Mediating Role of Teachers Self-Efficacy in the Relationship between Primary Teachers Emotional Intelligence and Job Burnout in Babol City

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Abstract

The purpose of this study was to investigate the relationship between emotional intelligence and self-efficacy with job burnout among primary school teachers in Babol (Mazandaran, Iran). This is a descriptive correlational study clearly based on structural equation modeling (SEM). The participants of this study were 225 of public primary school teachers in Babol in academic year 2013-14 that were selected via cluster random sampling method. Participants completed Maslach and Jackson's Job Burnout Inventory (MBI) (1996), Teacher Self-Efficacy Questionnaire (by Tschannen-Moran, Woolfolk, 2001) and Emotional Intelligence Questionnaire (by Schutte, 1998) and reliability and validity of these questionnaires were obtained. Results of Pearson correlation showed that all emotional intelligence, job burnout and self-efficacy components are mutually correlated with each other (P<0.01). Implementing structural equation modeling (SEM) for casual relationship between emotional intelligence and job burnout through mediator variable self-efficacy, we found that the proposed model has a good fit and burnout is well explained by emotional intelligence and self-efficacy. Also all of the model path coefficients were significant.

Keywords: Job Burnout, Emotional Intelligence, Self-Efficacy, Elementary Teachers.

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Introduction

Nowadays, no one can deny the importance of education. It is our today's and Future's capital which is invaluable and has moved humans from the age of darkness and ignorance to the age of light and brightness (UNESCO, cited from Noori, 2009). Therefore, teaching is considered as one of the main and fundamental jobs in each society. Teachers are responsible for directing and training a generation (Zarei, 2002).

The concept of job burnout was introduced in the early 1970s and Freudenberger presented it academically and technically in 1974. However, job burnout is seen more or less among employed individuals. Unfortunately with regard to this fact that most of the organization's managers and staffs have no clear definition of this phenomenon and its causing factors and no exact criterion has been presented for it. When a person is affected by such a problem in the organization and its effects are illustrated in his actions and emotions, others call him/her "mad". This tag would lead to the increasing intensity of this problem, having negative attitude towards self, others, job's conditions and even the job itself which in turn would result in different mental and physical illnesses.

Freudenberger for the first time used the job burnout expression for describing unsuitable experiences in service jobs and reaching to a stage in which individuals cannot perform their tasks effectively (Drokin and Saha, 2003).

Job burnout is followed by negative emotions like pessimism and anger as a result of disappointment. These negative feelings would result in the stability of emotional exhaustion's symptoms in the individual. Also, job burnout can act contagiously among colleagues and by making inter - and intra – personal disorders would lead to deeper mental and social functional disorders (Cooper, 1988).

Freudenberger (1983) has introduced many of signs and symptoms related to job burnout which can be categorized into three groups: physical, psychological and behavioral symptoms.

Physical symptoms include: exhaustion, lingering cold, frequent headaches, gastrointestinal disturbances, weight loss, sleeplessness and shortness of breath.

Psychological symptoms include: changeable mood, irritability, depression, loss of caring for people, cynical attitude, increased frustration, feelings of helplessness, greater professional risk- taking [i.e., smoking, escapist drinking, drug use.

Behavioral symptoms include: deterioration in work performance and absenteeism.

Of course, these are not the only symptoms of job burnout and some of the job burnouts have no specific symptom. The person who is affected by this problem will eventually lose his interest and motivation in his job and his performance will decrease based on global scales and will become disable to cope with and change the situation.

Teaching is defined as a stressful career (Jackson and Schwab, 1986). Researches in the area of teachers stress and burnout has been started since 1970s. Statistical data

show that the number of teachers who are leaving their job is increasing. Furthermore, the results indicate that the main reason for teacher's job – leaving is job burnout and this is a big and tragic loss for financial investments and wasting the academic talents (Descy, 1991).

In most of the researches, the followings are introduced as the influential factors in teachers job burnout: student's little improvement, sociability with colleagues, low teacher salary, change in sciences, working for long hours, lack of participation in decision – making, inconsistency of expertise with teaching filed, unsuitability of assessment system, lack of using scientific methods, unhealthy relation networks and lack of mutual relationships in the organization, lack of management's attention to the staffs' welfare affairs, sciences and technology, transferring the latest findings to the students, teaching in multi-level classes, teaching one subject in several classes, student's different merits, student's disrespect, etc. (Friedman, 1995).

Kim & Lee (2009) believed that burnout can be alleviated by controlling negative mood regulation expectancies, and therefore, intervention efforts, such as counseling, continuing education, or training programs designed to enhance teachers' negative mood regulation expectancies, could benefit teachers in reducing their burnout.

