



IRSTI 14.07.01

<https://doi.org/10.32523/2616-6895-2024-149-4-341-352>

Article type: scientific article

## Emotional intelligence as a strategy to prevent teacher burnout

A. Sharipova\*<sup>1</sup>, A. Yegenissova<sup>1</sup>, A. Bayar<sup>2</sup>, A. Serikbayeva<sup>1</sup>

<sup>1</sup>Caspian University of Technologies and Engineering named after Sh.Yessenov, Aktau, Kazakhstan

<sup>2</sup>Amasya University, Amasya, Turkey

(E-mail: \* aigerim1.sharipova@yu.edu.kz)

**Abstract.** Emotional intelligence (EI) is a form of social intelligence that enables individuals to recognize and understand their own emotions as well as the emotions of others. Emotional intelligence, the ability to use one's emotions to guide thoughts and actions, is seen as a valuable personal asset that can help individuals cope with stress and prevent burnout. Burnout is a psychological condition characterized by emotional exhaustion, depersonalization, and a reduced sense of personal accomplishment. The syndrome can have detrimental effects on both individuals and organizations, especially in high-demand professions such as teaching. Teachers face numerous challenges and demands in their work, including large class sizes, curriculum changes, and resource constraints. These challenges can hurt teachers' motivation, performance, and overall well-being. Therefore, teachers must develop and improve their EI skills so that they can effectively manage their emotions and stress. The purpose of this article is to explore the existing literature on teacher EI and burnout and suggest strategies for improving EI in educational settings. The following topics are addressed in this article: the concept of EI, the relationship between EI and burnout, methodological principles for conducting research in this area, and suggestions and recommendations for improving EI and reducing teacher burnout.

**Key words:** Emotional intelligence, emotions, burnout syndrome, personal resources, methodological principles.

## Introduction

Each historical period in the development of psychological science is characterized by different priorities and tasks and different degrees of interest in various research topics. Emotional intelligence (EI) has been a topic of growing interest in education, particularly in its relationship with teacher burnout. Burnout among teachers is a significant concern, as it can negatively affect the individual and the educational system [1]. On the other hand, emotional intelligence has been identified as a crucial factor in promoting mental and social well-being and enhancing the teaching-learning process [1].

Theoretically, emotional intelligence refers to the integration of emotional and cognitive processes. This concept emerged from the study of human achievements in different areas of life and activity: Research conducted by Cooper, Sawaf [2], Goleman [3], and others shows that emotional intelligence is a key determinant of human success and both mental and physical well-being in certain contexts. Researchers generally agree that high levels of emotional intelligence are associated with prosocial behavior and other positive outcomes, while low levels are associated with various forms of social maladjustment. While the existing literature has established a strong relationship between emotional intelligence and teacher burnout, the underlying mechanisms explaining this relationship need further exploration. Future research explores specific emotional competencies and coping strategies that can reduce teacher burnout and ultimately improve well-being and educational outcomes. Understanding these mechanisms will be crucial in developing targeted interventions to increase emotional intelligence and reduce burnout in this population effectively.

Mayer, Salovey, and Caruso [4] have proposed a theoretical framework showing that emotional intelligence is an important psychological asset in personality. They argue that developing emotional intelligence improves personal functioning, promotes constructive interpersonal relationships, and reduces the likelihood of personal and social maladjustment. However, this aspect of emotional intelligence research has not yet been comprehensively examined in subsequent scientific studies.

Numerous researchers have studied various aspects of the development of emotional intelligence in vocational education. Among them L. M. Mitina, E. S. Asmakovets, E. M. Semenova, N. N. Kolmogortseva, M. V. Naumova, S. David, T. Hollenstein, K. Flaming, S. Berstein, V. Karandashev, O. A. Sorokina, O. V. Maskalenko and others.

