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Emotional intelligence and teacher burnout: A systematic review

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Abstract

The association between emotional intelligence and teacher burnout has received increasing attention in educational settings. However, theoretical and measurement diversity make it difficult to summarize this relationship. Therefore, the main purpose of our study was to systematically review the current evidence on Emotional Intelligence and burnout in teaching professionals. MEDLINE, PSYCinfo and Scopus databases were examined and 13 eligible articles were identified. The reviewed studies pointed to negative associations between emotional intelligence and burnout dimensions and highlighted several involved mechanisms. Finally, future research, practical implications and limitations are discussed.

Keywords:

emotional intelligence, burnout, systematic review, teachers.

Highlights:

- Systematically reviewed empirical studies linking Emotional Intelligence and teacher burnout.
- Theoretical and measurement diversity with respect to EI dimensions.
- Several intervening mechanisms in the EI-teacher burnout relationship were identified.
- Further studies with performance-based ability EI tests are needed.

1. Introduction

Teaching is considered a high-risk profession due to the high impact of occupational risk factors on educators' health (Guglielmi & Tatrow, 1998; Hakanen, Bakker & Schaufeli, 2006; Kyriacou, 2001; Papastylianou, Kalia & Polychronopoulos, 2009). Teachers are required to cope with a wide diversity of stressors including workload, role ambiguity, lack of workplace social support or classroom management difficulties, among others (Alarcon, 2011; Chang, 2009; Montgomery & Rupp, 2005). Therefore, teaching professionals tend to report high levels of occupational stress and burnout (Garrick et al., 2014; Johnson et al., 2005; Maslach, Schaufeli & Leiter, 2001).

Burnout syndrome has become an important research topic in decades (for a review, see Chang, 2009; Maslach et al., 2001). According to Maslach and Jackson (1986), 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). These dimensions have been mostly assessed using self-report measures, such as the Maslach Burnout Inventory (MBI; Maslach, Jackson & Schwab, 1996). In teaching, burnout has been related to higher absenteeism (Dick & Warner, 2001), intention to quit (Leung & Lee, 2006; Liu & Onwuegbuzie, 2012) and lower job satisfaction (Durán, Extremera, Montalbán & Rey, 2005; Skaalvik & Skaalvik, 2009). Moreover, several studies have found a consistent and deleterious impact on health outcomes (Bauer et al., 2006; Guglielmi & Tatrow, 1998; Kovess-Masféty, Rios-Seidel, Sevilla-Dedieu, 2007).

An active field of research on burnout is related to sociodemographic and personal correlates associated with this phenomenon, which might interact with organizational risk factors and either exacerbate or act as a buffer against their effects (Chang, 2009; 2013). Consequently, the analysis of individual differences in this syndrome has led to numerous studies on the relationship of burnout to age (Antoniou, Polychroni & Vlachakis, 2006; Maslach et al., 2001) and gender (Purvanova & Muros, 2010). Additionally, researchers have shown interest in psychological resources for alleviating burnout, such as appraisal, coping or personality traits (Chang, 2013; Johnson, Kraft & Papay, 2012; Langelaan, Bakker, Van Doornen & Schaufeli, 2006; Trépanier, Fernet & Austin, 2013). Consistent with this view, in recent years studies of personal resources such as emotional intelligence have proliferated in educational research (Corcoran & Tormey, 2012; Lopes, 2016; Mayer, Roberts & Barsade, 2008).

1.1. Emotional intelligence

Emotional Intelligence (EI) is referred to as the extent to which a person adequately deals with affective information (Mayer, Caruso & Salovey, 2000; 2016). Some have conceptualized this construct as a trait, and others have conceptualized it as an ability (Lopes, 2016; Mayer et al., 2008). Trait EI (or mixed EI) is defined as a lower-order personality construct. Self-reported questionnaires, such as the *Bar-On Emotional Quotient Inventory* (EQ-i; Bar-On, 1997), are primarily used by those who adopt this approach. Ability EI refers to a set of abilities related to emotional information processing (Mayer et al., 2016; Mayer & Salovey, 1997). Although self-reported instruments have been developed from this approach (Mayer et al., 2008), measuring ability EI requires the use of maximum-performance tests, such as the *Mayer-Salovey-Caruso Emotional Intelligence Test* (MSCEIT 2.0; Mayer, Salovey, Caruso & Sitarenios, 2003). In summary, EI instruments have been classified into three categories: (1) self-report mixed EI, (2) self-report ability EI and (3) performance-based ability EI tests (Fernández-Berrocal & Extremera, 2016; Sánchez-Álvarez, Extremera & Fernández-Berrocal, 2015).

