the situation and fights against the feelings of frustration and disappointment caused by his work. He does not quit his job for vital reasons, but he puts less energy into his work and avoids taking responsibility for others. (Edelwich, 1980) (Papadatou, 1999) (Theofilou, 2009).

### 3.3 The Interactive Cherniss Model

According to C. Cherniss, Burnout Syndrome is considered to be more of a procedure rather than a situation. This procedure consists of three phases, which are:

#### A. The phase of work stress:

At this stage, employees are overwhelmed by a sense of absence. They lack the material and emotional resources they need to achieve their personal and professional goals. Stress in the workplace is a consequence of the lack of resources, which disrupts the employee's personal and working environment. As a result, personal goals are not achieved and the work that needs to be addressed is blocked. Work stress can, fortunately, occur in any work environment and with any employee. However, not all employees dealing with job stress experience burnout as a result.

#### B. The phase of exhaustion:

This stage is a consequence of the first stage. The employee lacks the necessary resources and therefore finds himself in a daily stressful situation with feelings of anxiety, emotional tension, fatigue, mental exhaustion, and apathy. He or she also begins to see the work environment as hostile and threatening, becomes indifferent to important tasks and tries to deal with unimportant ones. If these constant stresses and tensions are not managed effectively, they may become frustrated, apathetic and attempt to quit their jobs.

### C. The defensive phase:

At this point, the employee loses interest in their work. They gradually become emotionally detached from their work by engaging in cynicism and negative behaviors to alleviate the physical and emotional damage caused by the work environment. This happens in order to professionally recover from the toxic work environment. (Theofilou, 2009).

#### 3.4 The Pines Model

According to A. Pines and her colleagues, Burnout is a state of physical, mental/spiritual, and emotional exhaustion. This kind of exhaustion is caused by a long-term exposure to emotionally demanding situations/conditions (Melamed, 2008).

The Burnout measurement that Pines applies differs from the original view of burnout as a syndrome with the symptoms of despair, low self-esteem, and exhaustion. Burnout is considered as a unidimensional concept assessed by a single scale that gives an overall score (Pines A. M., 1988).

**The physical exhaustion:** includes low energy, weakness, complains of physical and psychosomatic problems, and years of fatigue.

**The mental/spiritual exhaustion:** involves a negative attitude towards work, life, and oneself in general.

**The emotional exhaustion:** includes feelings of despair and incapacity.

Pines and her team investigated deeply the Burnout Syndrome not only in the work field, but they also explored it in other fields, such as family relations, social and political conflicts, and friendships. Pines believes that emotional demanding situations can arise in various sectors, spaces, and contexts apart from the working environment (Theofilou, 2009).

#### 3.5 The Ruth Luban Model

In 1997, the psychotherapist Ruth Luban published a series of Burnout stages in one of her books "Burnout: Keeping the fire". The stages are the following:

- "Honeymoon" The employee is in the first steps of his career. The expectations, his enthusiasm and his energy are on a prominent level.
- Loss of Illusion. At this stage, the employee feels confused and at the same time feels that their patience is ending. However, they tell themselves that these feelings are just their imagination and continue to strive for better results. Ignoring the feelings of frustration and confusion, the employee moves on to the next stage, burnout.
- Brownout. The first signs of burnout syndrome start to appear. Employees start to lose their emotional inventory. They feel tired, tense, and sleepless.



They also start to eat more and drink more alcohol. Disappointment. At this stage, the employee loses his interest and enthusiasm. He is overwhelmed by negative emotions and stress and isolates himself from the work and his colleagues. Gradually, he is moving to the next stage of Burnout Syndrome.

- Despair. According to R. Luban, this is the final stage where feelings of hopelessness and depression are present. Feelings of failure, loneliness and doubt are common at this stage. The person begins to lose interest in all areas of life, including work, family, and friends. Intervention is necessary at this point. Otherwise, the risk of developing psychosomatic illness or depression increases. (Theofilou, 2009).

In order to understand the models and the phases of each of them, we need some measuring tools, to understand occupational Burnout.

## 4. TOOLS FOR MEASURING OCCUPATIONAL BURNOUT

### 4.1 The Maslach Burnout Inventory- MBI (1982)

In 1986 Maslach published the first Burnout questionnaire with the title “Maslach Burnout Inventory – MBI” (Maslach Burnout Inventory – MBI – Maslach & Jackson, 1986). The Maslach Burnout Inventory (MBI) is an assessment of twenty-two symptoms to occupational Burnout Syndrome. It can be completed in less than 10 minutes and has three different dimensions of Burnout: the emotional exhaustion, the depersonalization, and the personal achievement (C. Maslach, S.E. Jackson, M.P. Leiter (1996–2016)/Maslach Burnout Inventory Manual). Nowadays there are five MBI’s, each for a different target group and these are the following: the Human Services Survey (MBI-HSS), the Human Services Survey for Medical Personnel (MBI – HSS (MP)), the Educators Survey (MBI – ES), the General Survey (MBI – GS) and the General Survey for Students (MBI – GS (S)).

The dimension of emotional exhaustion is the basic element of the MBI. Most of the studies based on MBI show, that emotional exhaustion is the most stable of the three dimensions with the greatest internal consistency (Melamed, 2008).

According to Carson (2010), the Questionnaire Maslach Burnout Inventory (MBI) is considered the gold tool for a Burnout measurement. A vast number of investigations show the centrality of emotional exhaustion when it comes to the phenomenon of occupational Burnout. Emotional exhaustion is considered as the gist of Burnout (Carson, 2010).

## 5. FACTORS THAT CAUSE BURNOUT SYNDROME

While burnout can be caused by a range of factors, it is often the result of chronic stress and can have a negative impact on an individual's well-being, productivity, and overall quality of life. Understanding the factors that contribute to burnout is critical in preventing and managing this condition.

Burnout is not caused by a single event, it is actually caused by long-term accumulated work stress, leading to a reduction of physical and mental energy reserves (physical and mental exhaustion). In other words, a "burning" of body, mind, and soul, resulting the feeling of incapability to cope with the demands of the job (Antoniou A. ., 2007).

In 1982, Maslach (Maslach C. , 1982) named three main factors that can cause the Burnout. These are:

- Social interaction with other people
- Personal characteristics
- The working environment

Jorde-Bloom in 1989, claimed that the personal characteristics relate to the work environment and usually influence the occupational satisfaction. Therefore, occupational satisfaction can vary from one employee to another employee, even though they may share the same working environment (Boyd, 1989).

Most of the theoretical models concerning occupational Burnout support the comprehensive approach of the situations. In other words, it is supported that Burnout is caused by the interaction of the individual with the environmental factors. Future research should examine both the role of the individual and the environment in the process of Burnout Syndrome (Manlove, 1993).

### 5.1 Environmental Factors

Environmental factors are specific characteristics of the working environment. This category includes stressful and poor working conditions or poor organizational conditions. Examples include lack of ergonomic design, lack of technology, lack of safety, excessive and exhausting working hours, and high-performance demands. Inadequate staffing and authoritarian management organizations (organizations that do not allow dissent and ruthlessly impose their will and exclude employees from decision-making, even on issues that directly concern them) are also among the environmental factors that cause burnout. (Theofilou, 2009) (Kantas, 1995) (Papadatou, 1999) (Lee, 1996).

Inadequate psychological support from employers, supervisors, colleagues, or professionals also plays an important role. Negative relationships or conflicts with

colleagues or supervisors also play a vital role. Other factors contributing to burnout include an uncomfortable and unhealthy environment and a lack of fairness or rewards (material or moral/spiritual). Low pay, role and value conflicts, career uncertainty and lack of growth prospects are also recognized as some of the factors contributing to burnout syndrome. (Kantas, 1995) (Theofilou, 2009).

Excessive work-related demands, such as overwork with limited hours, can contribute to burnout. In particular, excessive workload and time pressure have been shown to be significantly related to burnout, especially the emotional exhaustion dimension. In a 1996 meta-analysis, scientists Lee & Ashforth showed that excessive workload and time pressure can explain up to 25-50% of emotional exhaustion. (Lee, 1996).

Moreover, burnout is significantly related to both role conflict and role ambiguity. Role conflict occurs when an individual's personal desires conflict with the requirements of the job. Role ambiguity occurs when there is not enough information to perform the job properly. (Lee, 1996).

Extensive research has also shown that lack of social support can be associated with professional burnout. The support of supervisors and colleagues is particularly important in eliminating this syndrome. (Lee, 1996).

Other factors that cause Burnout have to do with the information and control in the organization the individual may have. The lack of feedback for example, is correlated with all three dimensions of Burnout. It is also possible for people who have little involvement in receiving decisions or have a lack of autonomy to experience Burnout (Lee, 1996) (Manlove, 1993).

The nature of a profession plays a crucial role as well. Professions that involve the provision of services to people, are the focus of research about Burnout (Maslach C. &, 1986).

## 5.2 Personal Characteristics

Personal characteristics are the special qualities an employee possesses as a person and as a personality. Individuals within an organization are distinct entities with unique characteristics that affect their relationship with the work environment. This category includes age, gender, professional experience, the way employees interpret and cope with stressful working conditions, the motivations that drive them to undertake certain tasks, the work they do and the expectations they have of themselves. Many of these characteristics have been shown to be associated with burnout. (Maslach C. , 1982) (Theofilou, 2009) (Schaufeli, 1998).

People with low levels of resilience (low involvement in daily activities, low control of events and not particularly inclined to change), have a higher professional burnout and emotional exhaustion chances (Chan, 2003).

According to Poulin and Walter (1993), people with low self-esteem and confidence tend to have higher possibilities of Burnout. Furthermore, all three dimensions of professional Burnout are associated with low self-esteem (Poulin, 1993).

According to Pines (2008) Employees who exhibit burnout tend to be highly motivated, idealistic, and romantic. They work hard and expect their work to provide them with a meaningful life. When they realize that their job does not fulfill their romantic ideals and that they are not achieving what they expected or imagined, they gradually fall into a state of burnout. Conversely, if their expectations are met, they can perform excellently at their work. (Pines A. M., 2008). It has also been reported that emotionally sensitive people are more prone to burnout, especially depersonalization. Emotionally sensitive people are also more likely to choose occupations in people-serving fields, which can be particularly stressful. (Garden, 1991).

Moreover, burnout seems to be higher in those with external locus of control (those who believe that their achievements and circumstances are the result of luck and fate) than in those with internal locus of control (those who attribute events to their own abilities and efforts). Type A behaviors (competitiveness, stressful lifestyle, hostility, fervent desire for control) also seem to be positively related to burnout. (Cherniss, Staff Burnout. Job Stress in the Human Services., 1980). Several studies report that there is a positive correlation between locus A behavior and emotional exhaustion (Melamed, 2008).

Neuroticism can also cause people to experience higher levels of burnout, regardless of the circumstances. Neuroticism refers to a person's tendency to produce intensely negative emotions (e.g., anger, hostility, anxiety, sadness) and emotional instability (e.g., easily upset, or worried) (Melamed, 2008).

Kobasa and her colleagues (1982) argue that employees, who characterized by resistance to stress (hardiness) have the following three characteristics: a) Internal locus of control: The employee has the feeling that he can control the situations and influence them to his advantage. He believes that everything that happens to him is under his control and his own decisions. He does not believe that everything is determined by external forces such as power, luck, opportunities, fate, God, etc. b) Dedication – commitment. The employee has the tendency to devote time to his work, effort, interest, and to participate actively. When difficulties arise in workplace, he puts effort in solving them and does not observe them passively and indifferently. c) Flexibility - challenge: The employee has a tendency to considers the difficulties that arise in his workplace as "challenges" and not as threats or insurmountable obstacles. He does not try in every way possible to conquer security and stability, desires new experiences and ideas, deals stressful situations with

flexibility (easily finds various solutions to overcome the tricky situation) (Kobasa, 1982).

### 5.3 Demographic characteristics

Demographic Characteristics are the gender, age, length of service, educational level, and marital status, which are associated with burnout.

According to Maslach, age has been shown to have the highest correlation with burnout (Maslach, 1982). In particular, the level of burnout of younger workers generally appears to be higher than that of those over 30 or 40 (Schaufeli & Enzmann, 1998). One explanation is that older individuals have more work and life experience. Moreover, Burnout occurs at an early age, when the career path is at the blooming stage (Cherniss, 1980). These results should be interpreted with caution because people with burnout are more likely to leave their profession. This means that remain only people with low levels of burnout (Maslach C. , 1982).

Gender does not seem to be related to Burnout. Though, some studies have found a higher level of Burnout for women than to men. A small difference is that men are generally higher in depersonalization and some other research shows that women experience a slightly higher emotional exhaustion. Any differences may occur due to gender role stereotypes but may also be due to the type of workplace in which the investigations were conducted (e.g., police officers are predominantly male, nurses are predominantly women) (Maslach C. , 1982).

Regarding marital status, it has been shown that unmarried people, and especially men, are more prone to burnout due to lack of partner support. Single people experience higher levels of burnout even than divorced people (Maslach C. J., 1996).

Burnout is positively associated with a higher level of education. It is not noticeably clear to understand these results as the level of education may also interact with other variables such as type of occupation and position in the hierarchy (Maslach C. &., 1986).