Kazakhstani scientists' research on emotional intelligence is narrowly focused and mainly affects the cognitive and regulatory aspects of this phenomenon. Several works analyzing the influence of behavioral strategies, abilities and competence of emotional intelligence, stress tolerance, and emotional self-regulation, among which: A.M. Kim, J.K. Aidosova, N.N. Khon, R. Abduganieva, A.A. Tolegenova, G. T. Akhmetova, A. K. Mynbayeva, S.K. Berdibaeva, A.R. Algozhina, et al.

Within the profession, burnout is emerging as a common form of personality distress that is exacerbated by emotional interpersonal relationships, particularly in the workplace, with research by Jennett, Harris, Mesibov [5], Chang [6], and others consistently demonstrating that educators are the most vulnerable to burnout and are considered the least protected group. Consequently, identifying factors that address and mitigate the onset of teacher burnout is a pressing issue in the field of educational psychology, Braithwaite and Rigolon's research [7] has expanded our understanding of the negative consequences of job stress and identified an important aspect of teacher stress - negative burnout, which is included as a dependent variable in the model to operationalize the "impact experience".

In contrast, recent research by Lauermann, König [8], Mérida-López, and Extremera [9] emphasizes a resource-based approach to dealing with burnout syndrome. This framework emphasizes the importance of personal resources in combating burnout syndrome. The researchers examined factors such as the level of meaning in life, self-actualization, self-reflection, constructive attitudes toward success and failure, and enhanced self-esteem. In addition, Mayer, Roberts, and Barsade [10] emphasized the adaptive and stress-reducing role of emotional intelligence, while Salovey and Grewal [4] revealed that emotional intelligence is a catalyst for personal satisfaction in professional endeavors. These findings emphasize the important role of emotional intelligence as an essential personal resource in alleviating burnout.

Despite the vast scientific literature, the interaction between emotional intelligence and other personal resources and the specific contributions of individual components of emotional intelligence in alleviating educator burnout are poorly understood. This study aims to address this gap by investigating the relationship between emotional intelligence and burnout in educators. Specifically, we will examine:

- The mediating role of emotional intelligence in the relationship between job stressors and burnout in educators.
- The differential effects of specific components of emotional intelligence on burnout dimensions.

This study aims to contribute to the understanding of emotional intelligence as a resource in combating educators' burnout. By examining the mediating role of emotional intelligence and the impact of its specific components, this study provides valuable insights for developing interventions that promote teachers' well-being and enhance the educational experience of both educators and students.

The following sections will review the relevant literature, present the study's hypotheses, describe the research methodology, and discuss the findings and their implications.

## **Methods and organization of the study**

This study aims to investigate and promote the development of emotional intelligence as an important personal resource, especially for reducing teacher burnout. Focusing on emotional intelligence as a psychological phenomenon, this study explores the role and importance of emotional intelligence among a wide range of personal resources used in combating burnout and its development in the teaching profession.

The study used a purposive sampling method to bring together a diverse group of female teachers working in various public and private schools in Aktau. Given the high prevalence of burnout among teachers reported in previous studies (cite source), this study focused specifically on this group. Participants consisted of 115 teachers, aged 22-65 years, with teaching experience ranging from 1 to 35 years. To ensure that different pedagogical profiles were represented, the sample included teachers who specialized in various subjects, including chemistry, mathematics, literature, and primary education. The implementation phase started with diagnosing the level of emotional development and a series of tasks were consistently carried out.

Burnout severity was assessed according to years of teaching experience, where teachers were categorized into three categories: 0-5 years, 5-10 years, and 10-15 years. The results showed that teachers generally exhibited an average level of emotional intelligence and a range of expressions of its structural components. Notably, teaching experience did not have a

significant effect on the development of emotional intelligence or the specific expression of its components.

The relationship between the components of emotional intelligence and burnout was further examined using correlation analysis. Spearman’s rank correlation coefficient analysis revealed a negative correlation between measures of emotional intelligence and burnout symptoms, stages, and overall burnout, which was significant at both the 5% and 1% levels.