Criticism of the construct EI has led to much controversy concerning its existence and validity (Ashkanasy & Daus, 2005; Cherniss, 2010). However, a number of studies have provided evidence of the positive relationship between EI and psychological adjustment (Extremera & Rey, 2015; 2016), social functioning (Brackett, Rivers & Salovey, 2011), quality of interpersonal relationships (Brackett & Caruso, 2007), well-being (Sánchez-Álvarez et al., 2015) and health indicators (Martins, Ramalho & Morin, 2010). Moreover, EI has also been shown to have a positive impact on job performance (O' Boyle, Humphrey, Pollack, Hawver & Story, 2011). Specifically, the EI-job performance association has been found to be stronger in jobs with higher emotional labor demands (Joseph & Newman, 2010). As noted above, there is a mounting body of evidence lending support to the key role of EI on both personal and work-related outcomes.

1.2. Emotional intelligence and burnout

Prior research has underlined the effects of EI on decreased occupational stress, reduced negative moods levels and experiencing positive emotional states (Keefer, Parker & Saklofske, 2009; Zeidner, Matthews & Roberts, 2012). In addition, a recent meta-analytic review has shown a consistent link between EI and different attitudes toward one's work (Miao, Humphrey & Qian, 2016). In light of this evidence, EI training has increasingly been considered as a helpful way to enhance stress resilience (Brackett & Katulak, 2006) and well-being among

teachers (Augusto-Landa, López-Zafra, De Antoñana & Pulido, 2006; Jennings & Greenberg, 2009; Vesely, Saklofske, & Leschied, 2013; Vesely, Saklofske & Nordstokke, 2014).

These accumulated findings show that different conceptualizations of EI and specific emotional skills measured by different EI tests are related to lower burnout symptoms. However, it is still unclear how distinctive forms of EI differentially influence the development of burnout symptoms. The development of a number of instruments which include distinct dimensions (for a review of instruments, see Mayer et al., 2008) has been based on trait and ability models. Consequently, the heterogeneity of measures makes it difficult to synthesize the current understanding of research in this field (Landy, 2005; Mérida & Extremera, in press). In addition, meta-analytic reviews relating EI to health, well-being and performance indicators have shown dissimilarities regarding self-report and ability EI tests (Joseph & Newman, 2010; Martins et al., 2010; Miao et al., 2016; Sánchez-Álvarez et al., 2015). Therefore, the lack of reviews addressing the links of EI with teacher burnout implies a significant challenge to future research and practical directions.

Given the aforementioned considerations, we undertook a systematic review of the existing literature in order to examine the relationship between EI and burnout among teaching professionals. Hence, our purpose was to comprehensively assess the current state of the art.

2. Methods

2.1. Literature search

We attempted to explore the associations between both trait and ability EI and burnout in teaching professionals. PSYCINFO, MEDLINE and SCOPUS databases were searched exhaustively over the period of 2-9 July 2016. We conducted a computerised literature search, locating articles published in English or Spanish between 1990 and June 2016 that contained “emotional intelligence” as a keyword or a term in the title or abstract together with the following expressions: “burnout”, “teacher”, “teaching professionals”, “emotional exhaustion”, “depersonalization” and “personal accomplishment”. Additionally, manual searches of reference lists allowed us to complement our database of studies.

2.2. Inclusion and exclusion criteria

Identified articles were included in our review if they met the following inclusion criteria. The first criterion for inclusion was that it be an empirical study, such that theoretical studies and reviews were excluded. The second criterion was that articles include EI and burnout as related variables. Given the broad range of different concepts understood under the term

burnout (emotional exhaustion, depersonalization and reduced personal accomplishment), we decided to exclude articles focused on depression, job stress, work stressors or engagement. The third criterion for inclusion in our systematic review was that it be an investigation with teaching professionals, so we excluded studies with other human service professionals such as health care workers or social workers. In addition, studies focusing on undergraduate populations or prospective teachers were not included in our review. Lastly, our fourth criterion was that EI assessment tools were based on an EI framework. This criterion led us to include studies that evaluated at least one EI dimension. Therefore, we excluded articles that followed different theoretical approaches (e.g., emotional labor, emotion regulation or coping strategies).