Various factors affect individuals' efficiency in the organization. One of the factors that severely affects the organizational behavior of each individual is emotional intelligence. Perhaps it can be said that the subject of emotional intelligence has been started 2000 years ago, when Plato wrote: all learning have an emotional base (Freeman, 2003). The concept of emotional intelligence was first introduced by peter Salovey and John Mayer in 1990 which stated that emotional intelligence is a kind of emotional information processing which includes true evaluation of emotions in self and others, suitable demonstration of feelings and compatible adjustments of feelings (Mayer and Salovey, 1993; cited from Nasrollahpoor, 2007). Emotional intelligence, according to Mayer and Salovey is not only a positive characteristic, but a collection of distinct emotional and reasoning abilities and compared to social intelligence has a more attention towards fundamental emotional issues and solving personal and social problems of the individuals. Individuals with high emotional intelligence are different from others in having more life satisfaction, enjoying family environment and participating in others feelings and are usually ordered kind, successful, motivated and optimistic (Mayer, 2000; cited from Salaski and Gatwright, 2002).

Based on Goleman's idea, emotional intelligence includes a collection of internal factors (the amount of self – awareness, self – belief, independence and capacity, self – actualization and decisiveness) and external factors (interpersonal relationships, ease in sympathy and feeling of responsibility) and refers to the individuals capacity for accepting realities, flexibility, ability to solve emotional problems, ability to problem – solving and coping with stressful events (Goleman, 1995). The collection of composing variables of emotional intelligence can be regarded as a platform for the growth of positive mental – social characteristics. Some of the studies have shown that high emotional intelligence is correlated with positive interpersonal characteristics like mental health, optimism, positive moral, and decrease in depressed moral (Schutte et al, 1998). Regarding the various definitions of emotional intelligence, two general

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theoretical points of view can be drawn for emotional intelligence models: 1) enabling viewpoint which defines emotional intelligence as a kind of intelligence that encompasses feeling and emotion 2) hybrid viewpoint which defines emotional intelligence as non – cognitive abilities and is more extensive than the first viewpoint. It combines emotional intelligence with other personal characteristics and abilities like motivation (Ebrahimi, 2006). Many researches show that emotional intelligence has relationship with important variables like self – Efficacy (Amini, 2008).

The sources of the advent of self– Efficacy is Bandura's research and social – cognitive theory. According to social – cognitive viewpoint, humans are considered as active creatures that can self – regulate and adjust their behaviors, not as passive creatures that are controlled by unknown environmental forces or internal motions. They actively participate in their own changes and can control events and happenings by their behaviors. Bandura believes that self – efficacy leads to encouraging motivation and cognitive resources of the individual, and it is a factor for controlling a certain event. Self – efficacy belief is a basis for motivation, better living, and personal achievements in all areas of life (Simar asl et al, 2010). In fact, the construct of teacher self-efficacy has been identified as an important factor in academic learning (Shaterian Mohamadi & Asadzadeh, 2012).

Bandura believes that self – efficacy is the most important factor in determining the activities we select and also is the determining factor for the amount of intensity by which we perform our tasks (Hergen Hahn and Olson, 2007). Self – efficacy is derived from Albert Bandura's social – cognition theory which refers to the individual's beliefs or judgments about his abilities in fulfilling the tasks and responsibilities (Bandura, 1997). Self – efficacy beliefs is not simple prediction of behavior and has nothing to do with "I want to do", but deals with "I can do" (zabihi Hesari, 2005). Self-efficacy beliefs are considered powerful predictors of behavior and have been utilized to understand the events, choices, or effort regulation associated with favorable (e.g., creativity, personal accomplishment) or adverse outcomes (e.g., emotional exhaustion) at work (Tsouloupas, Carson, & Matthews, 2014).

In Bandura's social – cognitive viewpoint, individuals are neither motivated by internal forces nor are controlled automatically by external forces. The social – cognitive theory is a hybrid viewpoint, since it assumes that behavior is the indicator of individuals' interaction with the environment (Pintrich and Schunk, 2002). Bandura has identified four main resources for making and changing the self – efficacy belief system which are as follows: Enactive, mastery experiences, vicarious experiences, persuasion verbal or social, and physiological & affective states (Abdollahi, 2006).

Self – efficacy has a determining role on individuals self – motivation, because self - efficacy belief affects the selection of goal challenges, the amount of attempt made in doing tasks, the amount of persistence and perseverance in facing with problems, and the amount of tolerance of pressures (Bandura, 2000). The experiences resulted from the staffs' success or failure in the in – service years impact on their beliefs about their abilities in fulfilling the occupational tasks (Abdollahi, 2006). Usually, people search activities and situations which they enthusiastically inclined towards them with which

they feel they can match themselves, while they avoid those activities and situations which they think they cannot cope with (Marshal Rio, 2007).