### The results of the study

The results showed that the level of emotional intelligence and its components directly influence an individual’s experience of burnout. There was a correlation between lower levels of emotional intelligence and higher levels of emotional intelligence with higher burnout severity and between higher levels of emotional intelligence and lower burnout severity. A one-factor analysis of variance (ANOVA) was conducted with seven subject groups to examine potential differences in burnout severity based on the ratio of interpersonal and intrapersonal emotional intelligence.

The results showed that there were statistically significant differences in burnout severity between the groups, as shown in Table 1. Specifically, teachers in Group 1 (low in both interpersonal and intrapersonal EI) and Group 2 (low in interpersonal EI and average in intrapersonal EI) were more likely to suffer from burnout. This suggests that the combination of low and average components of EI contributes to the development of burnout. In contrast, teachers in Group 5 (mean interpersonal EI, high interpersonal EI) had the lowest susceptibility to burnout. Moreover, teachers in Group 6 (high interpersonal EI and moderate interpersonal EI) and Group 7 (high both interpersonal and intrapersonal EI) were also less likely to experience burnout.

**Table 1**

**Mean values of burnout syndrome indicators in groups of teachers with different levels of interpersonal emotional intelligence and different ratios of interpersonal emotional intelligence levels**

Indicators of burnout syndrome	The identified groups of teachers are categorized based on different ratios of levels of interpersonal and intrapersonal emotional intelligence							F criterion	
	Interpersonal EI - low Intrapersonal EI - low	Interpersonal EI - low Intrapersonal EI - middle	Interpersonal EI - middle Intrapersonal EI - low	Interpersonal EI - middle Intrapersonal EI - high	Interpersonal EI - middle Intrapersonal EI - high	Interpersonal EI - high Intrapersonal EI - middle	Interpersonal EI - high Intrapersonal EI - high	Empirical significance	p
1	17,7	16,0	13,2	14,5	9,3	15,4	9,5	2,416	≤0,05
2	12,1	9,9	6,7	7,1	6,7	6,7	6,3	2,317	≤0,05

3	12,9	9,7	9,5	8,1	5,1	6,1	5,6	2,138	≤0,05
4	15,4	15,4	14,3	10,7	9,1	12,9	8,1	2,725	≤0,01
5	58,2	51,7	43,5	39,3	29,2	38,1	29,3	3,695	≤0,01
6	20,4	15,7	17,1	18,2	15,1	17,5	14,5	2,882	≤0,01
7	15,7	13,9	17,2	15,9	13,0	11,5	9,3	2,893	≤0,01
8	19,1	15,6	18,1	10,3	5,7	13,2	9,1	4,845	≤0,01
9	19,2	14,4	18,9	17,1	12,3	18,1	11,9	2,701	≤0,01
10	74,7	58,8	73,4	58,5	44,7	59,3	43,8	5,596	≤0,01
11	12,5	12,1	13,8	11,5	5,8	6,4	5,9	3,601	≤0,01
12	9,6	7,5	8,5	8,2	6,6	5,6	4,9	2,499	≤0,05
13	16,2	9,9	14,5	7,9	6,5	7,8	6,4	2,987	≤0,01
14	18,5	13,1	17,4	13,5	9,1	13,1	10,1	2,368	≤0,05
15	54,1	41,9	52,1	38,8	28,6	32,8	27,9	3,987	≤0,01
16	188,2	152,4	171,3	137,9	101,3	131,3	101,8	5,912	≤0,01

Note: compiled based on data

Thus, it appears that moderate to high levels of development of the structural components of emotional intelligence reduce the likelihood of teacher burnout. The results of the analysis of variance show that the ideal combination for reducing the severity of burnout is a combination of high levels of interpersonal emotional intelligence and high or moderate levels of interpersonal emotional intelligence.