Furthermore, it is possible that people with a higher level of education work in positions with more responsibility and more stress. On the other hand, the reason can be as well that the more educated have higher expectations of their profession and thus become more disappointed, especially if these expectations are not met (Schaufeli, 1998).

In conclusion, each person has different expectations of their work. In some cases, expectations may be particularly high and related to the nature of the work (enjoyable, challenging, etc.) or the achievement of desired results (treatment of patients, promotion, etc.). It has been argued that grand expectations make individuals work harder and lead to burnout and cynicism when earnest effort does not lead to THE expected results (Schwab, 1986).

The following figure shows some of the factors that can cause Burnout according to Garrosa in 2008 (Eva Garrosa, ResearchGate, 2010).

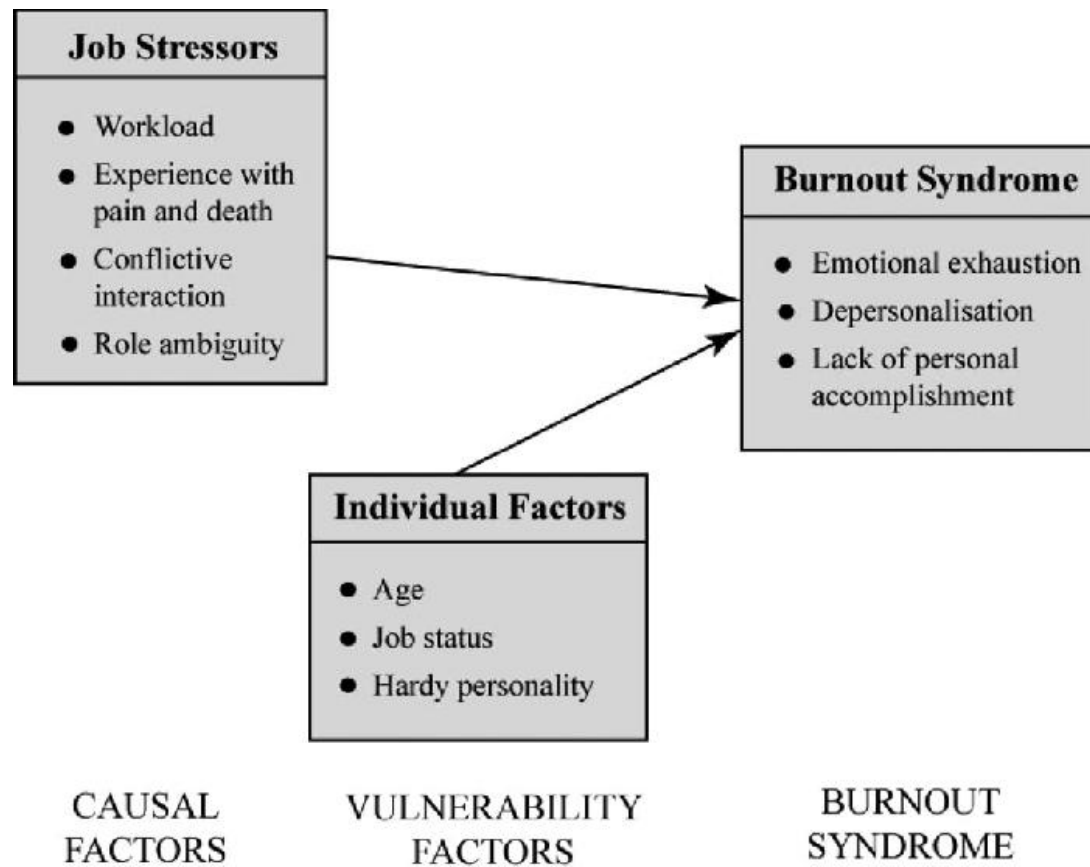


Figure 2 (Eva Garrosa, *Application of artificial neural networks to a study of nursing burnout*, 2010)

There are numerous mental reasons to develop the Burnout Syndrome. Thus, there are some particularly notable effects that can affect a person, both emotionally and physically.

## 6. EFFECTS OF BURNOUT

The importance of burnout is noteworthy as it appears to be associated with significant outcomes at both the individual and organizational levels. Most of the surveyed results relate to professional performance. Burnout is characterized by emotional and physical exhaustion, detachment from work, and a reduced sense of personal accomplishment. This condition can have a range of negative effects on an individual's well-being, productivity, and overall quality of life. In this chapter, we will briefly explore the effects that burnout syndrome can have on individuals and organizations.

### 6.1 Organizational Level

Burnout is associated with various forms of organizational withdrawal, absenteeism (Maslach C. &, 1986), intention to quit, and actual withdrawal from workplace (Lee, 1996). On the other hand, for those who continue to work, burnout can lead to decreased productivity and efficiency. In addition, burnout is associated with lower job satisfaction (Lee, 1996) and reduced professional and organizational commitment (Lee, 1996) (Manlove, 1993).

### 6.2 Individual level

Burnout has a negative impact on the employees themselves. These include physical, psychological, and behavioral symptoms. These are the following:

- a) **Physical symptoms:** The physical symptoms of burnout include all the characteristics that are typical manifestations of stress and anxiety, such as physical exhaustion, tiredness (fatigue), sleep problems (insomnia or oversleeping), headaches, gastrointestinal problems, ulcer, weight gain or loss, breathing problems, overexertion, elevated cholesterol levels, coronary artery disease, speech disorders, sexual dysfunction, back pain, muscle pain, various dermatitis, hypertension, various tics, palpitations (Kantas, 1995). The mental health implications of burnout are more complex. Moreover, studies show that burnout is associated with an increased risk of infections such as type 2 diabetes, cardiovascular disease, upper respiratory tract infections, and various microbial infections (in particular, it reduces sperm quality) (Shirom & Melamed, 2008).
- b) **Psychological symptoms:** Burnout is associated with aspects of the neurotic personality and professional neurasthenia. These findings may support the claim that burnout itself is a form of mental illness. But the more common conclusion is that burnout can lead to mental dysfunction. This can lead to negative outcomes such as anxiety, depression, and low self-esteem (Maslach et al., 2001). Mentally healthy people have also been shown to be less likely to suffer from burnout because they are better at coping with



chronic stressors (Jenkins & Maslach, 1994). Indifference, negative mood, negative emotions, mental fatigue, lack of control over emotions, low morale (collapses in the mental mood of employees, falls in the face of difficult situations), emptiness, persistence, lack of self-esteem, irritability (easily irritable), strong stress, boredom (boredom, lack of desire to do anything) are some of the symptoms of an employee dealing with Burnout (Theofilou, 2009).

- c) Behavioral symptoms:** people suffering from burnout can negatively influence their colleagues, create personal conflicts, and be distracted from work. There are also signs that professional burnout can have a negative impact on a person's personal life (Pines & Maslach, 1978). In addition, symptoms such as decreased work productivity, lack of enthusiasm and commitment to work, higher rates of resignation, increased absenteeism, longer breaks, and increased use of drugs, alcohol, caffeine, and nicotine are all signs of burnout. Unhealthy habits such as smoking increase, concentration and attention span decrease, and dissatisfaction at work and at home increases. In addition, there is a marked increase in workplace conflict, lack of cooperation, and aggression toward coworkers. People with burnout become less accessible to those they are supposed to serve, use less humane methods, and have lower sexual feelings. (Theofilou, 2009) (Antoniou A. (., 2007).

Burnout leads to negative and unpleasant consequences, so it is important to study this syndrome and its consequences and try to limit it (Moya - Albiol, 2010).

The following figure shows the impact of job burnout dimensions on worker well-being.

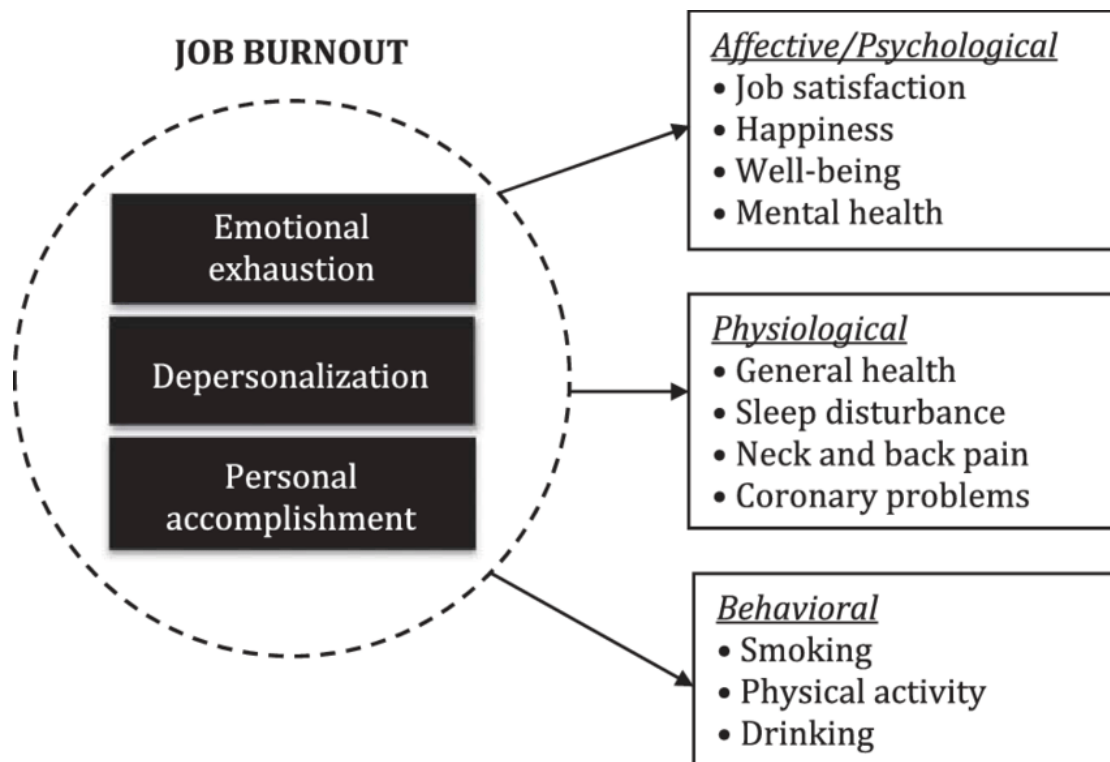


Figure 3 (Lizano, 2015).

Erica Leeanne Lizano (2015). the Impact of Job Burnout on the Health and Well-Being of Human Service Workers: A Systematic Review and Synthesis, Human Service Organizations: Management, Leadership & Governance.

The signs of occupational Burnout should not be ignored, as they can cause considerable damage. There are tips and rules in order to prevent Burnout.

## 7. PREVENTION OF OCCUPATIONAL BURNOUT

It is clear from the literature that there are a variety of interventions for the prevention and treatment of burnout. In general, the prevention and treatment of burnout requires a focus on both the individual and the organization. That is, interventions offered at the individual and organizational levels. Burnout prevention is important to maintain individual well-being and workplace productivity and to reduce organizational costs. Understanding the factors that contribute to burnout and implementing effective prevention measures can help create a healthier and more sustainable work environment that supports individual and organizational well-being and productivity.

Many burnout efforts focus on the individual, such as personal mobility and individual employee strategies. Personal approaches (e.g., developing coping skills, deep relaxation training) can help reduce emotional exhaustion, but do not fully treat the syndrome. In addition, as reported by Maslach et al. (2001), individual strategies are relatively ineffective in the workplace and people have less control over stressors than in other areas of life (Maslach C. S., 2001).

### 7.1 Interventions at an individual level

The interventions at an individual level are the efforts made by the employee himself, the individual strategies applied by the employee, to prevent and deal with burnout.

Initially, the focus of research has been on reducing burnout through educational programs aimed at enhancing individuals' ability to cope with difficult and stressful situations and challenges in the workplace. There has also been a focus on coping strategies in groups. In general, it has been shown that people can actually learn new coping strategies through education. Research has shown that burnout mitigation can be achieved if a variety of strategies can be applied. These strategies include stress management training, relaxation, time management, interpersonal and social skills training, team building, confidence training, rational emotive therapy, and self-focus. In some cases, emotional exhaustion is reduced; in others, it is not. Rarely, some studies report improved depersonalization and decreased personal achievement (Schaufeli, 1998).

### 7.2 Interventions at an organizational level

Interventions at an organizational level are the efforts and organizational strategies applied by organizational managers to prevent and combat burnout.

Effective treatment of burnout requires a focus on the work environment and the people in it. Management intervention is needed to change the various problematic

life circumstances (workload, lack of equity, lack of social support, lack of rewards, etc.), but this requires the development of individual skills and attitudes. The contribution of educational programs is aimed at developing individual skills and attitudes in the workplace. The advantage of a combined individual and organizational approach is that it focuses on involving employees in the work of the organization and contributes to both employee well-being and productivity. (Maslach C. S., 2001).