2.3. Data extraction

After initial searches, 645 potentially eligible studies were identified: 213 in PSYCINFO, 71 in MEDLINE and 361 in SCOPUS. Elimination of duplicates gave 448 relevant reports. At this stage, titles and abstracts were screened against the inclusion and exclusion criteria by two independent researchers and a third was consulted in cases of disagreement about eligibility. In this step, our review led to the exclusion of studies because (1) they did not include EI and burnout as variables, (2) were not based on an EI framework or (3) did not use teaching professionals as a sample. At the end of this selection process (Figure 1) we had excluded 435 studies, giving us 13 articles that met all the inclusion criteria. We read in full and examined these papers, composing our final set of studies that empirically analyzed the bonds between EI and teacher burnout.

3. Results

Thirteen articles were included in our review and classified into three categories regarding the teachers' grade level taught: (1) primary school, (2) secondary school and (3) combined educational stages or non-specified. A description of the studies, EI assessment tools and main findings is presented in Table 1.

3.1. Results with primary school teachers

In our search we identified five studies that examined EI and burnout in primary school teachers. Augusto-Landa, Berrios-Martos, López-Zafra and Pulido-Martos (2012) assessed EI with the reduced version of the *Trait Meta Mood Scale* (TMMS-24; Fernández-Berrocal, Extremera & Ramos, 2004; Salovey, Mayer, Goldman, Tuvery & Palfai, 1995). This 24-item self-report ability EI questionnaire captures three intrapersonal dimensions: emotional attention, emotional clarity and emotional repair. Their findings revealed positive associations

between emotional attention and two burnout dimensions, that is, EE and PAC. Emotional clarity was also associated with PAC. Furthermore, they found that positive affect totally mediated the link between emotional repair and burnout dimensions.

In a recent study, Cohen and Abedallah (2015) used the *Schutte Emotional Intelligence Scale* (SEIS; Schutte et al. 1998). This 33-item self-report ability EI test is composed of three subscales: appraisal and expression of emotion, regulation of emotion and utilization of emotion. The authors reported negative associations between EI and burnout dimensions. More specifically, emotion appraisal and DP were found to show the strongest relation. Further analysis indicated that EI was related to in-role performance and organizational citizenship behaviors through the mediation of burnout dimensions. Similarly, Platsidou (2010) used the SEIS (Schutte et al., 1998). Correlational results showed that overall EI was related to burnout dimensions. Specifically, teachers who reported higher levels in the subscale optimism/mood regulation showed lower levels of EE and DP together with higher scores on PAC. Moreover, the subscale managing self-relevant information was negatively linked to EE and positively to DP and PAC. Finally, a positive association between emotional regulation and PAC was found.

Kakaruş (2013) used the *Wong and Law Emotional Intelligence Scale* (WLEIS; Wong & Law, 2002). This 16-item self-report ability EI questionnaire comprises four subscales: self-emotion appraisal, other-emotion appraisal, use of emotion and regulation of emotion. Results supported a gender-specific moderated mediation model. Specifically, EI showed a negative effect on burnout in the female sample, whereas males' burnout was partially mediated by stress and anxiety. Pena and Extremera (2012) also used the WLEIS (Wong & Law, 2002). Findings showed negative links among EI dimensions and EE and DP, whereas EI showed positive associations with PAC. Further analysis showed that burnout was predicted by different EI dimensions. Specifically, use of emotion positively predicted PAC and negatively predicted EE and DP. Additionally, other-emotion appraisal negatively accounted for DP and positively for PAC.

In short, the above-described studies examined the relationships between EI and burnout in primary teachers following cross-sectional designs. These five studies used self-report ability EI tests and all assessed burnout with the MBI. According to Cohen's (1992) standard, the correlation coefficients represent effect sizes from small ($r = .13$; $p < .05$) between attention and EE (Augusto-Landa, 2012) to large ($r = -.62$; $p < .001$) between emotion appraisal and DP (Cohen & Abedallah, 2015).