Multiple regression analysis (MRA) was conducted using a stepwise method to identify the most important components of emotional intelligence in combating burnout. Detailed results can be found in Table 2.

**Table 2**

**Components demonstrating significant predictive power in estimating the severity of burnout symptoms among teachers**

<b>Components of emotional intelligence</b>	<b>Indicators of burnout syndrome</b>
managing emotions ( $\beta = -0,335$ ; $p < 0,00$ )	Experiencing traumatic circumstances
interpersonal emotional intelligence ( $\beta = -0,226$ ; $p < 0,01$ )	Dissatisfaction with oneself
interpersonal emotional intelligence ( $\beta = -0,261$ ; $p < 0,00$ )	“Being trapped in a cage”
managing emotions ( $\beta = -0,303$ ; $p < 0,00$ )	Anxiety and depression
managing emotions ( $\beta = -0,357$ ; $p < 0,00$ )	The level of formation of the “Tension” phase
interpersonal emotional intelligence ( $\beta = -0,315$ ; $p < 0,00$ )	Inadequate emotional response

understanding other people's emotions ( $\beta = -0,329$ ; $p < 0,00$ )	Emotional and moral disorientation
interpersonal emotional intelligence ( $\beta = -0,488$ ; $p < 0,00$ )	Expanding the sphere of saving emotions
interpersonal emotional intelligence ( $\beta = -0,381$ ; $p < 0,00$ )	Reduction of professional responsibilities
interpersonal emotional intelligence ( $\beta = -0,515$ ; $p < 0,00$ )	The level of formation of the "Resistance" phase
interpersonal emotional intelligence ( $\beta = -0,348$ ; $p < 0,00$ )	Emotional deficit
understanding other people's emotions ( $\beta = -0,279$ ; $p < 0,00$ )	Emotional detachment
interpersonal emotional intelligence ( $\beta = -0,282$ ; $p < 0,00$ )	Depersonalization
managing emotions ( $\beta = -0,376$ ; $p < 0,00$ )	Psychosomatic and psycho-vegetative disorders
interpersonal emotional intelligence ( $\beta = -0,397$ ; $p < 0,00$ )	The level of formation of the "Exhaustion" phase
interpersonal emotional intelligence ( $\beta = -0,484$ ; $p < 0,00$ )	The total indicator of burnout syndrome

Note: compiled based on data

The table shows that the "managing own emotions" component of emotional intelligence is the most important in predicting and coping with burnout symptoms such as experiencing trauma, anxiety and depression, tension, and psychosomatic illness. This means that this component of emotional intelligence contributes the most to the assessment of these indicators of burnout.

Further analysis reveals that:

- Interpersonal emotional intelligence is a strong predictor of "self-dissatisfaction" and "feeling trapped".
- Understanding others' emotion is a significant predictor of "emotional and moral disorientation".
- Understanding one's emotions is a significant predictor of "emotional detachment".

A factor analysis was conducted to understand the relationship of emotional intelligence and its components with other personal resources in coping with burnout. This analysis revealed five main factors:

- Emotional intelligence (27.7%): This factor emphasizes the importance of understanding and managing one's own and others' emotions. In particular, understanding one's own emotions (0.932) was the strongest factor, followed by managing one's own emotions (0.718), managing others' emotions (0.564), and understanding others' emotions (0.561).
- Meaningfulness of life (7.1%): this factor emphasizes having a sense of control over one's life, having goals, and feeling that life is a meaningful and effective process.

– Social skills (9.5%): this factor focuses on the importance of social interaction, particularly the ability to connect with others (0.837) and flexible communication skills (0.722).

– Self-actualization (5.1%): interestingly, this factor has a negative loading, suggesting that low levels of some self-actualizing traits are associated with this factor. These traits include self-empathy (-0.864), self-understanding (-0.612), spontaneity (-0.597), and autonomy (-0.564). This may indicate that people suffering from burnout may benefit from exploring these aspects of themselves.