According to Bandura (2006), self – efficacy is the teachers belief about the ability to determine and prepare the ground for improvement in certain tasks and certain environment. Teachers self – efficacy in teaching is his/her belief about doing tasks and responsibilities and is related with his educational experiences (Yenice, 2006; Chan, 2008). Teachers self – efficacy came in to the focus of researchers when a branch of researches called RAND showed that this construct can predict both learners improvement and teacher's application of innovative teaching methods. The researchers of RAND study assessed teacher's self – efficacy through just 2 materials which demonstrated 2 distinct aspects of this construct. The first aspect was called general teaching self – efficacy which talks about general environmental effects on students' performance. The second aspect called personal teaching self – efficacy or teachers self – efficacy argues specifically about a teachers belief regarding his/her abilities to influence the students (Armor, et al, 1976; Berman et al, 1977).

In Aghdami et al's research (2009) titled as "the relationship between self – efficacy and emotional intelligence with job burnout among the staffs of Islamic Azad University, Tabriz branch", the findings showed that there was a relationship between self – efficacy and emotional intelligence with only personal accomplishment feeling component. Also, it was found that there was no significant relationship between self – efficacy and emotional intelligence with emotional exhaustion and depersonalization components.

The results of Verissimo's study (2005) indicated that there was a negative significant relationship between self – efficacy and job burnout. Lee (2010) demonstrated in his research that having emotional intelligence is effective in decreasing the job burnout. In the study done by Adeyemo and Ogunyemi (2008) which investigated the occupational stress of faculty members of Nigerea University, the findings showed that emotional intelligence and self – efficacy are powerful predictors of occupational stress. In other words, emotional intelligence and self – efficacy have negative relationship with occupational stress. Also, self – efficacy has a major role in predicting occupational stress, compared to emotional intelligence.

In a study done on 380 nurses, the findings showed that there was a negative relationship between emotional intelligence and job burnout (Gerits, Derksen and Verbruggen, 2004). In Prati et al's research (2009), significant relationships were achieved between emotional intelligence with performance, moral and physical complaints of the staffs, so that as the amount of emotional intelligence increased, their performance was better, their moral went higher and had less physical complaints. Mc Queen (2004) found that emotional intelligence has a central role in constructing successful human affairs, so emotional work plays an important role in nurse – patient medical relations, but in the long time it can lead to their job burnout.

Results of another study indicated that there was a relationship between emotional intelligence and gender of participants with the experience of job burnout. Female nurses who had high emotional intelligence showed less burnout signs, compared to

male nurses (Yoosefi and Ghasemi, 2006). The findings of the study done by Ehyakonandeh et al (2011) implied that was a negative significant relationship between emotional intelligence and job burnout.

The results of a research showed that the variables such as psychological health and emotional intelligence have significant role in predicting the changes of nurse's job burnout (Beyrami et al, 2009). Another research's findings showed that there was no significant difference about job burnout and emotional intelligence variables among men and women. Also, the components of emotional intelligence (tolerance of mental pressures, interpersonal relations, optimism, and impulse control) are better predictors in job burnout compared to personal factors (Ahmadi and sheikh Alizadeh, 2006)

Amini et al (2008) found that self – efficacy and mental health have significant relationships in both groups of talented and ordinary students. Furthermore, there were significant differences between talented and ordinary students about emotional intelligence, self- efficacy beliefs and mental health.

The findings of the research done by Rastegar and Memarpoor (2008) implied that there was a positive significant relationship between emotional intelligence and self – efficacy; also, it was found that there was a significant difference among teachers with different age, gender and educational experiences. Additionally, in Moafian and Ghanizadeh's study (2009) done on 89 English teachers, significant relationship was found between teachers' emotional intelligence and self – efficacy.

The analysis of correlation and regression in Rathi and Rastogi's study (2008) showed that emotional intelligence has a positive relationship with occupational self – efficacy and is considered as its main predictors. The findings also imply that people with high emotional intelligence are more efficient employees, compared to those with low emotional intelligence. Farmer (2004) showed in his research that emotional intelligence is related with preventing and improving job burnout.