The application of transformational leadership: According to Bass (1990), the transformational type of leadership includes four components, as follows:

- a) The charisma: Ability of leaders to emotionally arouse (evoke) employees, give them a vision and sense of mission, and inspire them with respect and commitment.
- b) Inspiration: A leader's ability to communicate a vision, set an example for employees, set grand expectations, use symbols to reinforce efforts, and clarify important goals in a straightforward way.
- c) Individualized appreciation / care: It is the leader's ability to treat each employee as a person, value, trust, give responsibility, help, encourage, pay attention to special needs, and support self-development,
- d) The intellectual motivation stimulation: The leader must have the ability to function as a source of challenging innovative ideas that help develop critical thinking skills (Bass, 1990)

Despite the techniques to prevent occupational Burnout, the circumstances in the last years seem to be desperately negative. With the presence of the Covid-9 pandemic, people lost control of their professional balance, leading to an inevitable chaos.

## 8. BURNOUT DURING THE COVID-19 PANDEMIC

The Coronavirus Disease 2019 (COVID-19) pandemic has led to an overall increase in new cases of depression and anxiety, exacerbating existing mental health problems and causing emotional and physical stress. Limited resources, long shifts, disrupted sleep and work-life balance, and occupational hazards associated with exposure to COVID-19 are associated with physical and mental fatigue, stress, anxiety, and burnout. Managing a pandemic can be overwhelming and exhausting. Billions of the world's populations are under blockade, COVID-19 is sweeping the globe, and burnout remains a profoundly serious and growing problem. Many people have lost their jobs, and those who have not been forced to work from home, balancing family needs such as childcare. Daily life has been turned upside down and they face a dilemma they have never experienced before.

The COVID-19 pandemic has led to a significant increase in stress and burnout among health workers and other essential workers due to the challenges and demands of responding to a pandemic. These workers face long working hours, heavy workloads, exposure to the virus and the mental strain of caring for patients with highly contagious and deadly diseases. Their personal and professional lives are also disrupted by social isolation, economic instability, and concerns for the safety of their families and loved ones.

Furthermore, the COVID-19 pandemic has led to significant changes in the working environment, including remote working and virtual care, which can cause additional stress and burnout. While these changes bring greater flexibility, they can also lead to a blurring of boundaries between work and private life, a lack of social support, and difficulties in communication and collaboration.

Overall, the COVID-19 pandemic underscores the need for healthcare workers and essential workers to receive appropriate support, resources, and training to prevent and manage burnout. This includes access to mental health services, supportive supervision and adequate rest and leave. Employers can also help by providing education and training to help employees cope with stress and build resilience. Finally, it is important for individuals to recognize the signs of burnout and, if necessary, consult a health professional or seek support from friends and family.

### 8.1 Pandemic, Home Office, and Burnout

It is well known that a coronavirus pandemic in 2019 can have a significant psychological impact: In light of the significant changes that SARS-CoV-2 has brought to the workplace and the way work is done, it is hypothesized that occupational and organizational factors will play a role on employees' mental health and new mental health. It is assumed to play a significant role in their ability to cope with a challenging work environment. It is widely accepted that the work environment, workplace organization and work-related behaviors are factors that influence

employees' mental health and psychological well-being. It is quite possible that these factors could be affected by a pandemic and contribute to worsening or mitigating mental health outcomes. Indeed, the multitude of stressors faced by workers during a pandemic can affect many aspects of the workplace (Gabriele Giorgi, 2020).

As COVID-19 is a contagious disease, the risk of infection and taking precautionary measures in the workplace can cause psychological anxiety. For example, lack of personal protective equipment (PPE), the physical burden of wearing it, fear of infection or harm to family members, conflicts between safety measures and the desire to help, long working hours, multitasking and stigmatization of those working in high-risk environments can have a significant impact on workers' psychological wellbeing (Gabriele Giorgi, 2020).

In addition, those isolated due to quarantine may have problems returning to work. This sensitive issue highlights the vital importance of the impact of work on an individual's well-being. Stigmatization and discrimination in the workplace can lead to reduced productivity and income. It can also lead to an increased risk of burnout, psychological distress, emotional exhaustion, anxiety, and depressive symptoms. Many people have suffered from these symptoms after returning to work (Gabriele Giorgi, 2020).

One of the main causes of professional burnout during a pandemic is increased workload. With many businesses closing and employees being laid off, the remaining employees have to fill the gap, leading to a heavier workload. Working from home also leads to increased working hours, making it difficult to separate work and private life. Moreover, the lack of social interaction associated with working from home also places a psychological burden on workers. (Maslach C. &, 2016).

Another reason for burnout is the uncertainty and constant change associated with pandemics. Uncertainty surrounding the future causes stress and anxiety, which can quickly lead to burnout. In addition, constantly changing working conditions, such as new safety protocols and work procedures, add further stress to many employees.

In conclusion, the Covid-19 pandemic has led to an increase in occupational Burnout. With many employees adapting to new working conditions, increased workloads, and constant changes, it is not surprising that burnout has become a widespread problem. Employers need to recognize the signs of burnout and take steps to prevent it from happening to their employees (Shanafelt, 2020).

Home office work, also known as remote work or telecommuting, refers to working from home or any location outside of a traditional office setting. Home office work has become increasingly popular in recent years, with many employers offering this option to their employees (Tammy D. Allen, 2011).

Studies have shown that working from a home office can have both positive and negative impacts on employee well-being. On the one hand, telecommuting can reduce commute time, increase flexibility, and improve work-life balance. On the

other hand, working from a home office can lead to feelings of isolation, lack of structure, and difficulty separating work and personal life (Maria Rotundo, 2019).

A study published in the *Journal of Applied Psychology* found that those who worked from home during the COVID-19 pandemic experienced higher levels of burnout symptoms such as emotional exhaustion, depersonalization and decreased personal accomplishment. These negative outcomes were also found to be more pronounced among workers with caring responsibilities and less access to social support. (Francesco D'Acunto, 2020).

In addition, studies have shown that home office workers are more prone to Burnout than office workers. This is because remote workers often have less social support and fewer professional development opportunities, making it more difficult for them to manage their workload and set boundaries between their work and personal lives (Demerouti Evangelia, 2007).

To prevent burnout among remote workers during a pandemic, it is important to prioritize self-care, clarify boundaries between work and private life, and communicate regularly with colleagues and supervisors. This can include taking breaks throughout the day, engaging in stress-reducing activities such as meditation and exercise, and seeking support from family, friends, and mental health professionals. (Mark Mortensen, 2020).

Home office work can provide many benefits, but it also presents unique challenges that can increase the risk of Burnout. To prevent burnout in home office workers, it is important to prioritize self-care, set realistic expectations and boundaries, maintain regular communication with colleagues and supervisors, and seek support when needed (Demerouti Evangelia, 2007).

## 9. EMOITIONAL INTELLIGENCE: INTRODUCTION

Emotional intelligence is a relatively recent but developing field of research that has generated significant public, business, and scientific interest. It is associated with many areas of psychological science, including the new science of emotion, self-management theory, metacognitive research, and studies of human cognition beyond traditional "academic" intelligence. The study of emotional intelligence is now considered the cornerstone of modern psychology. It is considered a panacea for modern business and a necessary but often overlooked element in professions such as nursing, lawyers, physicians, educators, and engineers. It is also considered a means of educational reform to maximize potential at all levels of education. (M Zeidner, 2001). In 1995, Daniel Goleman's book Emotional Intelligence (EQ) was the first book on EQ, and the term was arguably one of the main topics of discussion in the business world. The interest in the subject has led to the widespread writing of books and articles aimed at its investigation and development, both in organizational contexts and at the individual level. Thus, emotional intelligence has become very popular, and given the psychological nature of the concept, it is important that professionals/organizational psychologists understand the term and are familiar with the research and theory behind it (Goleman D. , 2009; Goleman D. , Emotional intelligence: Why it can matter more than IQ. , 1995).

### 9.1 Emotional Intelligence: Historical review

Human emotions and logic have been a matter of investigation and interpretation since the beginning of human history. Historically, the ancient Greeks considered emotion to be the antithesis of reason and mind (Nourizade, 2014).

Since the 19th century, psychologists have connected emotions with thought as well as physiology. In the 1930s, along with the term social intelligence introduced by Thorndyke, references were made to what was later called emotional intelligence. (Cherniss, Emotional intelligence: What it is and why it matters, 2000; Thorndike, 1937)

Particularly in the 1990s, the concept of "emotional intelligence" was gradually formed, with an emphasis on the interaction between the mind and emotions. Thus, a shift in interest in the role of emotions has been observed. It is now seen as an auxiliary mechanism of knowledge. When the term "emotion" is used, it includes the experiential, logical, and physical aspects of the individual. Emotions combine experience and reason to create new possibilities for individual behavior; they are also at the core of Emotional Intelligence (EQ), which gained firm ground in the



research community in the 1990s and focused on the importance of emotion regulation and emotion management in human life (Nourizade, 2014)).

David Wechsler defined intelligence as "the individual's ability to act with a specific goal, to think rationally, and to deal effectively with the situations that arise in his environment" (Wechsler, 1958.) In fact, this definition includes the individual's ability to adapt to new situations and deal with life situations effectively. As early as 1940 he had referred to "non-mental" and "mental" elements (Wechsler, 1940).

Gardner (1983) defined "intrapersonal" intelligence, which he defined as an individual's ability to represent a complex and differentiated set of emotions, and emotions, moods, motivations, and the intentions of others, are as important as the type of intelligence typically measured by IQ and other related tests (Gardner, 1983).

In the field of organizational psychology, leadership research conducted at Ohio State University in the 1940s under the leadership of Hemphill (1956) identified "kindness" as the primary factor for effective leadership. Specifically, the study found that leaders who could create "mutual trust, respect, communication, and intimacy with team members" were more effective. (Fleishman, 1962).

Fundamentally, EQ is a valuable tool for understanding human emotional disposition as well as cognitive function. Because Emotional Intelligence reveals the core of human cognition, it is unrealistic to separate EQ research on cognitive function from emotion, and emotion is a means of entering the cognitive state (Phelps, 2006).

## 9.2 Emotional Intelligence: Definition

So far, there is no generally accepted definition of the concept. On the contrary, there are many different models for its interpretation and thus its measurement. When psychologists began exploring the subject of intelligence, they focused primarily on cognitive structures, dealing with functions such as problem solving and memory.

When Salovey and Mayer coined the term 'emotional intelligence quotient' in 1990, they built on previous views of the non-cognitive aspects of intelligence and defined it as the ability to perceive one's emotions and attitudes. These abilities are classified hierarchically from basic psychological processes to more complex and psychologically integrated ones and are thought to develop with age in the same way as other cognitive abilities. They are also thought to be independent of a person's characteristics, abilities, and preferred behaviors. (Salovey, 1995).

Wexler (1958) recognized that in addition to the cognitive part of intelligence, there is a non-cognitive part that is equally important for human achievement. More specifically, Wexler defined human intelligence as "the general human capacity to act purposefully, to think logically, and to cope effectively with all environmental conditions". Long before this definition, he referred to the intellectual and non-

intellectual components of intelligence - emotional, personal, and social. He also emphasized that the elements that make up the non-intellectual dimension of intelligence are crucial for success in life and are the elements that define "intelligent behavior". (Wechsler, 1940).

In the field of research and study into the personality of an effective leader, an "effective leader" has come to be defined as one who is able to develop relationships of mutual trust, respect, and warmth with his employees. Employees with managers with the characteristics mentioned above seem to be more productive and efficient (Fleishman, 1962)).

A more concise definition is given by (Martinez – Pons, 1997) who describes EI as a set of non-cognitive skills that affect the individual's ability to faces external pressures and demands.

Baron, another prominent researcher, defines emotional intelligence as "the domain of non-cognitive skills, abilities and attributes that enable a person to cope effectively with the demands and pressures of the environment". He further argues that emotional intelligence is a key determinant of a person's ability to succeed in life and directly affects a person's overall psychological state (Ba-rOn, Bar-On Emotional Quotient Inventory': A measure of emotional intelligence, Technical Manual., 1997).

Gardner first mentioned the concepts of interpersonal intelligence and intrapersonal intelligence in 1983, when describing the multiple intelligences of individuals. Even the absence of the word 'emotion' paves the way for the existence of a post-EQ terminology. While interpersonal intelligence includes the ability to recognize one's own emotions, interpersonal intelligence includes the ability to understand the emotions and intentions of others (Gardner, 1983).

Goleman, in 1995, authors the book "Emotional Intelligence", and defines it as "any characteristic of the person, which is not represented by cognitive intelligence", quite changing the image that existed until then about what EQ really is. More recently, Goleman (1998, 2001) argued that: The following two main characteristics define traits associated with emotional intelligence:

- a) Competences related to emotional recognition and management.
- b) Goals, that is, the qualities of a person to himself or his relationship with others.

From these characteristics, four components emerge:

1. awareness of individual emotions
2. awareness of the emotions, needs, and concerns of others.
3. managing one's emotions, impulses, and reserves.

4. managing the emotions of others, i.e., the ability to elicit desired responses in others (Goleman D. , Emotional intelligence: Why it can matter more than IQ. , 1995) (Goleman D. , 1997, October) (Goleman D. , An EI-Based Theory of Performance. In C. Cherniss, & D. Goleman (Eds.), The Emotionally Intelligent Workplace. San Francisco, CA: Jossey-Bass., 2001).

Stein and Book (2000) argue that emotional intelligence is a set of skills and that "people with prominent levels of emotional intelligence are instinctively able to perceive the wants and needs of others, know their own strengths and weaknesses, are not affected by stress, and are often characterized by 'social skills'". (Stein, 2000, April).

