



Correlate of Emotional Intelligence and Job Burnout of Teachers in Technical Colleges in Rivers State: Guidance and Counseling Perspective

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ABSTRACT

The study examined emotional intelligence as a correlate of job burnout of teachers in technical colleges in Rivers State: guidance and counseling perspective. The study employed the correlational research survey design. Two research questions were answered in the study with corresponding null hypotheses. The population of the study was 173 teachers in all the four technical colleges in Rivers State. There was no sample and sampling technique due to population. The instruments for the data collection were a self-constructed questionnaire titled “Technical College Teachers Emotional Intelligence Job Burnout Questionnaire” (TCTEIJBQ) and Teachers Job Burnout Questionnaire” (TJBQ).. The reliability of the instruments were found to be 0.83 and 0.84 respectively through Cronbach Alpha method for a measure of stability of the instruments. Simple random sampling was used to draw a sample of 11 teachers from technical colleges in Akwa Ibom State. Simple regression analysis was used to answered the research questions and test the null hypotheses at 0.05 level of significance. The result of the study revealed a correlation coefficient, ‘r’ of .539 between teachers’ self-management and job burnout among technical college teachers which implies that there is a moderate positive relationship between self-management and teachers’ job burnout in technical colleges in Rivers State. The hypothesis tested also shows that there is a significant relationship between teachers’ self-management as a component of emotional intelligence and job burnout among secondary schools teachers in Rivers State. The study also revealed that a correlation coefficient, ‘r’ of .770 between teachers’ self-motivation and job burnout among technical college teachers which implies that there is a high positive relationship between self-motivation and teachers’ job burnout in secondary schools in Rivers State. The hypothesis tested also shows that there is a significant relationship between teachers’ self-motivation as a component of emotional intelligence and job burnout among secondary schools teachers in Rivers State. Based on the findings of the study, it was recommended among others that teachers should always define and maintain a standard in any relationship with colleagues and students in order to regulate and sustain a harmonious relationship. Government should provide incentives as a form of motivation and reinforcement to secondary school teachers in arouse them to discharge their responsibility without fear or favour.

Keywords: Emotional Intelligence, Job Burnout, Technical Colleges, Guidance and Counselling.

INTRODUCTION

Teaching as a profession has a impact on health condition of educators as a result of occupational risk factors. Amidst these health impact or effect, teachers or educators are expected to cope with

these challenges or stressors as the society counts on them for high demand productivity in terms of performance. Prominent among these stressors are excess workload, role ambiguity, lack of workplace social support or classroom management difficulties, among others (Alarcon, 2011; Chang, 2009; Montgomery & Rupp, 2005). These make the teaching profession to be associated with high levels of occupational stress and burnout (Garrick et al., 2014; Johnson et al., 2005; Maslach, Schaufeli, & Leiter, 2001). According to Maslach and Jackson as cited in Sergio and Natalio (2017), burnout is characterized by three symptoms: (1) Emotional Exhaustion (EE), conceived as the feeling of being physically and emotionally overextended; (2) Depersonalization (DP), defined as a distant attitude toward students; and (3) a loss of self-confidence and lack of Personal Accomplishment (PAC). In teaching, burnout has been related to higher absenteeism, intention to quit and lower job satisfaction (Durán, Extremera, Montalbán, & Rey, 2005; Skaalvik & Skaalvik, 2009).

According to Salovey and Mayer as cited in Egwurugwu, Ohamaeme, Ugwuezumba, Dike and Eberendu (2018), burnout is related to emotional intelligence as it affects teachers especially in technical colleges. Emotional intelligence (EI) is a multi-faceted construct that consists of our ability to perceive, monitor, regulate and use emotions. EI includes cognition, perception, expression of emotion, emotional facilitation, understanding emotion, management and regulation of emotion in order to improve and develop emotional intelligence (Mayer, Caruso & Salovey, 1999). It is now obvious that majority of the conceptualizations of this construct, address one or more of the following basic components: (a) the ability to be aware of and express emotion; (b) the ability to be aware of others' feelings; (c) the ability to manage and regulate emotions; (d) the ability to realistically and flexibly cope with the immediate situation; and (e) the ability to generate positive affect in order to be sufficiently self-motivated to achieve personal goals (Bar-On, Tranel, Denburg, & Bechara, 2003).