3.2. Results with secondary school teachers

Our search identified five articles analyzing the relationship between EI and burnout in secondary school teachers. Alavinia and Ahmadzadeh (2012) used the Bar-On *Emotional Quotient Inventory* (EQ-*i*; Bar-On, 1997). This instrument comprises five factors: intrapersonal, interpersonal, adaptability, stress management and general mood. Results showed that total EI was negatively associated with burnout. Brackett, Palomera, Mojsa, Reyes and Salovey (2010) used the managing emotion section of the MSCEIT 2.0 (Mayer et al., 2003) in their study. This performance-based ability EI instrument assesses people's emotional skills through various tasks and emotional problems. Findings showed that the link between emotion regulation and PAC was mediated independently by positive affect and principal support.

Chan (2006) used a reduced version of the SEIS (EIS-12; Chan, 2004; Schutte et al., 1998). Results showed that EE was causally related to DP and PAC through emotional appraisal and positive regulation. Lastly, utilization of emotions influenced PAC independently of the EE and DP effects. Ju, Lang, Li, Feng and You (2015) used the WLEIS (Wong & Law, 2002). Their findings showed that workplace social support partially mediated the association between EI and burnout. Similarly, Nizielski, Hallum, Schütz and Lopes (2013) used the WLEIS. Results supported a mediational model in which emotional appraisal was negatively related to burnout through proactive coping and attention to student needs.

In short, the above-described five studies examined the associations between EI and burnout in secondary teachers following cross-sectional designs. Three of these studies used self-report ability EI tests, whereas one used a self-report mixed EI test. Additionally, one study evaluated EI with a performance-based test. In all these studies, burnout was assessed with the MBI. According to Cohen's (1992) standard, the correlation coefficients represent effect sizes from small ($r = -.18$; $p < .01$) between other-emotion appraisal and overall burnout (Nizielski et al., 2013) to large ($r = -.69$; $p < .01$) between total EI and overall burnout (Alavinia & Ahmadzadeh, 2012).

3.3. Other studies included in the review

We found three articles either examining EI and burnout in mixed samples of teachers or considering teachers whose grade level taught was not specified. Extremera, Durán and Rey (2010), in a study with both primary and secondary school teachers, used the TMMS-24 (Fernández-Berrocal et al., 2004; Salovey et al., 1995). Results showed positive associations between emotional attention and EE, whereas emotional clarity was negatively linked to EE.

Further analysis showed that emotional clarity negatively predicted DP and positively predicted RP. Pishghadam and Sahebjam (2010) carried out a study with non-specified grade level teachers using the EQ-*i* (Bar-On, 1997). Results showed negative links between EI and burnout. Finally, Rey, Extremera and Pena (2016) in a study with elementary, primary and secondary school teachers used the WLEIS. The authors reported that perceived stress partly mediated the relationship between EI and burnout dimensions.

In short, the above-described three studies examining the relationships between EI and burnout in mixed samples of teachers followed cross-sectional designs. Two of these studies assessed EI with self-report ability EI tests, whereas one used a self-report mixed EI instrument. In the three works, the MBI was used to evaluate burnout. According to Cohen's (1992) standard, the correlation coefficients represent effect sizes from small ($r = .13$; $p < .05$) between attention and PAC (Extremera et al., 2010) to large ($r = .55$; $p < .01$) between total EI and PAC (Rey et al., 2016).

4. Discussion

In the last few decades, a number of studies have examined the impact of work-related factors on teachers' stress and burnout (Chang, 2009; Kyriacou, 2001; Maslach et al., 2001). Nevertheless, the interest in personal resources has led to an accumulating body of research examining the role of EI in educational settings (Corcoran & Tormey, 2012; Côté, 2014; Lopes, 2016; Palomera, Fernández-Berrocal & Brackett, 2008). The present review systematically analyzed thirteen articles published between 2006 and 2016 examining the association between EI and teacher burnout. Examining the main findings should allow us to develop a clearer picture of the current state of the art.

4.1. Mechanismes involved in the relationship between EI and teacher burnout

Ju et al. (2015) provided data supporting a partial mediation of workplace social support. Therefore, emotionally intelligent teachers would have higher perceptions of social support from principals and colleagues, thereby diminishing the consequences of burnout. Previous studies have highlighted the value of increasing the availability of teachers' social support in order to alleviate burnout (Chan, 2002; Kahn, Schneider, Jenkins-Henkelman & Moyle, 2006; Rey & Extremera, 2011). Brackett et al. (2010) showed that principal support mediated the impact of emotion regulation ability on PAC. This ability has been regarded as a facilitator of higher quality social interactions with supervisors, colleagues and students (Lopes et al., 2004). Managing emotions might play an important role in the knowledge about the appropriate

display of emotions in the workplace (Mayer et al., 2008). Consequently, this would lead to better interactions with others and a more supportive school environment (Brackett et al., 2010; Jennings & Greenberg, 2009; Lopes et al., 2004; Vesely et al., 2013) which, in turn, might reduce burnout symptoms.