Matthews, Seidner, and Roberts (2002), define EQ as the ability to recognize, understand, and express emotions, to assimilate emotions into thought, and to regulate personal/interpersonal positive and negative emotions (Matthews, 2002).

Emotional intelligence is the ability of individuals to identify and correctly name their emotions, use them to develop their own cognitive structures, understand their causes and provide them with 'clarity' to grasp information (Caruso, 2003).

Salovey and Mayer conducted a research project to develop reliable measures of emotional intelligence and investigate their importance. One study showed that when a group of people watched an unpleasant movie, those who scored higher on emotional clarity (the ability to identify the emotions a person experiences) recovered from negative emotions faster. (Salovey, 1995; John D. Mayer, 1990). There was another study as well, in which people who had scored higher score on the ability to accurately perceive, understand, and evaluate the emotions of others were more able to respond flexibly to changes in their social environment and to create supportive social networks.

Kotter (1982) also distinguished a number of personal characteristics such as optimism, communication, interpersonal skills, need for success, which can separate the most successful from the least successful CEOs (Kotter, 1982).

In the early 1990s Daniel Goleman took over Salovey and Meyer's work and published their book Emotional Intelligence. Goleman has a degree in psychology from Harvard University, where he also studied with David McClelland. McClelland was part of a group of researchers who focused on the need for emotional intelligence in the workplace, questioning whether traditional cognitive intelligence tests could predict success in life in this way. He argues that prominent levels of emotional intelligence are essential for all workers in all professions, not just leaders and senior managers. He also argues that emotional intelligence can be developed and trained, whereas IQ is relatively fixed (Goleman D. , 1997, October).

There are some theoretical models in order to measure and understand emotional intelligence. Due to the different definitions occurred, there have been several different measurement models developed through the years.

### 9.3 Emotional Intelligence: Theoretical models of measurement

As has already become clear, the concept of EI has attracted the interest of many different researchers, resulting in different definitions and measurement models as conceptual constructs, depending on how they are approached.

Mayer and colleagues (Mayer, 2000) distinguish between:

- “Mental ability” models, which consider emotional intelligence as a defined set of cognitive abilities that aid in the processing of emotional information and the appropriate management of emotions.
- “Mixed models,” which define emotional intelligence as a combination of a variety of factors, including personality traits as well as the ability to perceive, assimilate, understand, and manage emotions. "Mixed models" also include social skills, elements of motivation, character, and emotions (e.g., self-concept, assertiveness, empathy) (Ba-rOn, Bar-On Emotional Quotient Inventory': A measure of emotional intelligence, Technical Manual., 1997) (Goleman D. , Emotional intelligence: Why it can matter more than IQ. , 1995).

When measuring Emotional Intelligence there are two conceptual views. Those who view emotional intelligence as a group of emotion processing abilities and attempt to measure emotional intelligence through objective performance tests (Mayer, Caruso & Salovey, 1999, 2000) and those who believe that emotional intelligence encompasses multiple aspects of human functioning and tend to use self-report measures (Ba-rOn, Bar-On Emotional Quotient Inventory': A measure of emotional intelligence, Technical Manual., 1997) (Goleman D. , Emotional intelligence: Why it can matter more than IQ. , 1995).

Competence models (cognitive-emotional competence models) define EQ as intelligence in the traditional sense. Each theory derived from these models argues that EQ is informed by the individual's cognitive abilities and focuses on the ability to process available emotional information. (Mayer, 2000).

Mayer, Salovey and colleagues developed an objective ability-based emotional intelligence test, Mayer, Caruso & Salovey's MEIS, MSCEIT. Measurements are based on assessment of performance in tasks, through exercises specifically designed to measure abilities related to emotional intelligence (Mayer, 2000).

The mixed model (social-emotional model) is a complex conceptualization that describes that EQ consists of cognitive and emotional abilities derived from personality traits and temperament. Emotional Intelligence is considered as a set of cognitive, emotional, and social competencies. (Ba-rOn, Emotional and social intelligence: Insights from the Emotional Quotient Inventory. In R. Baron & J.D.A.

Parker (Eds.), The handbook of emotional intelligence, (pp. 363-388)., 2000) and personality traits that influence an individual's ability to successfully cope with environmental demands and pressures, as well as interpreting and predicting performance. contribute to, in their respective fields of activity (Goleman D. , 1997, October).

The main instruments concerning the measurement of emotional intelligence in the context of mixed models are the Baron EQi, the Schutte E I Scale, the Boyatzis & Goleman Emotional Competence Inventory, and the Cooper's EQ Map (Ba-rOn, Emotional and social intelligence: Insights from the Emotional Quotient Inventory. In R. Baron & J.D.A. Parker (Eds.), The handbook of emotional intelligence, (pp. 363-388)., 2000).

Zeidner (2004) argues that those measured by mixed models are unlikely to address the same emotional intelligence loci as those measured by cognitive ability models. Theoretical models for the interpretation of emotional intelligence suggest that studies referring to the measurement of emotional intelligence through the measurement of non-cognitive traits (assertiveness, optimism, etc.) suggest that dimensions of emotional intelligence are related to personality dimensions. In contrast, cognitive trait measures of emotional intelligence appear to correlate moderately with tests of cognitive ability and very weakly with Big Five personality traits (Moshe Zeidner, 2004) .

In 1997 Bar-On is working on a new type of questionnaire to measure Emotional Intelligence, the Bar-On EQ-I. Baron considered emotional intelligence as a non-cognitive ability, competence or skill that affects an individual's ability to cope successfully with the demands and pressures of the environment. Influencing the ability to cope well (Pavitra Kanesan).

#### 9.4 Emotional Intelligence: Baron EQ-i

The factors that constitute emotional intelligence according to Baron EQ-i are classified into five main categories. These are the following:

- *Intrapersonal factors*, which are competencies, qualities and skills associated with the inner self, such as emotional self-awareness, self-affirmation, self-acceptance, self-actualization, and independence.
- *Interpersonal factors*, representing interpersonal skills and functions such as empathy, interpersonal relationships, and social responsibility.
- *Adaptation factors* that describe an individual's ability to successfully cope with the demands of the environment, such as problem solving, reality control, and flexibility.
- *Coping factors*, which are related to the ability to cope with stress and manage stress effectively, such as resilience and impulse control.
- *Factors related to general mood*, which refers to the ability to enjoy life and maintain a positive mood, such as happiness and optimism.

The fifteen subscales resulting from the Baron EQ-I are described in the following lines:

- 1) Emotional Self-Awareness: The ability to recognize and understand people's emotions, to know what they feel, why they feel it and the reasons for it.
- 2) Assertiveness: the ability to express one's feelings, beliefs, and thoughts and properly defend one's rights without being shy or overly cautious. You can express your feelings without being aggressive or offensive.
- 3) Self-regard: It is the ability to accept one's own limitations and potential while acknowledging one's own positive and negative aspects. This dimension of emotional intelligence is associated with a general sense of security, inner strength, confidence, certainty, and self-sufficiency.
- 4) Self-actualization: The ability to develop fun and creative activities aimed at helping people realize their potential, explore possible actions, develop themselves further, improve their abilities and generally improve their lives.
- 5) Independence: It refers to a person who is able to function autonomously and control their own thoughts and actions without the need for constant emotional support. An independent person can plan for themselves and make important decisions. However, they can also seek and consider the opinions of others without suggesting dependency before making a final decision. Such a person is self-confident and has inner strength and strives to meet their own expectations but does not become their slave.
- 6) Empathy: A person's ability to perceive, understand and appreciate the feelings of others. People with elevated levels of empathy tend to be able to 'read' other people's emotions and to care and concern for others.
- 7) Interpersonal Relationships: Interpersonal competence includes the ability to establish and maintain constructive relationships with others, the ability of individuals to give and receive information, to establish and interact in mutually friendly relationships. It includes the ability to feel comfortable in relationships. This particular emotional skill requires sensitivity to others, a desire to relate, and satisfaction with relationships.
- 8) Social Responsibility: An individual's ability to present himself or herself as a cooperative, work-oriented, and creative member of one's social group. This person takes responsibility to society by giving value to the group, of which they are members, rather than personal gain.
- 9) Problem Solving: It refers to an individual's ability to identify, define and prioritize problems, find effective solutions, and select the best solution in a systematic and logical way. Problem solving is a conscious, disciplined, methodical and systematic approach to problems. It is also associated with an individual's desire to act in the best viable way by proactively addressing problems rather than avoiding them.

- 10) Reality testing: It refers to the ability to evaluate and weigh one's feelings, thoughts, and ideas, to examine the relationship between what one experiences subjectively and what exists in objective reality. Simply put, it refers to an individual's ability to accurately calculate the actions required in the current situation.
- 11) Flexibility: A flexible person is the ability to adapt their feelings, thoughts, and behaviors to constantly changing environments and circumstances, no matter how bizarre, unpredictable, and different from the situations they are used to facing. Flexible people are willing to change their behavior if there is evidence that their behavior or views are far from ideal or hypothetical. They are also usually open to new views, ideas, methods, and practices.
- 12) Stress Tolerance: The ability to handle stressful situations with a positive mindset without becoming discouraged. This often includes optimism, problem-solving skills, knowledge of coping strategies and a sense of control in stressful situations. People with high stress tolerance are able to survive in the face of serious problems and crises, rather than being dominated by negative emotions and feeling alone, helpless, and hopeless. Low levels of this dimension of emotional intelligence can lead to anxiety, which severely affects overall performance due to various physical problems such as poor concentration, difficulty making decisions and sleepiness.
- 13) Impulse Control: The ability to control emotions, impulses, and sudden mood swings. These people can resist, delay, or deny their impulses. People who lack this ability have problems with anger control, lack of self-control and explosive and unpredictable behavior.
- 14) Happiness: It refers to an individual's ability to feel happy and fulfilled and to enjoy life. Happiness is related to a general feeling of joy and excitement. People with low levels of this trait may experience symptoms of depression such as anxiety, worry about the future, guilt, dissatisfaction with life and, in extreme cases, suicidal tendencies.
- 15) Optimism: It is defined as the ability to see the bright side of things and maintain a positive attitude in the face of difficult situations and problems. Optimism is an indicator of how much hope a person has that everything will be fine in his/her life. (Ba-rOn, Bar-On Emotional Quotient Inventory': A measure of emotional intelligence, Technical Manual., 1997).

Baron (1997), in his EQ-I handbook, states that there is no difference between men and women in terms of overall emotional intelligence. However, there are small statistically significant differences in several sub-dimensions. In particular, women appear to be better at interpersonal skills, while men appear to be better at interpersonal relationships, adaptability, and stress management. Furthermore, women are more aware of their emotions, show more empathy and are more socially responsible, while men appear to be more self-accepting, more

independent, better problem solvers, more flexible and more optimistic than women. (Bar-On, Bar-On Emotional Quotient Inventory': A measure of emotional intelligence, Technical Manual., 1997).

Baron argues that the dimensions of this model develop over time, change over the life course, and can be developed through training and development programs. This argument contradicts the theory that people are born with these social skills and emotional intelligence. (Bar-On, Emotional and social intelligence: Insights from the Emotional Quotient Inventory. In R. Baron & J.D.A. Parker (Eds.), The handbook of emotional intelligence, (pp. 363-388)., 2000).



## 10. THE ROLE OF EMOTIONAL INTELLIGENCE IN THE ORGANIZATIONS

The contribution of emotional intelligence to organizations is continuously being demonstrated. Specifically, it has positive effects on both individual and collective performance, interpersonal relationships, more effective leadership, job satisfaction, increased employee commitment to the organization, fostering creativity, and overall professional success. However, despite the obvious research interest in examining the role of emotional intelligence in organizations, there has been a plausible reaction to examining emotional intelligence in other important business outcomes such as stress and burnout.

Although business is the sector that has shown the most interest in the concept of emotional intelligence, the research supporting this concept has predominantly been conducted in the fields of education and physiology. Interestingly, research on the role of emotional intelligence in organizational contexts is relatively limited, and in the past discussions have sometimes been based solely on rhetoric and scientifically unsubstantiated speculation (Dulewicz, 2000).

In recent years, in many Western countries, emotional intelligence has been measured in the assessment, selection and placement of human resources. Many companies have realized that emotional intelligence skills are a critical component of organizational success and some authors argue that if IQ was the driver of business intelligence in the 20th century, EQ (Emotional Intelligence Quotient) will be the driver in the early 21st century, (Cooper, 1997).

According to Goleman (1995), an important aspect of emotional intelligence is that it has been shown to develop with age and appears to be related to maturation. After reviewing the literature, Cherniss, and Goleman (2001) concluded that various interventions aimed at improving emotional intelligence are effective and tend to improve desired outcomes such as self-awareness and communication. Thus, they concluded that: 'In conclusion, all these interventions show that adults can improve their emotional intelligence qualities'. They also appear to suggest ways to improve specific areas of emotional intelligence (for example, using specific models to improve social skills). They also suggest a number of useful guidelines for maximizing the effectiveness of these programs, which appear to have been highly successful (e.g. creating an encouraging and supportive environment, using desirable skill models) (Goleman D. , Emotional intelligence: Why it can matter more than IQ. , 1995) (Goleman D. , An EI-Based Theory of Performance. In C. Cherniss, & D. Goleman (Eds.), The Emotionally Intelligent Workplace. San Francisco, CA: Jossey-Bass., 2001).