The quality of education suffers when teachers choose to stay despite being burned out (Moore-Johnson, 2006). Most teachers enter the profession with high expectations, and are not prepared for the stress-inducing experiences that occur, combined with a lack of support and an overload of work. When burned out, teachers lose confidence in their ability to make a difference. They may minimize their involvement, relinquish their ideals, and treat those they encounter with detachment or coldness and see their work as burdensome (Friedman, 2000). An exploration of emotional intelligence, often called social competence or social emotional skills may reveal this factor can mitigate stress before it becomes burnout. According to King as cited in Thornqvist (2011), recent educational reforms and social changes have only added to the stress load teachers experience on a daily basis. Most contemporary educators have not been taught techniques or methods to relieve stress and anxiety in their lives. While burnout in teachers has been examined in previous studies and emotional intelligence has been explored as a subject in and of itself among different populations, very little has been written about emotional intelligence (EI) as it relates to burnout in teachers.

There is a wide agreement to consider burnout syndrome as a negative work-related outcome due to the long-term effect of strain resulting from repeated exposure to stressful events (Demerouti, Bakker, Nachreiner & Ebbinghaus, 2002). Also, burnout is feeling emotionally exhausted, which is characterized by physical and psychological fatigue that are found in three different social contexts, namely: private life, workplace, and relationship with clients (Travers, 2017). It was further affirmed that teachers' burnout is also related to gender (male and female) and that females are more at risk than men and positively associated with years of experience (high risk of burnout among less experienced teachers) (Leiter, Bakker & Maslach, 2014). Teachers with more advanced emotional competencies are better equipped to handle the relative strain and emotional burden and to make sense of their reactions to sources of stress (Chan, 2006; Pishghadam & Sahebjam, 2012).

Concept of Emotional Intelligence

Emotional Intelligence (EI) is referred to as the extent to which a person adequately deals with affective information (Mayer, Caruso, & Salovey, 2000; Mayer, Caruso, & Salovey, 2016). Some have conceptualized this construct as a trait, and others have conceptualized it as ability (Lopes, 2016; Mayer et al., 2008). In the early 1990s, the term emotional intelligence was first introduced by Salovey and Mayer (1990) as "the ability to monitor one's own and other's emotions, to discriminate among them, and to use the information to guide one's thinking and actions" (Salovey & Mayer, 1990, p.189). Their concept on emotional intelligence is further divided into four branches: emotional perception, emotional assimilation, emotional understanding, and emotional management. However, emotional intelligence has been defined as "abilities such as being able to motivate him/her and persist in the face of frustrations; to control impulses and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; to empathise and to hope" (Goleman, 1995, p. 36). Goleman's model of emotional intelligence was characterized into four main dimensions: self-awareness, self-management, social awareness, and relationship management (Goleman, 1998).

According to Bar-on (2002) and Chang (2007) emotional intelligence is a set of abilities and skills that can be learned and developed through training. There are several training programs in the developmental stages that facilitate the development of emotional intelligence among teachers (Jennings & Greenberg, 2009). Despite this, it is important to ascertain the emotional intelligence level among teachers as a first step and identify the relationship between emotional intelligence and job performance among school teacher. Develop emotional intelligence skills are vital to reduce the effect of negative work-related stress which can potentially lead to burnout (Jude, 2011). In addition, emotional intelligence teacher can facilitate positive atmosphere in the classroom (Durlak et al., 2011; Jennings & Greenberg, 2009), influences student with positive behaviour and foster student's favorable adjustment to the school.

Emotional intelligence and its specific dimensions have been seen to contribute to the teaching role (Corcoran & Tormey, 2012). Teachers who are skilled at appraising their own emotions are better in communicate their needs and pay more concern on their own feelings in order to accomplish goals and improve performance achievement (George, 2000). Teachers with the ability to appraise others' emotions are more attentive to others' needs and more likely to provide emotional support to gain cooperation by others to achieve a common task and show good performance (Day & Carroll, 2004).

Concept of Teachers' Job Burnout

Historically, teacher attrition has been addressed with increased efforts to attract and hire new teachers while ignoring the impact of teacher burnout (Ingersoll, 2001). Since teacher burnout has most likely been a contributing factor to teacher turnover, early detection of burnout may help in addressing attrition (Hakanen, Bakker, & Shaufeli, 2006). Teaching is an emotional endeavour such that on daily bases teachers must deal with variety of interpersonal and organizational aggravations. Increasing stress, decreasing personal achievement and job satisfaction might be the result of constant interruptions, rule violations or changing working conditions. Teachers are constantly required to manage their own emotional displays as well as the emotions of their students therefore teachers who are emotionally apt better deal with emotional and social strains. On one hand emotional intelligence changes the perception of relations with students, helps to reduce or even avoid stress. On the other influence the contentment a person derives from work.