– Existential values (4.2%): This factor emphasizes the importance of having a clear idea of one’s values (0.608), future orientation (0.764), and desire for knowledge and understanding (0.570). These results are summarized in Table 3.

A comprehensive understanding of the factors, including the ranking of the loadings of the determinants and the analysis of the determinant structure, allowed us to identify the role of emotional understanding in the hierarchy of personal resources in combating burnout syndrome. The results emphasized that the construct of emotional understanding is grouped as a key determinant and plays an important and leading role in the hierarchy of personal resources along with other assets.

**Table 3**

**Structural matrix of factor analysis results**

Variables	Factors				
	1	2	3	4	5
Understanding emotions	0,932				
Managing own emotions	0,718				
Managing the emotions of other people	0,564				
Understanding other people’s emotions	0,561				
Expression control					
A look at human nature					
Locus of control		0,834			
Goals in life		0,824			
Locus of control-life		0,774			
The process of life		0,763			
The effectiveness of life		0,717			
Contact			0,837		
Flexibility in communication			0,722		
Auto-sympathy				-0,864	
Self-understanding				-0,612	
Spontaneity				-0,597	
Autonomy				-0,564	
Orientation about time					0,764

Values					0,608
The need for knowledge					0,570
Creativity					

Note: compiled based on data

## Discussion

This section uses findings from decision-making experiments to create a 'cognitive portrait' of teachers exhibiting different levels of emotional intelligence. Teachers with low levels of emotional agility show dominant, stable and increasingly pronounced symptoms of burnout. This group is characterized by underdeveloped or dangerously advanced self-actualization traits and an inconsistent approach to life orientation. These educators find it difficult to understand and manage their emotions in different contexts.

They also tend to be unstable and, sensitive and lack up-to-date knowledge of effective emotion management techniques. They are easily influenced by first impressions, avoid making rash decisions, and often act impulsively according to their emotions. Although they feel anxious, their satisfaction with their work is fleeting. Objections and indifference from others are often internalized as personal attacks. These characteristics suggest that there is a fundamental mismatch between the natural characteristics of this group and the demands of the profession, ultimately leading to the onset of burnout.

Teachers with an average level of emotional intelligence are often characterized by symptoms of burnout. They have a low to moderate level of self-actualization and mainly an average sense of life purpose. The average level of personal resources of this group of teachers does not sufficiently support constructive responses to the demands of professional tasks and ways of thinking and contributes to burnout.

Teachers with high emotional intelligence have few burnout symptoms, a strong sense of purpose, and extremely high levels of personal satisfaction. They are adept at recognizing the emotions of others through external cues such as facial expressions, gestures, and tone of voice. These educators are sensitive to the inner states of others and can elicit positive emotions and suppress negative ones. Their empathic abilities are evident in their enhanced emotional self-awareness, their ability to identify and express emotions, and their ability to understand the causes of emotional states and live in harmony with their feelings and thoughts. High levels of emotional intelligence, combined with other personal characteristics, enable these teachers to fulfill their professional tasks effectively and reduce the risk of burnout.

The results of this study provide compelling evidence to support the first hypothesis, confirming that emotional intelligence serves as a crucial personal resource for mitigating burnout syndrome in teachers. This finding underscores the importance of assessing both the level and nature of emotional intelligence when developing psychological interventions designed to prevent or address burnout in educators across different career stages.

## Conclusion

Numerous studies have consistently demonstrated an inverse relationship between these two constructs [11,12], suggesting that higher levels of emotional intelligence can mitigate the risk of burnout in the teaching profession [11, 12].



The findings highlight the importance of developing emotional intelligence among teachers as a potential strategy to combat the debilitating effects of burnout. By enhancing their ability to understand, manage, and regulate their emotions, teachers may be better equipped to navigate the emotional demands of their profession [11, 12] and maintain their psychological well-being in the face of occupational stressors [13].