There are several advocates of the vital role that emotional intelligence can play in the workplace. It is believed, thus, that emotional intelligence can be associated with

several success at work, to an extent that is superior to cognitive intelligence (Cooper, 1997; Goleman D. , 1997, October). According to Goleman (1997), IQ can be no more than 20% in the interpretation of success in life. Goleman (1997) also concluded that people with the right combination of IQ and emotional intelligence tend to be more successful in various endeavors than people with high IQ and low emotional intelligence (Goleman D. , 1997, October; Goleman D. , Emotional intelligence: Why it can matter more than IQ. , 1995).

Salovey & Mayer (1990), in general, 1) He argues that 1) the combination of IQ and emotional intelligence explains more of the variance in successful job performance than IQ alone and 2) a certain level of IQ is necessary to distinguish successful performance with the combination of emotional intelligence and intelligence. (J.D., 1990).

### 10.1 Professional Performance

Several researchers have attempted to examine the cross-sectional validity of emotional intelligence by examining its association with job performance.

Bachman, Stein, Campbell & Sitarenios (2000) Emotional qualities can be related to bankers' professional success in business. They divided the participants into two groups, successful and unsuccessful, and found that those who were successful had statistically significantly higher levels of emotional intelligence. These employees also performed better, especially in problem solving skills. The more successful group had higher levels of emotional intelligence, especially in the dimensions of optimism and happiness; in the second study, the highest performing group had higher levels in all EQ-i emotional intelligence dimensions except empathy and impulse control (Bachman, 2000).

Jordan, Ashkanasi, Hartey, and Hooper (2002) showed that coaching improves the performance of teams with low emotional intelligence, and their performance reaches the level of teams with high emotional intelligence (Jordan, 2002).

A number of studies using the Baron EQ-i confirm that emotional intelligence plays a key role in organizations: The producers of the Baron-EQ-i claim, based on several (unpublished) studies, that emotional intelligence has a higher correlation with career success than IQ. For example, Baron (1997) refers to a study of a sample of unemployed people aged 81 years. These individuals had unusually low levels of emotional intelligence and scored lowest on the 'assertiveness', 'optimism' and 'reality check' scales. Baron also found that people in the Young Presidents organization (whose members were senior executives) had much higher-than-average levels of emotional intelligence. According to Baron, the success of this group is attributed to their independence, individuality, and ability to cope with various stresses at work. In his EQ-i handbook, Baron (1997) also argues that there is an exceedingly high correlation between EQ-i results and occupational performance as measured by self-report measures. This claim is based on a study of 324 workers in the US and Canada. A questionnaire assessing EQ-i and competence was

administered to 324 workers in the US and Canada. The correlation between the two measures was quite high, but it should be noted that both measures are self-reported (Bar-On, Bar-On Emotional Quotient Inventory': A measure of emotional intelligence, Technical Manual., 1997).

Janovics & Christiansen (2001) in a study of 176 undergraduate students also found a correlation between emotional intelligence (as measured by MSCIET) and performance (as assessed by supervisor ratings based on specific work tasks) ( $r=.22$ ). It is noted that, when the dimension of Conscientiousness was added to the regression equation, 3% was added to the interpretation of the variance of professional performance (Janovics, 2001).

Slaski and Cartwright (2002), investigated, among other things, the relationship between emotional intelligence (using the Baron EQ-i) and professional performance in a sample of managers of one of the largest supermarket chains in the United Kingdom. Managers' performance was related to emotional intelligence, although the correlation was not particularly high ( $r=0.22$ ) (Slaski, Health, performance, and emotional intelligence: an exploratory study of retail managers., 2002).

## 10.2 Emotional Intelligence and Burnout Syndrome (stress and negative emotions).

Studies have shown that employees with high EQ have both higher levels of physical and psychological well-being (Slaski, Emotional Intelligence Training and its implications for stress, health, and performance., 2003), lower levels of work stress (Gardner, 2003), and are less prone to a Burnout Syndrome (Reilly, 1994). EQ seems to have a significant positive impact on work stress and an inversely proportional relationship with Burnout Syndrome (Oginska-Bulik, 2005).

In 2012, Gorgens-Ekermans & Brand investigated whether EQ affects the relationship between Burnout Syndrome and stress in 122 nurses. This result supported the researchers' initial hypothesis that EQ is inversely related to Burnout, and that prominent levels of emotional management and control predict lower levels of stress and Burnout Syndrome (Görgens-Ekermans, 2012).

Various models developed on coping with stress (Cox, 1978, Cummings & Cooper, 1979-1998) emphasize the vital role played by a number of personal factors in the way people cope with stress. Therefore, since individual differences are possible, it makes sense that the experience of stress and other negative emotions is determined by how individuals evaluate and perceive their relationship with their work environment. The importance of various individual characteristics such as type A behavior, locus of control, resilience and self-esteem has been the focus of much research. On the other hand, the role of emotional intelligence in coping with stress has not been particularly emphasized as an individual difference. (Cox, 1993).

Slaski & Cartwright (2002) found a statistically significant negative correlation between emotional intelligence and stress in a study using the Baron EQ-I. They also reported that emotional intelligence can play a key role in coping with stress and

increasing one's resilience. They also found a negative correlation with distress (disruptive stress) and a positive correlation between emotional intelligence and quality of work life. Furthermore, in a follow-up study, Slaski and Cartwright (2003) found that a group of managers who received emotional intelligence training showed statistically significant increases in almost all dimensions of the Barron EQ-i and overall emotional intelligence level compared to the control group. The level of stress experienced by these individuals also showed a statistically significant decrease. (Slaski, Health, performance, and emotional intelligence: an exploratory study of retail managers., 2002).

In one of the few studies examining the relationship between emotional intelligence and burnout, Gerits, Derksen, & Verbruggen (2002) found that nurses with higher levels of emotional intelligence had less burnout using the Baron EQ-i questionnaire (Gerits L. D., 2002). The second study also attempted to analyze the emotional intelligence profile of those who had the least burnout symptoms (Gerits L. D., 2005). First, they found a clear correlation between emotional intelligence and nurses' burnout, in two different time periods. Also, they found that female nurses who had the least burnout had important levels of emotional intelligence with a moderate level of social skills. Regarding this result, they argue that low social skills may not allow for excessive empathy or a sense of responsibility toward the client, and that less involvement may be a good coping strategy. In the case of male nurses, the lowest level of burnout was experienced by those with the highest ability to solve problems and cope with stress.

In a cross-sectional study by Delpasand et al. (2011), the relationship between EQ and burnout syndrome was investigated among 150 nurses working in a social security hospital in Tehran. The results showed that there was an inverse relationship between EQ and burnout syndrome, with an increase in EQ decreasing the likelihood of burnout syndrome. A positive relationship was also found between EQ and personal accomplishment. It is interesting that male nurses reported higher EQ levels and were better able to manage their emotions at work. (Delpasand, 2011).

A study by Testa & Sangganjanavanich (2016) investigated the relationship between EQ and burnout syndrome in 380 mental health counseling trainees (e.g., marriage and family counselors, career management counselors, and school counselors). The results showed a negative relationship between the two: higher EQ scores were associated with lower Burnout scores, particularly on the emotional exhaustion and depersonalization subscales (Testa D, 2016).

A more recent study investigated the relationship between EQ, job satisfaction and burnout syndrome in 167 civil servants. In the study where EQ was considered as individual performance, only emotion regulation factor was associated with burnout and was a protective factor, while emotion recognition factor was strongly associated with job satisfaction. (Testa D, 2016).

Chronic stress seems to be able to lead to emotional exhaustion and EE. The key point of EE is emotional exhaustion, as emotional resources are reduced and employees feel that they cannot contribute anymore, on a psychological level (Maslach C., 2016).

The recognition, management, and expression of emotions of Emotional Intelligence, appear to be protective factors in the occurrence of Burnout Syndrome. Literature has shown that prominent levels of emotional regulation predict lower levels of stress and EQ. At the same time, Emotional Intelligence appears to protect against exposure to chronic stress and can trigger an upward chain of positive social, emotional, and mental resources by expanding thoughts, actions, and attention (Fredrickson, 1998).

Such positive resources can protect against emotional exhaustion as they enhance an individual's emotional well-being. It also appears that new ways of thinking and acting, elicited by positive emotional experiences, help to interpret external challenges in new and innovative ways. Active resources in the work context appear to increase employees' commitment, but at the same time loyalty and engagement may be an antidote in the EU. Emotional intelligence skills can protect against emotional exhaustion, depersonalization, and low personal accomplishment, while also enhancing skills such as self-regulation, emotional awareness, resilience, and expanded thinking. (Joiner, 2016).

## B. EMPIRICAL PART

Burnout is a psychological syndrome caused by the accumulation of work-related stress and is characterized by impatience, important levels of emotional exhaustion, depersonalization, and a perception of low personal achievement. Burnout can adversely affect physical and mental health, performance at work and even lead to the loss of valuable workforce.

### 1.1 Purpose of the research

The purpose of the present study was to examine perceived levels of burnout and job satisfaction of employees in Super Market Lidl.

### 1.2 Research questions and research hypotheses

In accordance with the relevant literature, the research questions and hypotheses are formulated as follows:

1. Are the survey demographics relating the three dimensions according to the Maslach Burnout Inventory?
2. Are the survey demographics related to Emotional Intelligence?

### 1.3 Data collection process

The author created an on-line questionnaire composed of 24 questions and two of them had demographic character. The on-line questionnaire was assembled according to Maslach Burnout Inventory (MBI) and the Bar-On Emotional Quotient Inventory. From the beginning of the questionnaire respondents are acquainted with the basic information concerning the research. The questionnaire is anonymous and contains only closed questions mostly by means scale. The scale contains the following answers:

- Never
- Sometimes
- Often

In the questionnaire there are two parts. The first one contains questions concerning the Burnout Syndrome.

The first part has three different sections according to the Maslach Burnout Inventory (MBI) and these are the following:

- Section A – Burnout Syndrome
- Section B – Depersonalization
- Section C – Personal Achievement

The second part has five different sections according to the Bar-On Emotional Quotient Inventory and these are the following:

- Section A – Intrapersonal
- Section B – Interpersonal
- Section C – Stress Management
- Section D – Adaptability
- Section E – General Mood

#### 1.4 Sample collection

The collection of the sample was made through the two questionnaires. The questionnaires were given to the employees through email via link. 67 employees received the questionnaire and 43 of them corresponded positively and took part on the research. The link of the questionnaire is given bellow:

<https://forms.gle/j6LKH65qYmAXn2PFA>

#### 1.5 Characteristics of research sample

As an object of the research, I have chosen employees from the Super Market Lidl.

Graph 1 Gender (N=43)

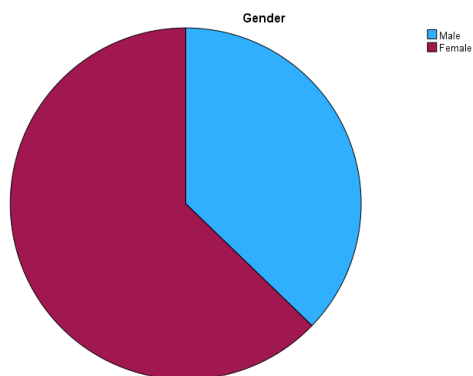


Table 1 Gender (N=43)

		<b>Gender</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	16	36,4	37,2	37,2
	Female	27	61,4	62,8	100,0
	Total	43	97,7	100,0	
Missing	System	1	2,3		
Total		44	100,0		

In total forty-three respondents took the survey as you can see on the bottom of the Table 1. 62,8% of the respondents were Female, 37,2% of the respondents were Male, as shown in Table 1 and graphically shown in Graph 1. More females took part in the research compared to males, as we can see in graph/table 1.

Graph 2 Age (N=43)

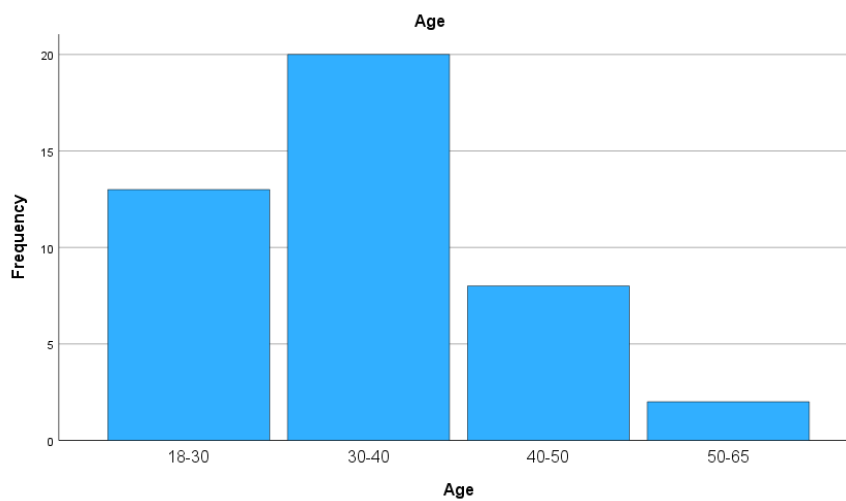




Table 2 Age (N=43)

		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-30	13	29,5	30,2	30,2
	30-40	20	45,5	46,5	76,7
	40-50	8	18,2	18,6	95,3
	50-65	2	4,5	4,7	100,0
	Total	43	97,7	100,0	
Missing	System	1	2,3		
Total		44	100,0		

In the Graph 2 as well as in the Table 2, all 4 groups took part in the survey. Age category 30-40 years is represented the most (46,5%). Second most represented group is between 18-30 years (30,2%), then 40-50 years (18,6%) and the least is the group between 50-65 (4,7%).