Teachers and the stressors they endure have become a topic of growing interest and research, as studies suggest that teachers experience greater levels of stress when compared to other professionals. According to Russell (2000), research on high stress occupational groups, including

teachers, police officers, politicians, and air traffic controllers, demonstrate that these groups are at high risk of depression or serious burnout enough to possibly require therapy. According to Black (2003), stress has become a way of life for teachers, and is the expected norm. It is common knowledge that a high percentage of teachers leave the field early in their careers, but it is difficult to know how many leave due to stress or burnout. However, studies do suggest that stress and burnout can result in increased teacher attrition (Gersten et al., 2001; Montgomery, & Rupp, 2005). Several stressors have been identified, such as interpersonal demands, inconsistent or a lack of professional recognition, dealing with student discipline, or large amounts of paperwork, inadequate resources and time, adapting to change (Kyriacou, 2001), and poor relationships with colleagues and principals (Troman, 2000). Working alone in their classrooms, teachers are often hesitant to seek out help or advice, depending on their school culture. Their work roles often result in professional isolation and occupational stress (Kardos, Johnson, Peske, Kauffman, & Liu, 2001).

Job burnout is a concept that depicts exhaustion as a result of much hard-work or stress. It is used to describe the level of feeling or thought of anxiety, danger, anger or frustration. Job burnout are characterized with its symptoms among which are diminution, debilitation, loss of enthusiasm and, induced weariness that results from excessive involvement of personnel in physical and mental activities, were given as its symptoms. Other manifestations of its symptoms, according to Ibikunle, Umeadi and Ummunah (2012) are negativism, impaired work performance, absenteeism, loss of interest, interpersonal conflict, substance abuse, physical and mental withdrawal. Job burnout has been describe by Maslach as cited in Gracia, Zorrilla, Velazquez, Jimenez, Monjaraz and Gracia (2013) as a psychological syndrome in response to chronic interpersonal stressor on the job. It is a psychological response to long term exposure to occupational stressors. According to Freudenberger in Ekechukwu (2010), it is an enervating psychological condition resulting from unrelieved work stress that could cause depletion of energy and emotional exhaustion, increased depersonalization in interpersonal relationships and reduced work efficiency. Its syndrome of emotional exhaustion and cynicism often occurs among professionals that are involved in human service of some kind. As dilemma to various occupations, there is continuous drive to proffering its effective solutions.

There is a wide agreement to consider burnout syndrome as a negative work-related outcome due to the long-term effect of strain resulting from repeated exposure to stressful events among professional teachers (Demerouti, Bakker, Nachreiner & Ebbinghaus, 2012). According to several scholars the main core of burnout is feeling emotionally exhausted, which is characterized by physical and psychological fatigue and hence, Travers (2017) opined that teacher's job burnout is in three different dimensions of social contexts, namely: private life, workplace, and relationship with clients. Furthermore, previous studies indicated that teachers' burnout is also related to gender such that the female folks are more at risk than the male counterpart and positively associated with years of experience that less experienced teachers has high risk of burnout as compared to the experienced teacher (Leiter, Bakker & Maslach, 2014).

Concept of a Teacher

Nigerian Union of Teachers (cited in Ogbu, 2014) defined a teacher as a person who is registerable with professional qualification which makes the individual employable to teach in recognized institutions. A teacher is a person whose job is teaching in a school. The word "teach" is sometimes synonymously used with the terms impart, inspire, facilitate, guide, influence, organize, co-ordinate, inform, tutor educate, and others (Achimugu, 2000). There are three schools of thought on who a teacher is. The first school of thought sees a teacher as someone who consciously and deliberately shows others how to do things. This school of thought sees anybody occupying a leadership position in any society as a teacher. The second school of thought, on the other hand, looks at a teacher as

someone who imparts ideas, knowledge and skills in an organized classroom. This school of thought sees a teacher as anybody who can handle chalk and stand before the learners and pour the facts for the learners to copy into their notes. This group may include untrained and trained teachers. The third school of thought views a teacher as someone who is professionally qualified to impart knowledge and stimulates learning formally in a classroom situation. The teacher in this case is one who is grounded in his/her subject area and must of a necessity possess basic teaching qualification (Okebukola, 1996; Achimugu, 2000).