The practical implications of this research extend to various areas of psychological practice within educational settings. Psychologists and psychological service providers can leverage these findings to develop targeted interventions aimed at reducing burnout risk, enhancing professional effectiveness, and creating tailored professional development programs for teachers. These programs could incorporate psychoeducation on emotional intelligence, counseling services, and proactive burnout prevention strategies. By integrating these approaches, the education system can better support the well-being and professional growth of its educators.

#### **Contribution of the authors:**

**A.B. Sharipova** – developed a detailed plan for data collection, selection of analysis methods, data collection and processing.

**A.K. Yegenissova** – was responsible for the concept of the research work.

**A. Bayar** – was responsible for coverage and systematization on the chosen topic.

**A.K. Serikbayeva** – organized and conducted the main experiment as part of the study, described the research methods.

#### **References**

1. Puertas Molero, Pilar & Pérez-Cortés, Antonio & Sánchez, María & Castañeda-Vázquez, Carolina. (2018). Emotional intelligence in university Physical Education teachers. DOI:10.14198/jhse.2018.13.Proc2.34 Request data: 10.06.24
2. Cooper, R. K., & Sawaf, A. C. (1997). Executive EQ: Emotional intelligence in leadership and organization (No. 658.409 C7841c Ej. 1 000003). GROSSET.
3. Goleman, D. (2011). The brain and emotional intelligence: New insights. *Regional Business*, 94-95.
4. Salovey, P., & Grewal, D. (2005). The science of emotional intelligence. *Current directions in psychological science*, 14(6), 281-285. DOI:10.1027/1016-9040.13.1.64 Request data: 04.05.24
5. Jennett, H. K., Harris, S. L., & Mesibov, G. B. (2003). Commitment to philosophy, teacher efficacy, and burnout among teachers of children with autism. *Journal of autism and developmental disorders*, 33, 583-593. DOI:10.1023/B:JADD.0000005996.19417.57 Request data: 01.07.24
6. Chang, M. L. (2009). An appraisal perspective of teacher burnout: Examining the emotional work of teachers. *Educational psychology review*, 21, 193-218. DOI:10.1007/s10648-009-9106-y Request data: 01.07.24
7. Braithwaite, M., & Rigolon (2020). A. Exploring the relationship between self-awareness, self-compassion, and teacher burnout. *Teaching and Teacher Education*, 96, 103174. <https://doi.org/10.1016/j.tate.2020.103174> Request data: 17.06.24
8. Lauer mann, F., & König, J. (2016). Teachers' professional competence and wellbeing: Understanding the links between general pedagogical knowledge, self-efficacy, and burnout. *Learning and Instruction*, 45, 9-19. DOI:10.1016/j.learninstruc.2016.06.006 Request data: 01.07.24

9. Mérida-López, S., & Extremera, N. (2017). Emotional intelligence and teacher burnout: A systematic review. *International Journal of Educational Research*, 85, 121-130. DOI:10.1016/j.ijer.2017.07.006 Request data: 17.06.24

10. Mayer, J. D., Roberts, R. D., & Barsade, S. G. (2008). Human abilities: Emotional intelligence. *Annu. Rev. Psychol.*, 59, 507-536. DOI:10.1146/annurev.psych.59.103006.093646 Request data: 17.06.24

11. Kariou, A., Koutsimani, P., Montgomery, A., & Lainidi, O. (2021, December 3). Emotional Labor and Burnout among Teachers: A Systematic Review. *Multidisciplinary Digital Publishing Institute*, 18(23), 12760-12760. <https://doi.org/10.3390/ijerph182312760> Request data: 17.06.24

12. Magnano, P., Santisi, G., & Platania, S. (2017, January 1). Emotional intelligence as a mediator between burnout and organizational outcomes. *Inderscience Publishers*, 8(4), 305-305. <https://doi.org/10.1504/ijwoe.2017.089295> Request data: 01.07.24