## 1.6 Are the survey demographics relating the three dimensions according to the Maslach Burnout Inventory?

### 1.6.1. Section A – Burnout Syndrome

The first dimension according to the Maslach Burnout Inventory is the Burnout Syndrome. The participants were given to answer some questions regarding the Burnout Syndrome phenomenon.

Table 3. Do you feel overloaded with work/ responsibilities or long shifts?

		Gender * Overloaded Crosstabulation				
			Never	Overloaded Sometimes	Often	Total
Gender	Male	Count	0	13	3	16
		% of Total	0,0%	30,2%	7,0%	37,2%
	Female	Count	4	18	5	27
		% of Total	9,3%	41,9%	11,6%	62,8%
Total		Count	4	31	8	43
		% of Total	9,3%	72,1%	18,6%	100,0%

In the first question, 72,1% is sometimes overloaded with work and long shifts. The second most represented group (18,6%) answered “Often” and the least represented group (9,3%) chose “Never” as an answer.

Table 4. Do you feel that your job pays too little for what you deserve?

**Gender \* Little Payment Crosstabulation**

		Little Payment			Total	
		Never	Sometimes	Often		
Gender	Male	Count	1	8	7	16
		% of Total	2,3%	18,6%	16,3%	37,2%
	Female	Count	3	21	3	27
		% of Total	7,0%	48,8%	7,0%	62,8%
Total		Count	4	29	10	43
		% of Total	9,3%	67,4%	23,3%	100,0%

In the second question 67,4% of the participants feels sometimes that they receive less than they deserve. A 23,3% has this feeling often and a 9,3% never.

Table 5. Do you feel tired/fatigued even when you get enough sleep?

**Gender \* Fatigue Crosstabulation**

		Fatigue			Total	
		Never	Sometimes	Often		
Gender	Male	Count	0	6	10	16
		% of Total	0,0%	14,0%	23,3%	37,2%
	Female	Count	1	9	17	27
		% of Total	2,3%	20,9%	39,5%	62,8%
Total		Count	1	15	27	43
		% of Total	2,3%	34,9%	62,8%	100,0%

Regarding the third question, we can observe that a 62,8% feels tired or fatigued often. A 34,9% has only sometimes that feeling and a 2,3% has never that feeling.

Table 6. Do you suffer from physical pain or frequent illness (such as headaches, stomach/back/neck aches, colds)?

**Gender \* Physical Pain Crosstabulation**

		Physical Pain			Total	
		Never	Sometimes	Often		
Gender	Male	Count	3	7	6	16
		% of Total	7,0%	16,3%	14,0%	37,2%
	Female	Count	1	20	6	27
		% of Total	2,3%	46,5%	14,0%	62,8%
Total		Count	4	27	12	43
		% of Total	9,3%	62,8%	27,9%	100,0%

In the fourth question, a 62,8% of the participants suffer sometimes from physical pain or frequent illness while a 27,9% suffers often. A 9,3% suffers never from pain or illness

### 1.6.2 Section B – Depersonalization

The second dimension according to the Maslach Burnout Inventory is Depersonalization. The participants were given to answer some questions regarding the Depersonalization phenomenon.

Graph 7. Do you face difficulty going to work or cannot wait to leave work?

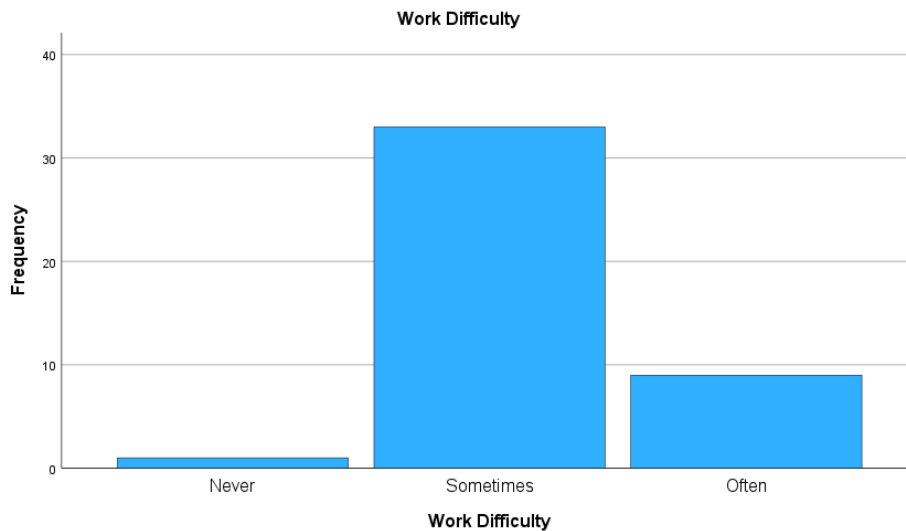


Table 7. Do you face difficulty going to work or cannot wait to leave work?

		Work Difficulty			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	2,3	2,3	2,3
	Sometimes	33	75,0	76,7	79,1
	Often	9	20,5	20,9	100,0
	Total	43	97,7	100,0	
Missing	System	1	2,3		
Total		44	100,0		

In the first question of the second part of the questionnaire, a 76,7% of the participants faces sometimes difficulty going or staying at work. A 20,9% has sometimes this feeling and a 2,3% has never this feeling.

Graph 8. Do you mostly feel angry, annoyed, or disappointed in people around you (family, friends, co-workers, etc.)?

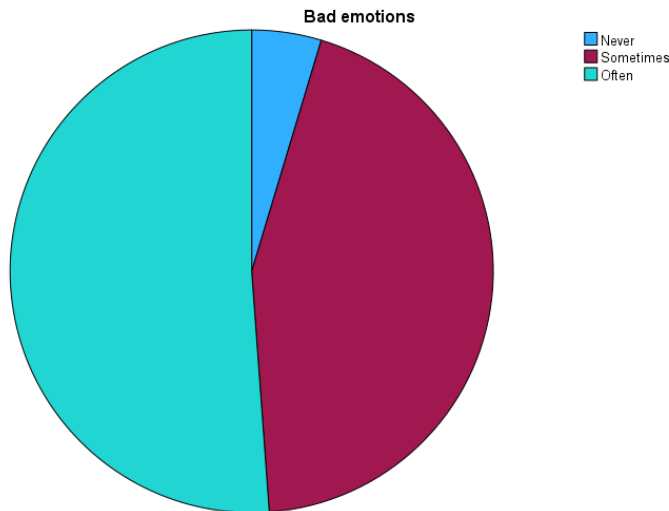


Table 8. Do you mostly feel angry, annoyed, or disappointed in people around you (family, friends, co-workers, etc.)?

		Bad emotions			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	4,5	4,7	4,7
	Sometimes	19	43,2	44,2	48,8
	Often	22	50,0	51,2	100,0
	Total	43	97,7	100,0	
Missing	System	1	2,3		
Total		44	100,0		

In the second question, as we can see both in graph and table 8, most of the participants have negative emotions often (51,2%). The second most observed group has sometimes feelings of anger and disappointment (44,2%) and the third group has never (4,7%).

Table 9. Are you expressing negative attitude even to new things?

		<b>Negative attitude</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	4,5	4,7	4,7
	Sometimes	31	70,5	72,1	76,7
	Often	10	22,7	23,3	100,0
	Total	43	97,7	100,0	
Missing	System	1	2,3		
<b>Total</b>		<b>44</b>	<b>100,0</b>		

As we can see in the table 8 below, a 72,1% expresses a negative attitude to new things sometimes while a 23,3% expresses it often. A 4,7% never expresses a negative attitude.

Graph 10. During work, are you avoiding conversations with co-workers and people around you?

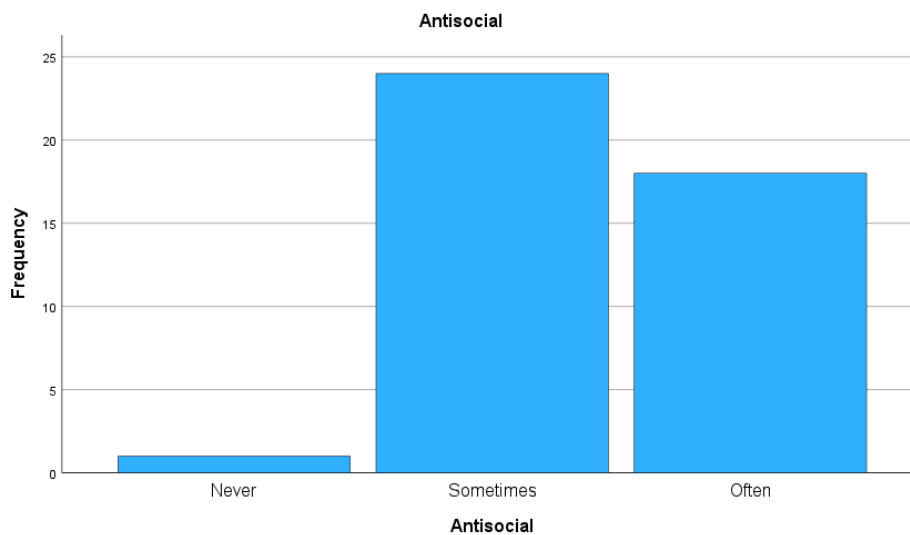


Table 10. During work, are you avoiding conversations with co-workers and people around you?

		<b>Antisocial</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	2,3	2,3	2,3
	Sometimes	24	54,5	55,8	58,1
	Often	18	40,9	41,9	100,0
	Total	43	97,7	100,0	
Missing	System	1	2,3		
<b>Total</b>		<b>44</b>	<b>100,0</b>		

According to graph and table 10, a 55,8% is having sometimes an antisocial attitude towards colleagues and people in general. A 41,9% is often in that mood while a 2,3% never.

Graph 11. Do you find yourself misconducting because you feel unappreciated or "used" on the job?

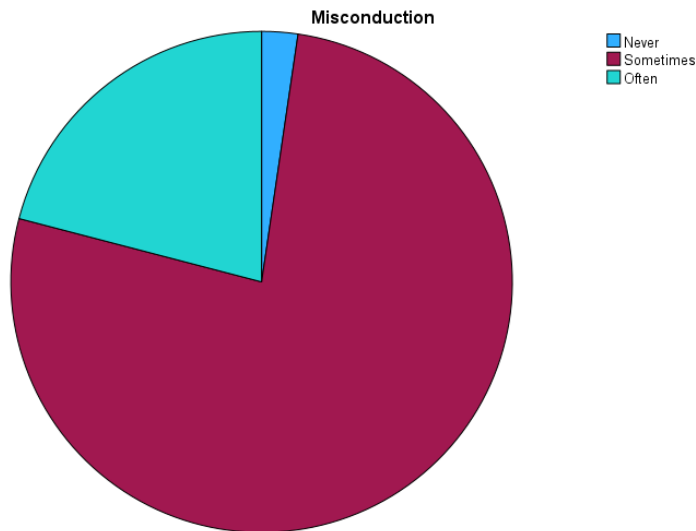


Table 11. Do you find yourself misconducting because you feel unappreciated or "used" on the job?

		Misconduction			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	2,3	2,3	2,3
	Sometimes	33	75,0	76,7	79,1
	Often	9	20,5	20,9	100,0
	Total	43	97,7	100,0	
Missing	System	1	2,3		
Total		44	100,0		

In graph and table number 11, a 76,7% admitted that would misconduct sometimes due to the lack of appreciation. The number can be considered quite high as misconducting can be harmful to a business. A 20,9% is often misconducting while a 2,3% never does.

### 1.6.3 Section C – Personal achievement

The third dimension according to the Maslach Burnout Inventory is the Personal Achievement. The participants were given to answer some questions regarding the Personal Achievement.

Table 12. Do you feel that you accomplish many worthwhile things in this job?

**Gender \* Accomplishment Crosstabulation**

			Accomplishment			Total
			Never	Sometimes	Often	
Gender	Male	Count	5	8	3	16
		% of Total	11,6%	18,6%	7,0%	37,2%
	Female	Count	11	14	2	27
		% of Total	25,6%	32,6%	4,7%	62,8%
Total		Count	16	22	5	43
		% of Total	37,2%	51,2%	11,6%	100,0%

In the table 12, the most represented group (51,2%) answered that they sometimes have a feeling of accomplishment in their job. The second most represented group (37,2%) answered that they never have this feeling and the least represented group (11,6%) that they often have.

Table 13. Do you feel full of energy?