The third school of thought's view of the teacher is the one that is relevant in this study. For the teacher to play the role required of him/her, he/she must be subjected to stress that causes burnout on the job. Teaching is highly and tasking as the society demands high return from teachers. This implies that teaching profession is associated with high level of stress. According to Russell (2000), research on high stress occupational groups, including teachers, police officers, politicians, and air traffic controllers, demonstrate that these groups are at high risk of depression or serious burnout enough to possibly require therapy.

Concept of Guidance and Counseling

The development of guidance and counseling originated from Europe and the United States of America in 1900s. In 1911, Meyer Bloomfield organized a wide guidance programme in the USA that catered for students. The emphasis was on vocational information, awareness of the world of work, the location of employment and reduction of examination anxiety (Ogwokhademhe, Ajibola, Kayode, Sheu 2014). Guidance and counseling are two closely interrelated concepts, and each determines the availability and effectiveness of the other. According to Okita and Odihambo (2012), "guidance" refers to an abroad area of all educational activities and services aimed at assisting individual students to understand themselves and adjust to school life. Oye, Obi, Mohd and Bernice (2012) define "counseling" as an interpersonal relationship in which one person attempts to help another person to understand and cope with problems emanating from education, vocation and family relationship. Guidance and counseling is therefore aimed at bringing about maximum development and self-realization of human potential for the benefit of the individual and the society.

Counselling could be seen as a process of giving advice to (a person) on social or personal problems, especially professionally and the process of assisting and guiding clients, especially by a trained person on a professional basis, to resolve especially personal, social, or psychological problems and difficulties. Counseling is a collaborative process that involves the development of a confidential professional relationship that focuses on personal problems. The objective of counselling is to help you clarify issues, gain insight into your feelings and thoughts and deal effectively with problems. The major aim of guidance counselling service is to encourage students' academic, social, emotional and personal development. To reach this aim, it helps students get to know themselves better and find effective solutions to their daily problems.

Oniye and Alawane (2008) opined that guidance and counseling programme assists the student in harmonizing their abilities, interest, values and enable them to develop their full potential. It direct student on appropriate career and subject choices; solving discipline, education, social and psychological problems; and general adjustment to school life. Disksha and Kashyap (2016) guidance is interpreted as a specialized service to help the individual to solve certain major problems-personal, educational, and vocation. He further opined that guidance involves personal assistance which is given by an expert to an individual which is designed to assist the him or her to decide where he wants to go, what he wants to do and how best to accomplish his/her purpose.

Braddock (2011), states that the purpose of guidance and counseling in schools is to improve academic performance, foster positive study attitudes and habit, increase acquisitions and application

of conflict resolution skills and decrease school dropouts. According to Herman (2009), guidance and counseling services are designed to help individuals with psychological problems to voluntarily change their behavior and to enable them make wise future decisions; clarify their ideas, perceptions, attitudes and goals. The primary mission of a school's guidance and counseling program is to provide a broad spectrum of personnel services to the students. Denga (2011), referred to these services as "cluster of formalized educational services designed by the school to assist students to achieve self-knowledge or self-understanding which is necessary for them to attain the fullest self-development and self-realization of their potential". These services include: student appraisal service, information service, counseling service, placement service, orientation service, referral service, follow-up and evaluation service, and research service.

Purpose of the Study

The purpose of the study is to examine guidance and counseling perspective of emotional intelligence as correlates of job burnout of teachers in technical colleges in Rivers State. The study sought to find out:

1. How teachers' self-management correlates with teachers' job burnout among technical teachers colleges in Rivers State.
2. How teachers' self-motivation correlates with teachers' job burnout among technical teachers colleges in Rivers State.

Research Questions

The following questions were answered to guide the study.

1. How does teachers' self-management correlate with teachers' job burnout among technical teachers colleges in Rivers State?
2. How does teachers' self-motivation correlate with teachers' job burnout among technical teachers colleges in Rivers State?

Hypotheses

1. There is no significant relationship between teachers' self-management of emotional intelligence and job burnout among technical college teachers in Rivers State.
2. There is no significant relationship between teachers' self-motivation of emotional intelligence and job burnout among technical college teachers in Rivers State.