Given the fore mentioned explanations, it should be noted that the researchers interest, enthusiasm and perseverance are also influential in reaching the superior goal of this research – which was the effective relationship of emotional intelligence, self – efficacy and job burnout. Since every organization's attempt is to maximize the efficiency and quality of output and results achieved from that organization's process, this goal should be seriously pursued in education organization, too. The final goal of this organization is to train skilled and professional individuals in different areas. To achieve this goal, the presence and existence of motivated and energetic teachers is necessary. One of the influential factors on teachers motivation which the current research is investigating it is their emotional intelligence and self – efficacy. That is, whether emotional intelligence and self – efficacy have any effect on teachers job burnout or there is no significant relationship between these three variables.

In the area of emotions' revolution in organizational social psychology, emotional intelligence is suggested as a main predicting factor of the organizational results. With regards to the researcher's findings which indicate and confirm that the abilities and teaching of emotional intelligence affect the organizational behaviors. Lack of

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capability and emotional capacity can prevent people from achieving their real potentials, however, its positive aspect is that emotional intelligence is learnable and is not genetically fixed. Also, like emotional intelligence, self – efficacy is learnable and is not in born (Beyrami, 2008).

Regarding the dimensions of burnout which include physical burnout, emotional problems and attitudinal burnout, the dimensions of the 2 intended variables (emotional intelligence and self – efficacy) try to make a productive power which could organize the humans cognitive, social, emotional and behavioral skills to effectively achieve the goals. In other words, they try to decrease the burnout and its related dimensions.

Nowadays, regarding the necessity of social changes, education is considered as one of the complex and big social organizations of every country and has an inseparable link with social, cultural and economic growth and development and has gradually moved from a primitive simple state to a complicated state. The effectiveness of education is transforming the talented humans to healthy, balanced, motivated and mature one in one hand, and providing the needs of society's human resources in different cultural, social and economic areas on the other hand.

Teachers are the link between educational system and students and the success of instructional programs complied in educational system is to a large extent due to the teachers self – efficacy. Therefore, by investigating this factor we can take a big step towards fulfilling the superior goals of education.

In the present study, the three intended variables were investigated under the title of "the effect of emotional intelligence on primary teachers' job burnout at Babol city, with self – efficacy as the mediator variable". The independent, dependent and mediator variables of this study are emotional intelligence, job burnout, and self – efficacy, respectively.

In this research the main purpose is to investigate the mediating role of self – efficacy in the relationship between emotional intelligence and job burnout of primary teachers at Babol city. Also, the mutual relationships between emotional intelligence, job burnout and self – efficacy have been investigated, too. Therefore, based on the presented definitions and previous researches, the researchers have presented the following conceptual model:
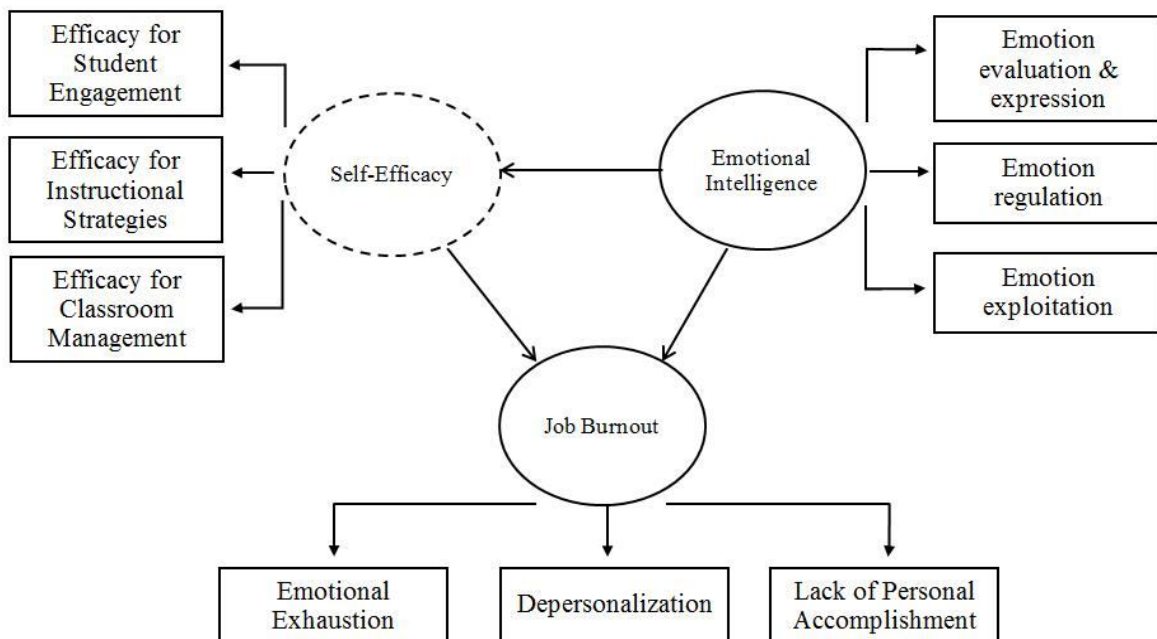
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Figure 1. Research's conceptual model

Accordingly, the following questions will be answered in this research:

1. Does teachers' emotional intelligence have a direct, positive and significant effect on their self – efficacy?
2. Does teachers' emotional intelligence have a direct, negative and significant effect on their job burnout?
3. Does teachers' self – efficacy have a direct, negative and significant effect on their job burnout?
4. Does teachers' emotional intelligence with mediating role of self – efficacy have indirect, negative and significant effect on their job burnout?