Prior research has focused on the influence of EI on teachers' affective balance (Kafetsios & Zampetakis, 2008). In this sense, two studies of our review highlighted the role of positive affect in mediating the association between EI and burnout (Augusto-Landa et al., 2012; Brackett et al., 2010). Given that teaching has been primarily related to high levels of occupational-stress and burnout (Aloe, Shisler, Norris, Nickerson & Rinker, 2014; Chang, 2009; Maslach et al., 2001), several studies have explored the effects of EI on reducing the experience of stress (Montgomery & Rupp 2005; Rey et al., 2016; Stough, Saklofske, & Parker, 2009; Zeidner, 2009). Further research should investigate the possibility that teachers with high EI would experience more positive affect, and this effect might account for their reduced burnout symptoms.

Consistent with this mediator approach, Nizielski et al. (2013) reported that emotional appraisal might reduce burnout, helping teachers be more effective in regulating emotional states. Nonetheless, several of the studies examined in our systematic review showed that high levels of emotional appraisal, considered as a maladaptive coping strategy, were related to higher EE (Extremera et al., 2010), higher DP (Cohen & Abedallah, 2015) and lower PAC (Pena & Extremera, 2012). Accordingly, Extremera et al. (2010) argued for the importance of low levels of mood attention and high emotional clarity for preventing burnout symptoms. Therefore, it can be tentatively concluded that teachers with high EI would also feel that they have more control over stressful tasks in the classroom, employ more constructive thought patterns to cope with stress, and more easily identify faulty appraisals and correct maladapted construals. Furthermore, teachers with high EI may appraise stressful situations as a challenge more frequently than a threat (Mikolajczak & Luminet, 2008). If so, this effect may explain why EI levels are associated with higher psychological adjustment at school, and why deficits in emotional skills are related to work related psychosocial risks such as burnout.

Beyond examining the association between EI and burnout, two studies in our review considered further approaches. In this sense, Chan (2006) argued that EI could influence burnout symptoms considering a progressive sequential pattern. Moreover, Cohen & Abedallah (2015) reported that EI was positively linked to organizational citizenship behaviors and in-role performance through the mediation of burnout components. Therefore, EI could help teachers

to reduce burnout and, hence, engage in extra-role behaviors beyond formal obligations (Carmeli & Josman, 2006; Cohen & Abedallah, 2015; Winkel, Wyland, Shaffer & Clason, 2011). This proposal is consistent with extensive evidence relating EI to job performance and organizational commitment (Joseph & Newman, 2010; Miao et al., 2016; O' Boyle et al., 2011).

4.2. Limitations of the included studies

While analyzing the literature in this field, we found several limitations. First, we found that all but one study used self-report instruments. In addition, only original and reduced versions of the MBI self-report instrument (Maslach et al., 1986; 1996). Second, all the studies used a cross-sectional design; none followed the cohort longitudinally. The lack of prospective research in this field limits the interpretations of the relationships between variables and, hence, precludes any causal inference. Third, the studies included in our review scarcely addressed the possibility of confounding effects of socio-demographics variables (i.e. age, gender, years of experience...) or personality traits (i.e. big-five, optimism, self-esteem...) in the relationship between EI and teacher burnout.

4.3. Future research and practical directions

Our review suggests a number of gaps that need to be filled in future research in order to deepen current understanding. Chan (2006) suggested that observational research on burnout might be valuable in providing different perspectives on this phenomenon beyond self-report measures. The lack of studies with performance-based EI tests warrants attention (Côté, 2014; Lopes, 2016; Mérida & Extremera, in press). Likewise, given the diversity of instruments assessing EI (Landy, 2005), future studies should encourage the comparison of self-report and ability tests. In this sense, it has been argued that self-reported EI might influence the impact of ability EI on psychological outcomes (Davies & Nichols, 2016; Fernández-Berrocal & Extremera, 2016). Finally, longitudinal studies are urgently required to verify the sequential development of burnout as well as the impact of EI trainings through time (Brouwers & Tomic, 2000; Chan, 2006; Hodzic, Scharfen, Ripoll, Holling & Zenasni, in press; Swider & Zimmerman, 2010).