13. Bakertzis, E., & Myloni, B. (2019, February 28). What Is the Mediating Role of Job Burnout in the Relationship between Emotional Intelligence and Job Performance in the Healthcare Sector? *Canadian Center of Science and Education*, 7(2). <https://doi.org/10.24940/theijbm/2019/v7/i2/bm1902-005> Request data: 17.06.24

**А. Шарипова\*<sup>1</sup>, А. Егенисова<sup>1</sup>, А. Вауар<sup>2</sup>, А. Серикбаева<sup>1</sup>**

<sup>1</sup>*Ш.Есенов атындағы Каспий технологиялар және инжиниринг университеті,  
Ақтау, Қазақстан*

<sup>2</sup>*Амасья Университеті, Амасья, Түркия*

### **Эмоционалды интеллекттің педагогтің эмоционалды әлсіреуінің алдын алу стратегиясы ретінде қолданылуы**

**Андатпа.** Эмоционалды интеллект (ЭИ) – бұл адамдарға өз эмоцияларын, сондай-ақ басқа адамдардың эмоцияларын тануға және түсінуге мүмкіндік беретін әлеуметтік интеллект түрі. Эмоционалды интеллект – бұл өз эмоцияларын ойлар мен мінез-құлықтарды басқару үшін пайдалану қабілеті және адамдарға стрессті жеңуге және эмоционалды жанудың алдын алуға көмектесетін құнды жеке қасиет болып саналады. Эмоционалды жану – бұл эмоционалды сарқылумен, деперсонализациямен және өзін-өзі бағалаудың төмендігімен сипатталатын психологиялық жағдай. Бұл синдром жеке адамдарға да, ұйымдарға да, әсіресе оқытушы сияқты сұранысқа ие мамандықтарға зиянды әсер етуі мүмкін. Педагогтер өз жұмыстарында үлкен көлемді топтармен, өзгермелі оқу бағдарламалары, әртүрлі білім алушылар контингенті және шектеулі ресурстар сияқты көптеген қиындықтар мен талаптарға тап болады. Бұл мәселелер педагогтердің мотивациясына, өнімділігіне және жалпы әл-ауқатына теріс әсер етуі мүмкін. Сондықтан педагогтер өздерінің эмоциялары мен стресстерін тиімді басқара алатындай етіп ЭИ дағдыларын дамытып, жетілдіруі керек. Бұл мақаланың мақсаты - педагогтердің ЭИ және эмоционалды жану мәселелері бойынша бар әдебиеттерге шолу жасау, сондай-ақ білім беру ұйымдарында ЭИ жақсарту стратегияларын ұсыну. Мақалада ЭИ тұжырымдамасы, ЭИ мен эмоционалды жану арасындағы байланыс, осы салада зерттеу жүргізудің әдіснамалық

принциптері, сондай-ақ педагогтердің ЭИ-ін жақсарту және жану деңгейін азайту бойынша ұсыныстар мен ұсыныстар қарастырылады.

**Түйін сөздер:** Эмоционалды интеллект, эмоциялар, жану синдромы, жеке ресурстар, әдіснамалық принциптер.

**А. Шарипова\*<sup>1</sup>, А. Егенисова<sup>1</sup>, А. Баяр<sup>2</sup>, А. Серикбаева<sup>1</sup>**

<sup>1</sup>*Каспийский университет технологий и инжиниринга имени Ш.Есенова,  
Актау, Казахстан*