Methodology

Based on the purpose, this research is practical, since its results are applicable for all organizations and educational and research systems especially education and schools. Based on how to gather the required data, it is descriptive and correlational in which the relationships between variables are analyzed according to the research purpose.

The population of this study include all the primary school teachers of Babol city who are at work on public schools in educational year of 2013-2014. The total number of teachers is 540 persons. The sampling is random clustering (the school is considered as the unit of sampling) and has been done based on Morgan table. The sample with regards to the population consists of 225 persons and among them 221 questionnaires have been returned. The main instruments for data gathering in this research are 3 questionnaires:

1. Maslach and Jackson (1996) job burnout questionnaire: it has been designed in 22 items to assess the amount and intensity of job burnout in 3 dimensions of emotional

exhaustion, depersonalization, and lack of personal accomplishment on a 7- points Likert scale (from zero to six).

2. Tschannen-Moran, M. and Woolfolk Hoy (2001) teachers self – efficacy questionnaire: it has been prepared in 24 items and assesses 3 dimensions of efficacy for students engagement in educational affairs, efficacy for instructional strategies and efficacy for classroom management on a 5-points Likert scale (from 1 to 5).

3. Schutte (1998) emotional intelligence questionnaire: it consists of 33 items and assesses three variables of emotion evaluation and expression, emotion regulation and emotion exploitation on a 5-points Likert scale (from 1 to 5).

In the research, the reliability of instruments has been achieved through Cronbach's alpha for job burnout, emotional intelligence, and self – efficacy questionnaires as 0.86, 0.91 and 0.92, respectively. These numbers indicate that questionnaires are reliable to assess the validity of questionnaires, content validity and construct validity were applied. Content validity was determined by experts and construct validity was done through confirmatory factor analysis. The data were analyzed by SPSS (20) and LISREL (8.5) statistical Software. To ensure the suitability of data to be used in this research, Kaiser and Meyer and Olkin (KMO) goodness of fit test and Bartlet test were done. The amount of KMO test is 0.811 (KMO > 0.5) and the amount of Bartlet test is 8082.250 (P<0.01) that indicates the goodness of fit of sample and entered variables to do factor analysis.

Findings

Confirmatory factor analysis is used to assess the validity of measurement scales (Karmince and Zeler, 1979; cited from Kalantari, 2009) and confirmatory factor analysis estimates the amount of goodness of fit of model with data (Kareshki, 2011). The results of confirmatory factor analysis for self – efficacy showed that factor loads of all items of the intended instrument are above 0.3 and they are in good state. Also, the fitness indices resulted from performing confirmatory factor analysis of self – efficacy after modifying the model indicate the suitable validity of the instrument ($\chi^2 = 675.28$, DF= 249, P-Value= 0.000, RMSEA= 0.088, χ^2/DF= 2.711).

The results of confirmatory factor analysis for job burnout showed that factor loads of all items of the intended instrument is above 0.3 and they are in good state. Also, the fitness indices resulted from performing confirmatory factor analysis of job burnout after modifying the model indicate the suitable validity of the instrument ($\chi^2 = 450.33$, DF= 374, P-value= 0.000, RMSEA= 0.078, χ^2/DF= 2.337).

The results of confirmatory factor analysis for emotional intelligence indicated that factor loads of items 4, 5, 28, and 33 of the intended instrument was less than 0.3, so these items were deleted from the model. The results of confirmatory factor analysis after deleting these items showed that all the factor loads and significant numbers related to the models parameters were in good state and the fitness indices resulted from performing confirmatory factor analysis of emotional intelligence after modifying the model indicate the suitable validity of the instrument ($\chi^2 =450.33$, DF= 186, P-value= 0.000, RMSEA= 0.080, χ^2/DF= 2.421).

The purpose of this research is to investigate the effect of emotional intelligence on primary teachers job burnout with mediating role of self – efficacy. In so doing, the relationships between composing variables of emotional intelligence, self – efficacy and job burnout will be reported through Pearson correlation. Then the results of performing structural equation modeling will be reported. As can be seen in table (1), all the observed variables are correlated with each other at %1 level of significance.

