

**INFLUENCIA DE LA INTELIGENCIA EMOCIONAL EN NIVELES DE BURNOUT PERCIBIDOS EN PROFESIONALES DEL  
SECTOR DE LA EDUCACIÓN**

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**Resumen**

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La inteligencia emocional ha sido una temática que ha cobrado mucha importancia en los últimos años gracias a diferentes autores como Goleman con la publicación de un libro que abordaba dicho tema, o Mayer y Salovey quienes han propuesto modelos de estudio para este constructo. Entre los ámbitos de investigación de dicho constructo se encuentra el de los contextos laborales, por ejemplo, el de la educación, y sus influencias con otros constructos como podría ser el Burnout, manifestado por factores como el agotamiento emocional, cinismo o eficacia profesional. La educación es un factor importante en nuestra sociedad, elementos como el Burnout podrían, según los estudios, influir en los niveles de rendimiento a la hora de impartir la docencia, y a su vez, influiría también en el rendimiento de los alumnos. En esta investigación se hace un análisis empírico sobre la influencia de la inteligencia emocional como un factor protector frente al Burnout en un grupo de 41 docentes de un colegio concertado de la Comunidad Valenciana. La investigación se realizó inicialmente de manera telemática y posteriormente de manera física, la recogida de muestra se vio influenciada por los acontecimientos de la pandemia del COVID-19 de 2020. Los resultados indicaron que los altos niveles de inteligencia emocional en los usuarios estaban relacionados con bajos niveles de Burnout. Los datos obtenidos en este estudio junto a otros estudios apuntan hacia la importancia de la inteligencia emocional en dicho contexto y los beneficios que podría tener tanto en los profesores como en los alumnos el desarrollo de dicho constructo.

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**Abstract**

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Emotional intelligence has been a topic that has become very important in recent years thanks to different authors such as Goleman with the publication of a book that addresses this topic, or Mayer and Salovey, who have proposed study models for this construct. Among the research problems of this construct is the work context, for example, education context, and its influences with other constructs such as Burnout, manifested by factors such as emotional exhaustion, cynicism or professional efficiency. Education is an important factor in our society, elements such as Burnout could, according to studies, influence performance levels when teaching, and in turn, also influence student performance. In this research, an empirical analysis is made on the influence of emotional intelligence as a protective factor against Burnout in a group of 41 teachers from a closed school in the Valencian Community. The research was carried out electronically and subsequently in person, sample collection was influenced by the events of the 2020 COVID-19 pandemic. The results indicated that high levels of emotional intelligence in users were related to low levels of burnout. The data requested in this study together with other studies point to the importance of emotional intelligence in this context and the benefits that the development of this construct could have for both teachers and students.

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# INFLUENCE OF EMOTIONAL INTELLIGENCE ON THE LEVELS OF BURNOUT PERCEIVED BY PROFESSIONALS IN THE EDUCATION SECTOR

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TFG Psicología 2019-2020 (PS1048)

## Introduction

Emotional intelligence (EI) has been a topic that has become very important in recent years thanks to different authors such as Goleman with the publication of a book that addresses this topic, or Mayer and Salovey, who have proposed study models for this construct.

Among the research problems of this construct is the work context, for example, education context, and its influences with other constructs such as Burnout, manifested by factors such as emotional exhaustion, cynicism or professional efficiency. Education is an important factor in our society, elements such as Burnout could, according to studies, influence performance levels when teaching, and in turn, also influence student performance.

**H1: High levels of emotional intelligence will be related to low Burnout levels associated with a group of teachers**



## Method

### Participants

41 teachers from a concerted educational center in the Valencian community

### Mesures

- Wong Law Emotional Intelligence Scale<sup>®</sup> WLEIS-S
- Maslach-Burnout Inventory-General Survey MBI-GS (Schaufeli *et al.*, 1996)

### Procedure

- E-mail
- Written in person

## Discussion and conclusion

Emotional Intelligence and burnout correlate negatively. There are relationships between factors associated with emotional intelligence and factors associated with burnout.

### Limitations

- Small sample number
- Self-perceived valuation
- Supervisor influence

### Proposals for the future

About research:

- EI studies in other organizations
- Greater sample
- EI studies comparing different types of educational centers

About intervention:

- Development of EI in educational centers

## Results

### Correlation analysis on EI factors among educators in a high school of the Valencian Community (N=41)

	Intrapersonal perception	Interpersonal perception	Emotional assimilation	Emotional regulation
Interpersonal perception	0,889**			
Emotional assimilation	0,849**	0,843**		
Emotional regulation	0,804**	0,832**	0,881**	
Total EI	0,941**	0,947**	0,948**	0,931**

\*\*Significant at level 0,01 (bilateral). \*Significant at level 0,05 (bilateral)

### Correlation analysis between Burnout factors and EI factor among educators in a high school of the Valencian Community (N=41)

	Emotional exhaustion	Cynicism	Professional efficacy
Intrapersonal perception	-0,214	-0,470**	0,473**
Interpersonal perception	-0,251	-0,409**	0,572**
Emotional assimilation	-0,206	-0,408**	0,427**
Emotional regulation	-0,235	-0,387*	0,543**
Total EI	-0,240	-0,445**	0,534**

\*\*Significant at level 0,01 (bilateral). \*Significant at level 0,05 (bilateral)

### Correlation analysis on Burnout factors among educators in a high school of the Valencian Community (N=41)

	Emotional exhaustion	Cynicism
Cynicism	0,560**	
Professional efficacy	-0,163	-0,313

\*\*Significant at level 0,01 (bilateral). \*Significant at level 0,05 (bilateral)

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