In addition to methodological issues, future research should examine mechanisms involved in the impact of EI on burnout symptoms. Recent studies have shown gender differences in the links between EI and mental health indicators, with EI being more predictive of positive and negative outcomes in men (Extremera & Rey, 2015; Salguero, Extremera & Fernández-Berrocal, 2012). Studies along these lines could help to elucidate whether gender might

moderate the effects of EI on burnout (Karakuş, 2013; Purvanova & Muros, 2010). Likewise, personality traits should be considered in future studies (Kokkinos, 2007; Pishghadam & Sahebjam, 2012; Swider & Zimmerman, 2010). Given the evidence on the associations among EI, teacher self-efficacy and burnout, it seems important to explore their links (Betoret, 2009; Chan 2004; Klassen & Chiu, 2010). Furthermore, integrating both EI and emotion regulation frameworks within further research warrants further consideration (Peña-Sarrionandia, Mikolajczak & Gross, 2015).

With regard to practical implications, given that theorists argue that the emotional skills grouped into the EI construct may be learned and more susceptible to being developed through intervention programs or experience (Bracket et al., 2011; Brackett & Caruso, 2007; Vesely et al., 2014), the present findings might serve as a good starting point for inclusion of training in EI skills as an additional intervention strategy to complement current training approaches to reduce burnout of stressed teachers. Firstly, the design of interventions should attempt to address the specific influence of EI on specific burnout dimensions rather than using a more general approach (Chan, 2006; Brackett et al., 2010; Nizielski et al., 2013). Secondly, it seems important to consider the contribution of relevant factors such as positive affect, emotional appraisal and workplace social support in the reduction of the burnout. Likewise, these programmes should focus on additional occupational outcomes beyond burnout, such as organizational commitment, job satisfaction and organizational citizenship behaviors (Cohen & Abedallah, 2015; Miao et al., 2016). Finally, as recent studies have strengthened appreciation of the value of EI for pre-service teachers and its association with teacher self-efficacy (Corcoran & Tormey, 2012; Palomera et al., 2008; Vesely et al., 2013; Vesely et al., 2014), this promising approach providing emotional skills and mood regulation strategies as a way of prevention of teacher burnout in future merits further attention.

5. Conclusions

To sum up, the present systematic review has shed some light on the relationship between EI and burnout in teachers, thereby leading to several questions that have not been yet examined in educational research. To the best of our knowledge, this is the first systematic review specifically addressing the association between EI and burnout in teaching. Furthermore, these insights may be valuable not only for attempting more integrative studies complementing the existing gaps in the literature on EI and burnout, but also for developing more effective intervention programmes for enhancing teachers' health and well-being.

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¹ Articles marked with an asterisk indicate studies included in the systematic review.