METHODOLOGY

The study adopted the correlational research survey design. This study was carried out in four technical colleges in Rivers State. The target population for the study consists of all the teachers in technical colleges in Rivers State. As at the time of this study, technical colleges in Rivers State have about 173 teachers (Source: National Board for Technical Education Unit, Rivers State Ministry of Education, [NBTE, RSMOE, 2020]). Due to small population size of the study, the entire population of the study was used; thereby there was no sample and sampling technique. The instruments for the data collection were a self-constructed questionnaire titled "Technical College Teachers Emotional Intelligence Job Burnout Questionnaire" (TCTEIJBQ) and Teachers Job Burnout Questionnaire" (TJBQ). The reliabilities of the instruments were established through the test-retest method for a measure of stability of the instruments. Simple random sampling was used to draw a sample of 11 teachers from technical colleges in Akwa Ibom State. Cronbach Alpha was used to calculate the reliability of the instruments. The reliability coefficients of the instruments were found to be 0.83 and 0.84 respectively.

RESULTS

The results from the study were presented as follows.

Research Question 1: *How does teachers’ self-management correlates with teachers’ job burnout among technical teachers colleges in Rivers State?*

Table 1: Simple Regression Analysis on How Teachers’ Self-Management Relates to Job Burnout among Technical College Teachers.

Model	R	R Square	Adjusted R Square	Std. Error of Estimate
1	.539 ^a	.491	.282	.471163

Source: SPSS Ver. 20 a. Predictors: (Constant), Teachers’ Self-Management

Data on Table 1 revealed that the regression coefficient and regression square are .539 and .491 respectively. The regression coefficient of .539 showed that technical teachers’ self-management moderately relates to teachers’ job burnout in technical colleges in Rivers State. The result from Table 1 also showed that teachers’ self-management relates to job burnout by 49.1% (100×0.491). This therefore implies that technical college teachers’ self-management relates to job burnout by 49.1% while the remaining 50.9% was accounted by other variables other than self-management. Conclusively, since the result of Table 1 produced a correlation coefficient, ‘r’ of .539 between teachers’ self-management and job burnout among technical college teachers, it implies therefore that there is moderate positive relationship between self-management and teachers’ job burnout in technical colleges in Rivers State.

Research Question 2: *How does teachers’ self-motivation correlates with teachers’ job burnout among technical teachers colleges in Rivers State?*

Table 2: Simple Regression Analysis on How Teachers’ Self-Motivation Relates to Job Burnout among Technical College Teachers.

Model	R	R Square	Adjusted R Square	Std. Error of Estimate
1	.770 ^a	.551	.587	.60253

Source: SPSS Ver. 20 a. Predictors: (Constant), Teachers’ Self-Motivation

Data on Table 2 revealed that the regression coefficient and regression square are .770 and .551 respectively. The regression coefficient of .770 showed that technical teachers’ self-motivation highly relates to teachers’ job burnout in technical colleges in Rivers State. The result from Table 2 also showed that technical teachers’ self-motivation relates to job burnout by 55.1% (100×0.551). This therefore implies that teachers’ self-motivation relates to job burnout by 55.1% while the remaining 44.9% was accounted by other variables other than self-motivation. Conclusively, since the result of Table 2 produced a correlation coefficient, ‘r’ of .770 between teachers’ self-motivation and job burnout among technical college teachers, it implies therefore that there is high positive relationship between self-motivation and teachers’ job burnout in technical colleges in Rivers State.

Hypotheses Testing

1. There is no significant relationship between teachers’ self-management of emotional intelligence and job burnout among technical college teachers in Rivers State.

Table 3: t-Test Associated with Simple Regression of the Independent Prediction of Technical Teachers’ Self-Management on Job Burnout

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig
	Beta	Std. Error			
1 (Constant)	-.124	1.273		.098	.922
Teachers’ Self-Management			.539		
	.897	.308		2.915	.000

a. Dependent Variable: Teachers’ Job Burnout

To test the hypothesis, results from Table 3 with a Beta (β) value (same as correlation coefficient, R) of 0.539 produced a t-value of 2.915 which is significant at P (0.000) less than chosen alpha (0.05). The result is significant and the null hypothesis is rejected ($P < 0.05$). Thus, there is a significant relationship between teachers' self-management as a variable of emotional intelligence and job burnout among technical college teachers in Rivers State.

2. There is no significant relationship between teachers' self-motivation of emotional intelligence and job burnout among technical college teachers in Rivers State.

Table 4: t-Test Associated with Simple Regression of the Independent Prediction of Technical Teachers' Self-Motivation on Job Burnout

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig
	Beta	Std. Error			
1 (Constant)	.442	.383		-1.153	.252
Teachers' Self-Motivation	1.018	.096	.770	10.647	.000

a. Dependent Variable: Teachers' Job Burnout

To test the hypothesis, results from Table 4 with a Beta (β) value (same as correlation coefficient, R) of 0.77 produced a t-value of 10.647 which is significant at P (0.000) less than chosen alpha (0.05). The result is significant and the null hypothesis is rejected ($P < 0.05$). Thus, there is a significant relationship between teachers' self-motivation as a variable of emotional intelligence and job burnout among technical college teachers in Rivers State.