Table 1. Mean, Standard deviation and correlation between job burnout variables and self-efficacy and EI

Indices / Variables	M	SD	Correlations										
			1	2	3	4	5	6	7	8	9	10	11
Emotional Exhaustion	0.739	0.864	1										
Depersonalization	0.260	0.595	.306*	1									
Lack of Personal Accomplishment	0.852	0.882	.423*	.469*	1								
Students Engagement	3.855	0.430	-.222*	-.138*	-.229*	1							
Instructional Strategies	3.952	0.464	-.277*	-.298*	-.329*	.733*	1						
Classroom Management	3.912	0.520	-.285*	-.254*	-.320*	.698*	.678*	1					
Emotion Evaluation	3.985	0.488	-.265*	-.205*	-.245*	.385*	.317*	.401*	1				
Emotion Regulation	3.872	0.353	-.198*	-.355*	-.324*	.390*	.372*	.407*	.695*	1			
Emotion Exploitation	4.147	0.434	-.233*	-.354*	-.329*	.407*	.375*	.421*	.681*	.695*	1		
EI	4.011	0.376	-.261*	-.341*	-.337*	.447*	.400*	.465*	.879*	.842*	.915*	1	
Self-Efficacy	3.909	0.426	-.297*	-.265*	-.334*	.881*	.890*	.910*	.412*	.437*	.449*	.490*	1

*significant at 0.01 level of significance

According to table (1) the highest observed correlations were related to the relationships between emotional intelligence and emotion exploitation (0.915), self – efficacy and class management (0.910), self – efficacy and teaching methods (0.890), self – efficacy and involving learners (0.881). The lowest observed correlations were related to the relationships between involving the learners and depersonalization (0.138), emotion regulation and emotional exhaustion (0.198), emotion evaluation and depersonalization (0.202). As reported, all the existing correlations are significant (P<0.01). This means that all variables have mutual relationships. Also, the negative mark indicates the reveres relationship between variables. In other words, the increase in the amount of emotion regulation would decrease the emotional exhaustion. Research hypotheses will be examined in this section.

To test the hypotheses and suggested model that is, investigating the relationship between emotional intelligence and job burnout with self-efficacy as the mediator, the gathered data were analyzed through structural equation modeling. The results are illustrated in figure (2).
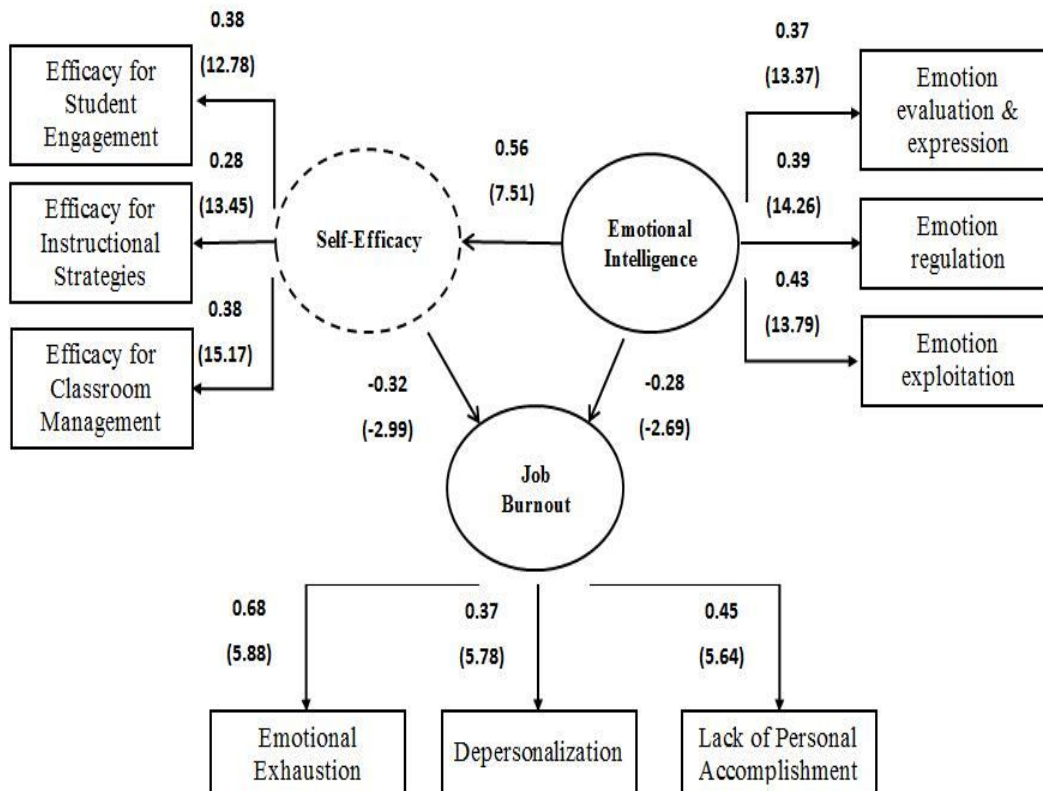