<sup>2</sup>*Университет Амасья, Амасья, Турция*

### **Эмоциональный интеллект как стратегия профилактики эмоционального выгорания педагога**

**Аннотация.** Эмоциональный интеллект (ЭИ) – это форма социального интеллекта, которая позволяет людям распознавать и понимать свои собственные эмоции, а также эмоции других людей. Эмоциональный интеллект – это способность использовать свои эмоции для управления мыслями и поведением и считается ценной чертой личности, которая помогает людям справляться со стрессом и предотвращать эмоциональное выгорание. Эмоциональное выгорание – это психологическое состояние, характеризующееся эмоциональным истощением, деперсонализацией и низкой самооценкой. Этот синдром может иметь пагубные последствия как для отдельных людей, так и для организаций, особенно в таких востребованных профессиях, как преподаватель. В своей работе учителя сталкиваются с множеством проблем и требований, таких как большие размеры классов, меняющиеся учебные программы, разнообразный контингент учащихся и ограниченные ресурсы. Эти проблемы могут оказывать негативное влияние на мотивацию, производительность и общее самочувствие учителей. Поэтому учителям необходимо развивать и совершенствовать свои навыки ЭИ, чтобы они могли эффективно управлять своими эмоциями и стрессом. Цель данной статьи – провести обзор существующей литературы по вопросам ЭИ учителей и эмоционального выгорания, а также предложить стратегии по улучшению ОУ в образовательных организациях. В статье рассматривается концепция ЭИ, взаимосвязь между ЭИ и эмоциональным выгоранием, методологические принципы проведения исследований в этой области, а также предложения и рекомендации по улучшению ЭИ учителей и снижению эмоционального выгорания.

**Ключевые слова:** Эмоциональный интеллект, эмоции, синдром эмоционального выгорания, личностные ресурсы, методологические принципы.

#### **Information about authors**

**Aigerim Batyrsariyevna Sharipova** – doctoral student of the Caspian University of Technology and Engineering named after Sh.Yessenov, Aktau, Kazakhstan, e-mail: aigerim1.sharipova@yu.edu.kz

**Almazhay Kulzhanovna Yegenissova** – Candidate of Pedagogical Sciences, Associate Professor, Professor of the Caspian University of Technology and Engineering named after Sh.Yessenov, e-mail: almazhai.yegenissova@yu.edu.kz

**Adem Bayar** – Professor of Amasya University, Amasya, Turkey, e-mail: adembayar80@gmail.com

**Aigul Koshmuratovna Serikbayeva** – Assistant Professor, lecturer of the Caspian University of Technology and Engineering named after Sh.Yessenov, e-mail: aigul.serikbayeva@yu.edu.kz

#### **Авторлар туралы мәлімет:**

**Айгерим Батырсариевна Шарипова** – Ш. Есенов атындағы Каспий технологиялар және инжиниринг университетінің докторанты, e-mail: aigerim1.sharipova@yu.edu.kz

**Алмажай Құлжановна Егенисова** – қауымдастырылған профессор, педагогика ғылымдарының кандидаты, Ш. Есенов атындағы Каспий технологиялар және инжиниринг университетінің профессоры, e-mail: almazhai.yegenissova@yu.edu.kz

**Адем Баяр** – профессор, Амасья университеті, Амасья, Түркия, e-mail: adembayar80@gmail.com

**Айгул Кошмуратовна Серикбаева** – Ш. Есенов атындағы Каспий технологиялар және инжиниринг университетінің оқытушысы, профессор ассистенті, e-mail: aigul.serikbayeva@yu.edu.kz

#### **Информация об авторах:**

**Айгерим Батырсариевна Шарипова** – докторант Каспийского университета технологий и инжиниринга имени Ш.Есенова, e-mail: aigerim1.sharipova@yu.edu.kz

**Алмажай Кулжановна Егенисова** – ассоциированный профессор, кандидат педагогических наук, профессор Каспийского университета технологий и инжиниринга имени Ш.Есенова, e-mail: almazhai.yegenissova@yu.edu.kz

**Адем Баяр** – профессор, Университет Амасья, Амасья, Турция, e-mail: adembayar80@gmail.com

**Айгул Кошмуратовна Серикбаева** – преподаватель, ассистент профессора Каспийского университета технологий и инжиниринга имени Ш.Есенова, e-mail: aigul.serikbayeva@yu.edu.kz