DISCUSSION OF FINDINGS

The results from Table 1 with a Beta (β) value (same as correlation coefficient, R) of 0.539 produced a t-value of 2.915 which is significant at P (0.000) less than chosen alpha (0.05). The result is significant and the null hypothesis is rejected ($P < 0.05$). Thus, there is a significant relationship between teachers' self-management as a variable of emotional intelligence and job burnout among technical college teachers in Rivers State.

The finding of this study is in corroboration with Farah and Farhana (2013) who conducted a study on relationship between emotional intelligence and job burnout among universities professors and found that emotional intelligence was significantly associated with job burnout of Karachi universities professors in Pakistan with regression coefficients (R) of emotional intelligence and the job burnout is .65 and the adjusted R square is .42 ($P < 0.05$). It was shown in the study that professors experiencing burnout are emotionally exhausted and dominated by negative emotions rather than positive emotions, feel detached or alienated rather than engaged in teaching activities, and have a sense of reduced personal accomplishment rather than a sense of meaning. With regard to emotional intelligence, our hypothesis seems to be confirmed. Result exhibited a significant negative association between emotional intelligence and job burnout. Furthermore, the findings of the study upheld that of Samir and Ravi (2012) as observed that the coefficient of correlation between teachers' self-management and of emotional intelligence of secondary school teachers is .56, which is significant at .01 level of significance. That means there is significant positive relationship between management of self as teachers and emotional intelligence among technical college teachers. The findings was also supported by Ukala (2019) who conducted a study and regression coefficient of 0.523 which showed that teachers' self-management moderately relates to job productivity in

secondary schools in Rivers State. The data also showed that the teachers' self-management predicts job productivity by 27.3% (100×0.273). This therefore implied that teachers' self-awareness management predicts job productivity among teachers.

Result from Table 2 revealed that teachers' self-motivation as a component of emotional intelligence relates to teachers' job burnout among technical college teachers in Rivers State. Data on Table 2 revealed that the regression coefficient and regression square are .770 and .551 respectively. The regression coefficient of .770 showed that teachers' self-motivation highly relates to teachers' job burnout in secondary schools in Rivers State. The result from Table 2 also showed that teachers' self-motivations relates to job burnout by 55.1% (100×0.551). This therefore implies that teachers' self-motivation relates to job burnout by 55.1% while the remaining 44.9% was accounted by other variables other than self-motivation.

The results from Table 2 with a Beta (β) value (same as correlation coefficient, R) of 0.77 produced a t-value of 10.647 which is significant at P (0.000) less than chosen alpha (0.05). The result is significant and the null hypothesis is rejected ($P < 0.05$). Thus, there is a significant relationship between teachers' self-motivation as a variable of emotional intelligence and job burnout among technical college teachers in Rivers State. The findings of this study confirmed that of Ehibudu and Nwuzor (2018) who carried a study and found that an R-Value of 0.828 was gotten with an R^2 Value of 0.685 and adjusted R^2 value of 0.684. This result indicates that self-motivation predicts about 68.4% of job burnout among Police Officers in Rivers State. Furthermore, the result of the ANOVA associated with simple regression yield an F- value of 778.490 at df of 1 and 358 with an associated P-value of 0.000 which was lesser than the chosen alpha of 0.05. This suggests that self-motivation independently predict the job burnout among Police Officers in Rivers State. This finding is supported by Hichy (2013) who studied the relationship between teaching work, burn-out and motivation using a sample of 150 teachers randomly selected from the population of teachers in Hilton West District Melbourne, Australia; result showed positive correlation between teachers work attitude, burn-out and motivation.

CONCLUSION

Based on the findings of the study, it was concluded that there is a moderate positive relationship between self-management and teachers' job burnout in technical college in Rivers State. The study also found a high positive relationship between self-motivation and teachers' job burnout in technical college in Rivers State. This implies that emotional intelligence predicts job burnout among technical college teachers in Rivers State.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations were made:

1. The teacher should always define and maintain a standard in any relationship with colleagues and students in order to regulate and sustain a harmonious relationship.
2. Government should provide incentives as a form of motivation and reinforcement to secondary school teachers in arouse them to discharge their responsibility without fear or favour.

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