Figure 2. Testing the model for relationship between EI and job burnout through mediating variable of self-efficacy path coefficients and significance index T (figures between parenthesis)

As you can see, the general indices of goodness of fit test in structural equation modeling indicate the overall fitness of the suggested model.

Therefore, our data have well confirmed the suggested model and the general structure of the relationships under investigation was confirmed through obtained data (χ^2= 42.31, DF= 24, P-value= 0.000, RMSEA=0.059, GFI= 0.96, AGFI= 0.92, χ^2/DF= 1.762)

The produced indices of structural equation modeling are not limited only to general goodness of fit indices of the model. Also, There are standard parameters of β and $\square$(path coefficients) and T-values corresponding to it for each of causal paths of exogenous variable emotional intelligence to endogenous variables job burnout and self-efficacy (Gamma coefficients) and from the path of latent mediating variable of self-efficacy to latent endogenous variable job burnout (Beta coefficient) that should be interpreted. These coefficients and indices indicate the relative power of each path. As

can be seen in figure (2), the highest coefficient is related to the path from emotional intelligence to self-efficacy (0.56). Then, form emotional intelligence to job burnout (-0.32), and after that, form self-efficacy to emotional intelligence (-0.28) Results of performing significance test of T show that all the path coefficients of β and □ are significant (P<0.01).

Along with examining the general goodness of fit indices and coefficient of Beta and Gamma, examining the λy and λx coefficients is important.

In figure (2), λy amounts indicate factor loads of latent variable of job burnout and self-efficacy. Here, the highest λy is from self-efficacy to class management (0.43) and the lowest λy are form job burnout to depersonalization and from self-efficacy to involving the students (0.37).

As can be seen, all the λy cofficients are average amounts. T-significance Test shows that all the obtained coefficients are significant (P<0.01).

Also, in figure (2), λx amounts (factor loads of latent variable of emotional intelligence) show that the highest λx is from emotional intelligence to emotion exploitation and emotion evaluation and expression (0.38) and the lowest λx is form emotional intelligence to emotion regulation (0.28). As can be seen, all the λx coefficients are weak amounts. T-significance test shows that all the obtained coefficients are significant (p<0.01).

With regards to the output of research conceptual model and the output of multi-dimensional correlation, it was found that 29 percent of teacher's job burnout changes is determined by emotional intelligence and self-efficacy of teachers in the following, research hypotheses will be examined.

Hypothesis1. Teacher's emotional intelligence has direct, positive and significant effect on their self-efficacy.

As can be seen, structural equations are used to investigate the effect of emotional intelligence on self-efficacy of primary teachers of Babol city. Regarding the standard path coefficients (0.56) and T-Significance index (7.51) of emotional intelligence to self-efficacy in figure (2), it can be concluded that emotional intelligence has direct, positive and significant effect of self-efficacy.

Also, according to bellow equation, the amount of multi-dimensional correlations between emotional intelligence and self-efficacy is 0.31. It means that emotional intelligence determines 31 percent of self-efficacy's changes.

$$S.E = 0.56*E.I, \quad Errorvar.= 0.69, \quad R^2 = 0.31$$
$$(0.074)$$
$$7.51$$

Hypothesis2. Teacher's emotional intelligence has direct, negative and significant effect on their job burnout with regards to the standard path coefficients (-0.32) and T-

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significance index (-2.99) of emotional intelligence to job burnout in figure (2), it can be concluded that emotional intelligence has direct, negative and significant effect on teacher's S.E.

Hypothesis3. Teacher self- efficacy has direct, negative and significant effect on their job burnout. According to the standard path coefficients (-0.28) and T-significance index (-2.69) of self-efficacy to job burnout in figure (2), it can be concluded that self-efficacy has direct, negative and significant effect on teacher's job burnout.

Hypothesis4. Teachers' emotional intelligence with mediating role of self- efficacy has indirect, negative and significant effect on their job burnout.

Regarding the standard path coefficients of emotional intelligence to self- efficacy and self- efficacy to job burnout (0.56 and- 0.28, respectively and -0.16 as a whole) and T-Significance index (-2.67) in figure (2), it can be concluded that teachers' emotional intelligence with self-efficacy as mediator has indirect, negative and significant effect on their job burnout.