**Gender \* Energy Crosstabulation**

			Energy			Total
			Never	Sometimes	Often	
Gender	Male	Count	8	6	2	16
		% of Total	18,6%	14,0%	4,7%	37,2%
	Female	Count	10	15	2	27
		% of Total	23,3%	34,9%	4,7%	62,8%
Total		Count	18	21	4	43
		% of Total	41,9%	48,8%	9,3%	100,0%

In table 13, a 48,8% claimed that they sometimes feel full of energy. A 41,9% claimed that they never have energy and a 9,3% that they often do feel full of energy. In the table 13 we can also observe that there is a contradiction between female and male participants. A 23,3% of the female participants has never the feeling of tiredness while a 34,9% has it sometimes. On the contrary, male participants (14%) have sometimes full energy and a 18,6% has never. As we can see, male participants seem to have lower levels of energy compared to females.

Table 14. Are you handling emotional problems very calmly during your work?

**Gender \* Calm Crosstabulation**

		Calm			Total	
		Never	Sometimes	Often		
Gender	Male	Count	5	8	3	16
		% of Total	11,6%	18,6%	7,0%	37,2%
	Female	Count	6	18	3	27
		% of Total	14,0%	41,9%	7,0%	62,8%
Total		Count	11	26	6	43
		% of Total	25,6%	60,5%	14,0%	100,0%

In the table 14 above, we can observe that a 60,5% of the participants chose that they sometimes handle emotional problems in a calm manner. A 25,6% of the participants chose “Never” and a 14% chose “Often” for handling calmly emotional problems.

Table 15. Do you feel that you chose a good profession?

**Gender \* Right Profession Crosstabulation**

		Right Profession			Total	
		Never	Sometimes	Often		
Gender	Male	Count	10	5	1	16
		% of Total	23,3%	11,6%	2,3%	37,2%
	Female	Count	20	6	1	27
		% of Total	46,5%	14,0%	2,3%	62,8%
Total		Count	30	11	2	43
		% of Total	69,8%	25,6%	4,7%	100,0%

In the last question of the third section, we can observe a slight change in the given answers of the questionnaire. A 69,8% of the total participants (30 participants out of 43) claim that they lack the feeling of being in a good profession. A 25,6% feels sometimes that they have chosen a good profession and just a 4,7% feels that often.



## 1.7 Are the survey demographics related to Emotional Intelligence?

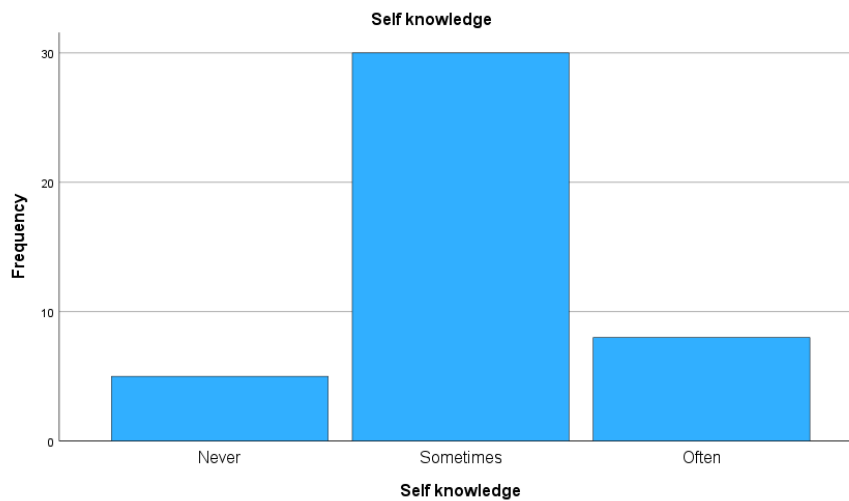
### 1.7.1 Section A – Intrapersonal

The first section according to Bar-On Emotional Quotient Inventory is the Intrapersonal. The participants were given to answer some questions regarding the Intrapersonal section.

Table 16. Do you accurately perceive, understand, and accept yourself?

		Self knowledge			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	5	11,4	11,6	11,6
	Sometimes	30	68,2	69,8	81,4
	Often	8	18,2	18,6	100,0
	Total	43	97,7	100,0	
Missing	System	1	2,3		
Total		44	100,0		

Graph 16. Do you accurately perceive, understand, and accept yourself?

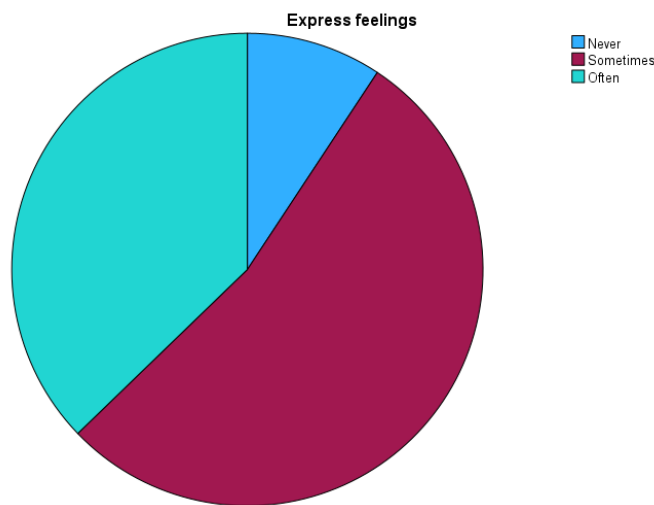


In the first question of the Emotional Intelligence questionnaire, a 69,8% of the participants understand and accept themselves. A 18,6% has often this feeling and a 11,6% has never.

Table 17. Do you effectively and constructively express your feelings and yourself?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	4	9,1	9,3	9,3
	Sometimes	23	52,3	53,5	62,8
	Often	16	36,4	37,2	100,0
	Total	43	97,7	100,0	
Missing	System	1	2,3		
Total		44	100,0		

Graph 17. Do you effectively and constructively express your feelings and yourself?

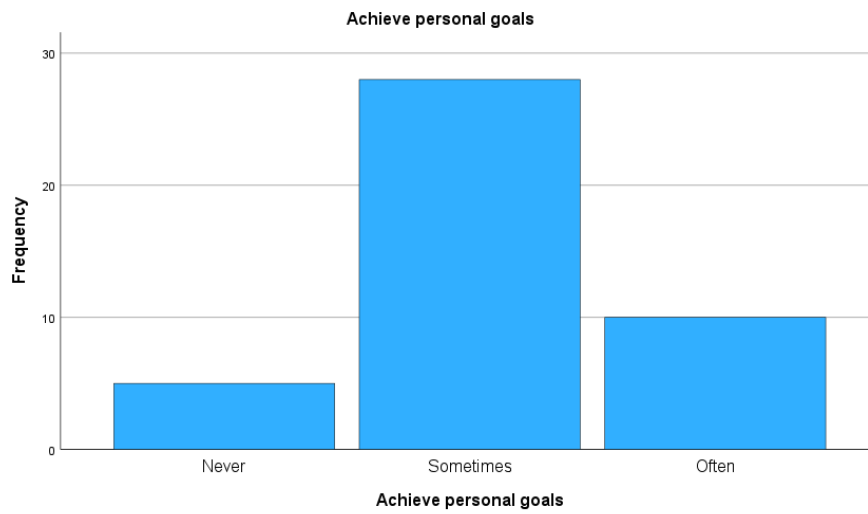


In the table and graph above, a 53,5% of the participants claims that it can effectively express feelings while a 37,2% can often. Only a 9,3% claims that can never effectively express their feelings.

Table 18. Do you strive to achieve personal goals and actualize your potential?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	5	11,4	11,6	11,6
	Sometimes	28	63,6	65,1	76,7
	Often	10	22,7	23,3	100,0
	Total	43	97,7	100,0	
Missing	System	1	2,3		
Total		44	100,0		

Graph 18. Do you strive to achieve personal goals and actualize your potential?



In the table and graph 18, the participants had to answer if they strive to achieve their personal goals. A 65,1% answered only sometimes, a 23,3% often and a 11,6% never strive to reach their ambitions.

### 1.7.2. Section B – Interpersonal

The second section according to Bar-On Emotional Quotient Inventory is the Interpersonal. The participants were given to answer some questions regarding the Interpersonal section.

*Table 19. Are you aware of and understand how others feel?*

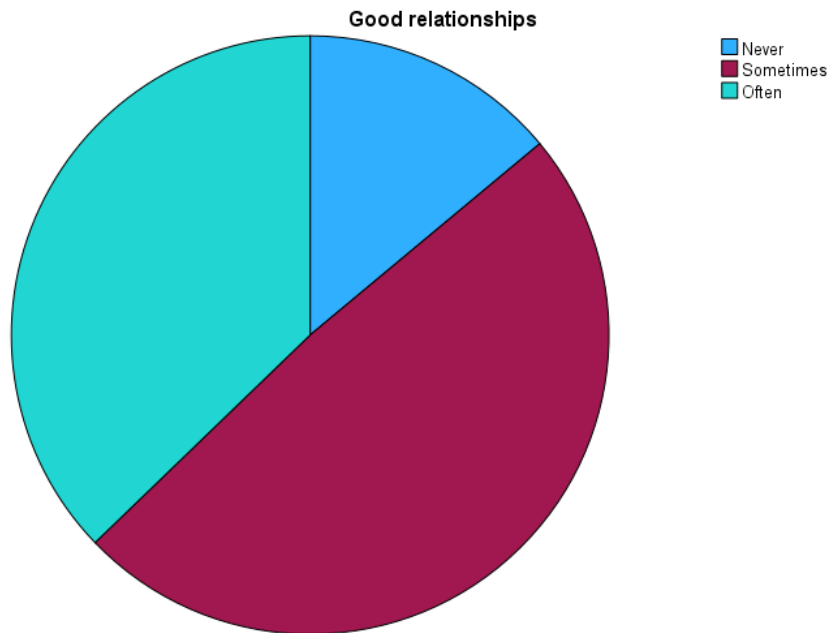
		<b>Understanding</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	6	13,6	14,0	14,0
	Sometimes	22	50,0	51,2	65,1
	Often	15	34,1	34,9	100,0
	Total	43	97,7	100,0	
Missing	System	1	2,3		
Total		44	100,0		

Concerning the 19<sup>th</sup> question about understanding other's feelings, a 51,2% claimed that it only occasionally has an understanding when it to comes to one's feelings. A 34,9% claimed that it happens often and a 14% never.

*Table 20. Do you establish mutually satisfying relationships and relate well with others?*

		<b>Good relationships</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	6	13,6	14,0	14,0
	Sometimes	21	47,7	48,8	62,8
	Often	16	36,4	37,2	100,0
	Total	43	97,7	100,0	
Missing	System	1	2,3		
Total		44	100,0		

Graph 20. Do you establish mutually satisfying relationships and relate well with others?



In the table and graph 20, the highest represented group (48,8%) responded “sometimes” to the about personal relationships at work. The second most represented group (37,2%) responded “often” and the least represented group (14%) responded “never” regarding the 20<sup>th</sup> question of the questionnaire.

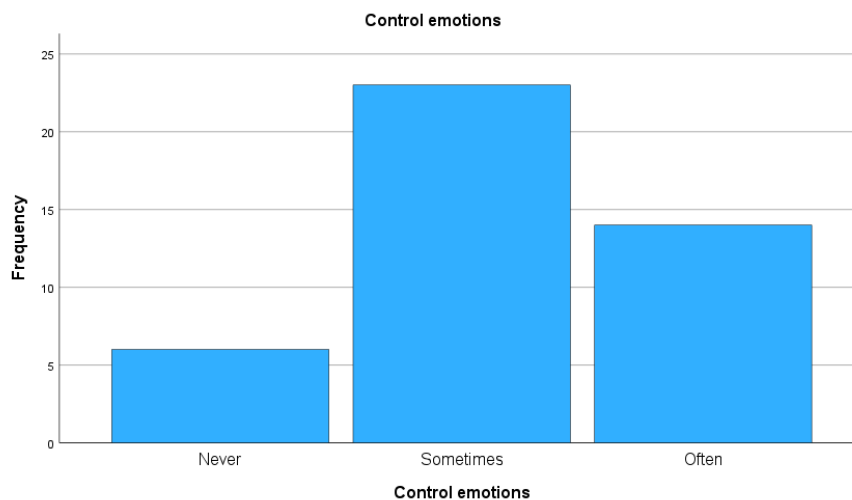
### 1.7.3. Section C – Stress Management

The third section according to Bar-On Emotional Quotient Inventory is the Stress Management. The participants were given to answer some questions regarding the Stress Management section.

Table 21. Do you effectively and constructively manage and control emotions?

		Control emotions			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	6	13,6	14,0	14,0
	Sometimes	23	52,3	53,5	67,4
	Often	14	31,8	32,6	100,0
	Total	43	97,7	100,0	
Missing	System	1	2,3		
Total		44	100,0		

Graph 21. Do you effectively and constructively manage and control emotions?



In the table and graph 21 above, a 53,5% of the participants can sometimes manage and control their emotions while a 32,6% can often. Just a 14% of the total participants can never effectively and constructively manage and control their emotions.

#### 1.7.4. Section D – Adaptability

The fourth section according to Bar-On Emotional Quotient Inventory is the Adaptability. The participants were given to answer some questions regarding the Adaptability section.