Discussion and conclusion

This research aimed to investigating the relationship between emotional intelligence and self-efficacy with job burnout of primary teachers of Babol city. These relationships were tested through both Pearson correlation and structural equation modeling and path analysis. The results showed that all the Model's observed parameters in the latent variables are mutually correlated. The highest amounts of correlation are related to the relationship between observed variables of emotional intelligence, emotion exploitation and self-efficacy together (Engaging the Students, Instructional Strategies and Class Management).

In addition to the above confirmed relationship, the structural relations between emotional intelligence and job burnout with mediating role of self-efficacy were tested, too. With regards to the findings of hypothesis 1 which showed that emotional intelligence has direct, positive and significant effect on teachers' self-efficacy, so training and enhancing teachers' emotional intelligence would lead to the improvement of teacher- student's engaging in educational affairs, instructional strategies and class management. The research findings are in line with findings of Aghdami (2009), Prati (2009), Rastegar (2008), Moafian (2009) and Rathi (2008). Bandura (1997) has defined self-efficacy as the individual's belief in ability to do an action in a certain situation. When the individual's performance is consistent with or goes beyond personal norms, it would lead to the maintenance and increase of self-efficacy while the weak performance and lower than personal norms would result in decrease of self-efficacy believing in self-efficacy effects on many aspects of life like individual's selection, decision-making, the amount of attempt, the level of persistence and perseverance and dealing with challenging problems.

The findings of hypothesis (2) showed that emotional intelligence has direct, negative and significant effect on teachers' job burnout. Also, people with high emotional intelligence are more resistant against job burnout and stress. Therefore, it is

possible to decrease the amount of job burnout through teaching and enhancing emotional intelligence. This research findings are consistent with findings of Ehyakonandeh (2011), Beyrami (2009), Nikbakhsh (2013), lee (2010), Grates (2004), Mcqueen (2004), Ahmadi (2006) farmer (2004) and Jac Holee (1997), but are inconsistent with the findings of Aghdami (2009) which showed that emotional intelligence has negative and significant relationship with only lack of personal accomplishment. Job burnout is described as lack of interest in job and can be identified through emotional exhaustion loss of personality, depression, low morale and emotional seclusion.

According to the other findings of the research, self-efficacy has direct, negative and significant effect on job burnout. It is in line with the findings of Amini (2008) and Verissimo (2005). However, in Aghdmi's research (2009) self- efficacy has negative and significant relationship with only lack of personal accomplishment and has no significant relationship with other variables. Teachers with higher self- efficacy can better match themselves with students and answer better to their specific needs. High self-efficacy can lead to some behaviors on the part of teachers, like spending more time in the class, more innovation in designing educational programs, suitable class management, and the application of those teaching methods which are more compatible with students' characteristics.

Based on the Main finding of this research, the effect of the mediating role of self-efficacy in the relationship between emotional intelligence and job burnout of primary teachers of Babol city is negative, indirect and significant, but this amount is less regarding the direct effect of emotional intelligence on job burnout. Based on the results of different researches, it can generally be said that people with high emotional intelligence can use their total potential capacities and change limitation to opportunity. Surely, these people are positive characters and in their life and job situations can achieve successes that will effect on their happiness.

Practical Recommendations

- Suitable programs be planned and presented for the enhancement of emotional intelligence of staffs of educational centers and educational services institutes.
- In order to improve teachers teaching and class management, it is suggested that the number of students be proportionate to the class space and teachers ability.
- Regarding the effect of job burnout on efficacy and teaching quality of teachers, it is suggested that through the extension of consulting services for teachers, educational and preventive programs be increased. Also, by identifying teachers affected by job burnout, necessary interventions through occupational and organizational consulting services should be done to treat them.
- Educational organizations and schools should identify active teachers and appreciate their useful services. It is very effective in enhancing their morale and occupational commitment.
- To decrease teachers' job burnout and increase relationships with other staffs, a plan should be designed through which teachers and other staffs could meet each other outside the school and not in the working time.
- improving teachers welfare status

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- Holding in-service classes in order to familiarize teachers with new technologies in the area of teaching to training by the purpose of enhancing teachers' self-efficacy level.

- Acceptance and training teachers through teacher- training centers in order to provide human resources.

- Enhancing the spiritual status of teachers through mass media.

Recommendation for further researches

Since the research sample was limited to public primary school teachers of Babol city. It is probable that the school type (public or private) and the place of service (city or village) be effective on the amount of job burnout. So, it is suggested that these factors be considered in similar future studies.

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