*Table 22. Do you adapt and adjust your feelings and thinking to new situations?*

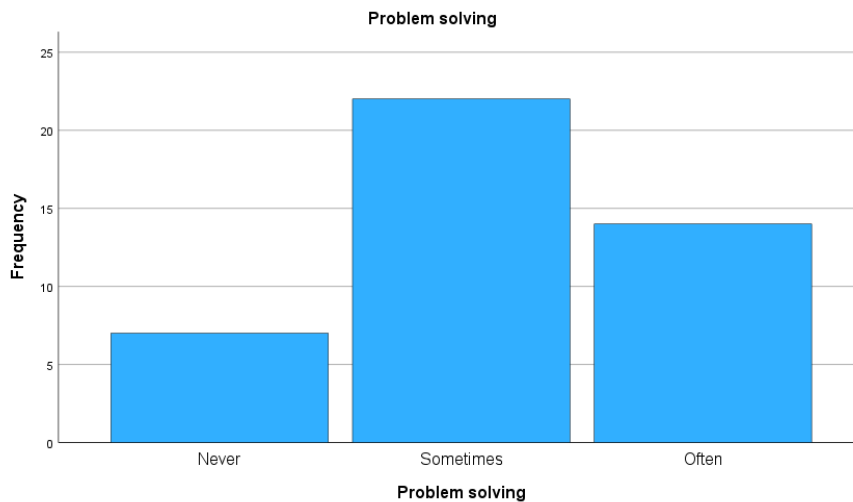
		<b>Adaptability</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	8	18,2	18,6	18,6
	Sometimes	25	56,8	58,1	76,7
	Often	10	22,7	23,3	100,0
	Total	43	97,7	100,0	
Missing	System	1	2,3		
Total		44	100,0		

In the question 22 of the questionnaire concerning the capability of one's adapting to new situations, a 58,1% stands up for "sometimes" as their answer in the question. A 23,3% stands up for "often" and a 18,6% for "never" as their optional answer in the questionnaire.

*Table 23. Do you effectively solve problems of a personal and interpersonal nature?*

		<b>Problem solving</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	7	15,9	16,3	16,3
	Sometimes	22	50,0	51,2	67,4
	Often	14	31,8	32,6	100,0
	Total	43	97,7	100,0	
Missing	System	1	2,3		
Total		44	100,0		

Graph 23. Do you effectively solve problems of a personal and interpersonal nature?



As shown in the table and graph 23 above, the most represented group, with a 51,2%, can sometimes effectively solve problems both personal and interpersonal. The second uppermost group, with a 32,6%, can often solve those kinds of problems and the lowest group, with a 16,3%, can never solve problems of a personal and interpersonal nature.

#### 1.7.5. Section E – General Mood

The fifth section according to Bar-On Emotional Quotient Inventory is the General Mood. The participants were given to answer some questions regarding the General Mood section.

Table 24. Are you positive and look at the brighter side of life?

		Positive thinking			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	9	20,5	20,9	20,9
	Sometimes	14	31,8	32,6	53,5
	Often	20	45,5	46,5	100,0
	Total	43	97,7	100,0	
Missing	System	1	2,3		
Total		44	100,0		

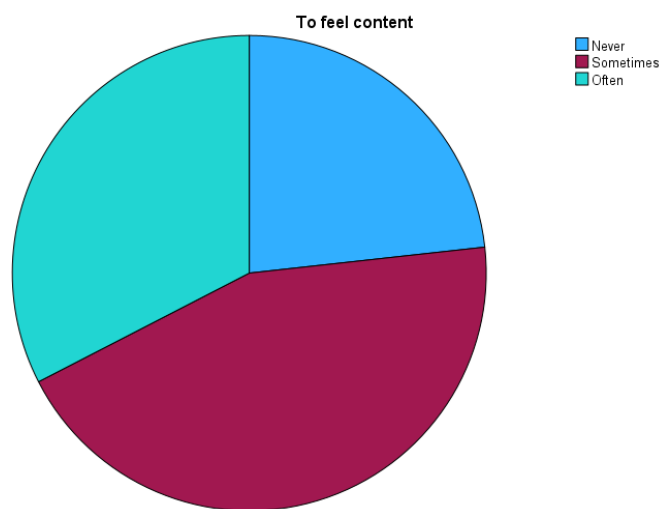
The most represented group, with a 46,5%, in the question 24<sup>th</sup> claims that they often have a positive thinking. In this question we observe a slight difference, as the most represented group differs from the previous questions. The second most represented group selected “Sometimes” with a 32,6% and the least represented group chose “Never” as a preferred answer with a 20,9%.



Table 25. To feel content with yourself, others, and life in general?

		To feel content			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	Never	10	22,7	23,3	23,3
	Sometimes	19	43,2	44,2	67,4
	Often	14	31,8	32,6	100,0
	Total	43	97,7	100,0	
Missing	System	1	2,3		
Total		44	100,0		

Graph 25. To feel content with yourself, others, and life in general?



As shown in the table and graph above, 44,2% of the participants sometimes do feel content with themselves and life while 32,6% does often. Just a 23,3% maintains never having the feeling of content about themselves and life in general.

## 2. DISCUSSION

The research goals were achieved. The goal of the first theoretical part of the study was to compactly describe information about the risk factors for burnout syndrome, beginning with the definition and history of burnout syndrome. Afterwards, there was a brief introduction about Emotional Intelligence and the importance in a business environment.

The research was via on-line questionnaire which was created according to MBI (Maslach Burnout Inventory) by Christine Maslach and the Bar-On Emotional Quotient Inventory. The questions are divided into two parts. The first part contains the 3 dimensions: EE (=Exhaustion), DP (= Depersonalization) and PA (= Personal Accomplishment) according to the MBI. The second part contains 5 dimensions: A –

Intrapersonal, B – Interpersonal, C – Stress Management, D – Adaptability, E – General Mood. The questionnaires were anonymous.

## 2.1 Research questions

At this point, I would like to answer the two research questions mentioned at the beginning of the empirical section.

### **1. Are the survey demographics relating the three dimensions according to the Maslach Burnout Inventory?**

The participants corresponded positively to answer the questionnaire. The first dimension of Maslach Burnout Inventory (Burnout Syndrome), the answers remain most of them at the same bounds. The most common answer is “Sometimes.” This creates an image of doubt and mixed feelings. The participants are facing difficulties when it comes to overload of work, the payment, the fatigue, and the physical pain. This choice of an answer can reveal that the participants do have unsatisfied parts about their job. They are not completely satisfied either with the workload or the payment. In addition, they face sometimes physical pain. At this point, I would like to mention that the question concerning fatigue and sleepiness differs from the other three questions of the first dimension. There has been made an observation that the most represented answer is “Often” with a 62,8%. More than the half of the participants experience fatigue during worktime and the constant feeling of being tired. To sum up, there is a likelihood that the participants face the Burnout Syndrome but not in a fundamental form of it. The results persist at the time partly neutral. In order to avoid reaching a higher level of burnout, the company should proceed to drastic measurements to prevent a burnout outbreak and to improve the current situation, shown by the statistic numbers.

In the second dimension of the Maslach Burnout Inventory (Depersonalization), the statistics and the answers differ. The most represented answer is “Sometimes,” like in the first dimension. The noticeable difference is that the option “Often” presents a high percentage as well. This can be considered as a negative result, as the participants seem to express an elevated level of Depersonalization. Specifically, in the question concerning the negative emotions, such as being annoyed, angry or disappointed, 51,2% of the participants claimed that they often express those emotions. Through the figures we can notice that the employees are having high possibilities of depersonalizing themselves from their co-workers and the company overall. In conclusion, there are indications of prominent levels of Depersonalization. To avoid and deescalate the current situation, the company and the managers should try to personalize more the relationships among the co-workers and the company as well.

In the third dimension of the Maslach Burnout Inventory (Personal Achievement), the number given from the statistical analysis fluctuate at a specific limit. At this part of the questionnaire, we can collect some negatively charged material according to the answer filled by the participants. The statistics show that there is just a slight

indication that the employees receive the feeling of personal achievement. The most preferred answer is “Sometimes,” giving again an unclarified and uncertain answer. Unfortunately, participants express negativity about personal accomplishments, energy reserves and calm attitude. In the last question of the third dimension, there is a noticeable change. 69,8% claims that they did not choose a good profession. More than half of the participants have the feeling of being in the wrong job, which can be considered as a negative indication regarding the occupational environment. The company should take these numbers into great consideration and try to proceed to immediate changes. Summarizing, the professional needs, and rewards of the employees should be prioritized so as to create an environment of accomplishment and reward. This could cheer the employees and give them the energy and motivation to work harder and be more productive.

## **2. Are the survey demographics related to Emotional Intelligence?**

In the first section of the Bar-on Emotional Quotient Inventory (Intrapersonal) the answers vary. The most represented answer is “Sometimes” with more than half of the total percent. This shows that the participants do have a sense of Emotional Intelligence. They accept and understand themselves and try effectively to express their feelings to others. These emotional skills are particularly important for employees, as it shows that they can be good communicators and built better professional relationships. We can also examine that the participants strive to achieve their personal goals and actualize their potentials.

In the second section of the Bar-on Emotional Quotient Inventory (Interpersonal), there is a higher score of Emotional Intelligence. We observe that participants seem to possess the ability of understanding other’s feelings and behaviors. This can lead to a superior establishment of mutual relationships.

In the third section of the Bar-on Emotional Quotient Inventory (Stress Management), the participants seem to have a good sense of effectively controlling and managing their emotions. 53,5% is sometimes able to control emotions while a 32,6% is often. This can be a confident sign that employees are able to get over stressful situations and avoid dramatic behaviors. People who can successfully control their emotions come up always with clever solutions and tend to lead situations in success.

In the fourth section of the Bar-on Emotional Quotient Inventory (Adaptability), there has been seen that the employees can efficiently respond to adaptability and problem solving, both of a personal or interpersonal nature.

In the fifth section of the Bar-on Emotional Quotient Inventory (General Mood), there is a difference as the answers are in majority positive. A 46,5% of the employees answered that they often are positive and have an optimistic image of life. Positively charged people tend to become an influence and a role model for

others. They help people discover the brighter side of life as well and overcome problems. Professional environments that include optimistic people tend to have better communication and performance.

## SUGGESTIONS

Occupational burnout poses a significant risk to employee well-being and can have a negative impact on productivity and morale within a company. To create a healthy working environment and prevent burnout, it is crucial for organizations to prioritize employee well-being and implement supportive measures. Here are some suggestions to help companies prevent occupational burnout among employees:

- Encourage work-life balance: Promote and prioritize work-life balance within the corporate culture. Encourage employees to set clear boundaries between their work and personal lives and set an example by upholding those boundaries yourself.
- Foster a collaborative work culture: foster a positive work environment that values open communication, collaboration, and mutual support. Encourage teamwork and provide resources for employees to seek assistance or share concerns. Promote a culture where employees feel comfortable discussing workloads and stress levels.
- Provide training and resources: Provide training programs and resources on stress management, resilience, and work-life balance. Equip employees with the tools and techniques they need to effectively manage their workload and cope with stress. This includes workshops, seminars, and access to mental health resources.
- Encourage realistic expectations: Set realistic goals and expectations, considering the employee's skills, abilities, and capacity. Avoid burdening employees with excessive workloads or tight deadlines. Encourage open dialogue to discuss workload distribution and identify opportunities for delegation and adjustment.
- Encourage breaks and vacations: Encourage employees to take regular breaks throughout the day and to take advantage of vacation time. Eliminate workaholic tendencies and emphasize the importance of rest and rejuvenation. Also, actively promote the use of vacation time to maintain good health.
- Provide opportunities for growth and development: promote a culture of continuous learning and development within the organization. Provide employees with opportunities for professional development, professional

development, and career advancement. This includes training programs, mentoring and support for further education.

- Employee recognition and appreciation: Implement recognition and appreciation programs to recognize employee efforts and achievements. Provide regular feedback and recognize employee efforts. A culture of recognition and appreciation can boost morale and motivation and reduce the risk of burnout.
- Maintain work flexibility: When possible, offer flexible work arrangements such as telecommuting and flexible work schedules. Allow employees to take control of their own work schedule and environment, allowing for a better work-life balance.
- Monitor workloads and eliminate bottlenecks: Regularly assess and monitor employee workloads and identify potential bottlenecks and excessive demands. Take proactive measures, such as reallocating workloads, hiring additional resources where necessary, and supporting employees facing excessive tasks.
- Create an employee assistance program: Start an employee assistance program (EAP) or wellness initiative that provides confidential counselling, mental health support and resources for coping with stress. Make sure that employees are aware of these programs and feel comfortable turning to them when they need to.

By adopting these recommendations, companies can create a supportive and healthy work environment that prioritizes employee well-being and prevents occupational burnout. Investing in employee wellbeing not only protects personal health, but also contributes to a more productive and engaged workforce.

## CONCLUSION

Burnout syndrome is a very topical issue nowadays. Of course, this problem has been around for decades, but not as much research has been done on it as it has been recently. This is due to the lifestyle of our society. People have different demands in their personal lives and at work. Individuals place high demands on themselves, parents on their children, managers, and supervisors on their employees. These pressures can lead to stress, depression, and burnout.

The theoretical part was devoted to a widespread Burnout Syndrome and Emotional Intelligence. The history of burnout syndrome, when and how it originated, was briefly described. Each phase of a burnout syndrome was also briefly described. The differences between burnout, depression, stress, and fatigue were also explained.

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