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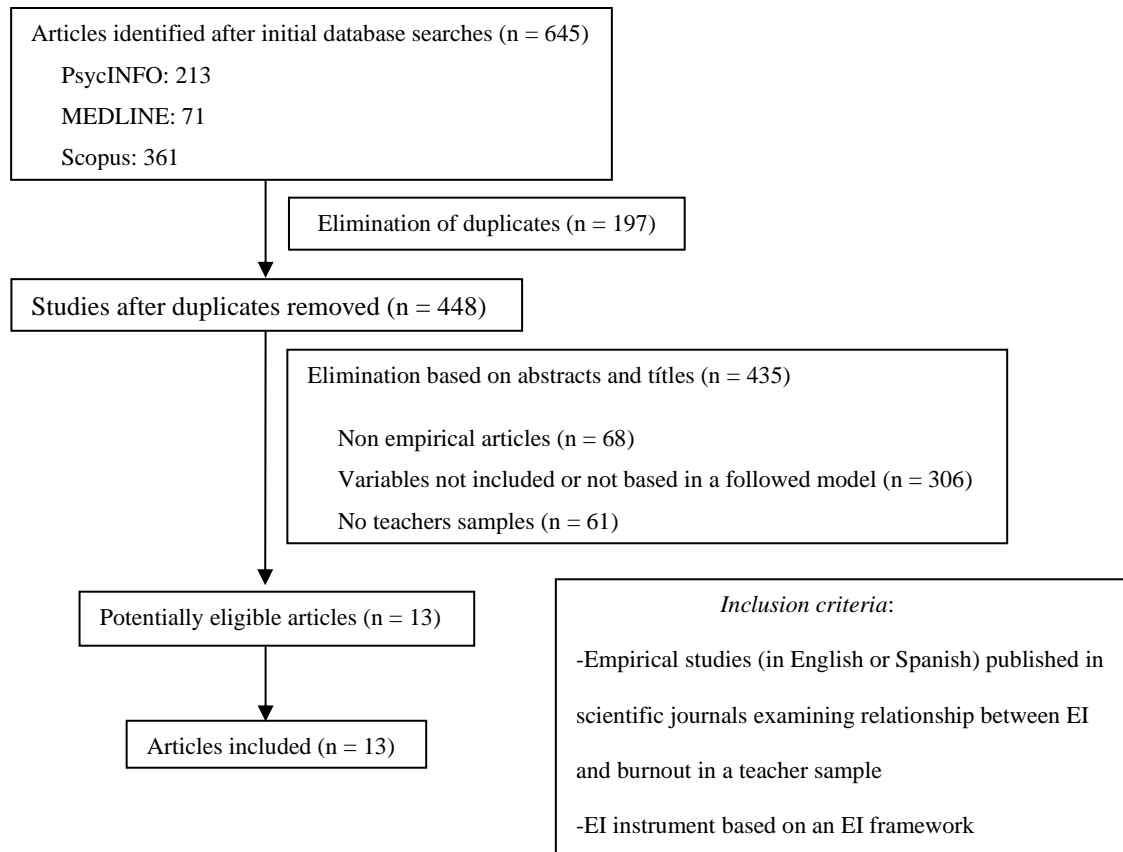


Fig. 1. Flowchart of study selection process.

Table 1
Studies on EI and teacher burnout.

Study	Sample (N)	EI Scale	Examined variables	Statistical analyses	Principal results	Statistics
Augusto-Landa et al. (2012)	251 primary teachers (64.5% female) Range = 22 - 60 years (<i>M</i> = 39)	TMMS-24	-Burnout (MBI) -Positive and Negative Affect	-Correlation analysis -Structural Equation Modeling	-Positive association among emotional attention and EE and PAC -Positive association between emotional clarity and PAC -Mediating role of positive and negative affect on burnout dimensions	<i>r</i> = .23** X^2 (16) = 82.42*** CFI= .90 NFI = .95 GFI = .97 AGFI = .92 PGFI = .38 RMSEA = .07
Cohen and Abedallah (2015)	221 primary teachers (83.7% female). 80% were younger than 40 years	SEIS	-Burnout (MBI-9) -Self-efficacy -Organizational Citizenship Behavior -In-role performance	-Confirmatory factor analysis -Correlation analysis -Hierarchical Regression Analysis -Mediation analysis	-Mediational role of burnout -Positive relationship between emotion appraisal and DP	Correlations range between EI and burnout dimensions: <i>r</i> = -.37*** <i>r</i> = -.62***
Kakaruş (2013)	425 primary teachers (77% male)	WLEIS	-Burnout (MBI) -Anxiety -Depression	-Confirmatory factor analysis -Correlation analysis by gender -Multi-group Structural Equation Modeling	-Negative association between EI and burnout which is more intense in male teachers	<i>r</i> = -.26** (male) <i>r</i> = -.22* (female) X^2 (12) = 6.64

Table 1 (continued)

Study	Sample (N)	EI Scale	Examined variables	Statistical analyses	Principal results	Statistics
Pena and Extremera (2012)	245 primary teachers (68.2% female) Range = 21-61 years ($M = 40$)	WLEIS	-Burnout (MBI) -Engagement	-Correlation analysis -Hierarchical regression analysis	-High levels of emotional assimilation related to higher PAC and lower EE and DP -Emotional appraisal predicted PAC (in a negative sense)	$R^2 = .19$, $F = 8.70$, $\beta = .16$ (assimilation), $R^2 = .15$, $F = 6.04$, $\beta = .17$ (assimilation), $R^2 = .34$, $F = 19.17$, $\beta = .18$ (assimilation), $\beta = .27$ (other-emotion appraisal)
Platsidou (2010)	123 special education teachers in primary school (76 female) Range = 23-56 years ($M = 39.6$)	SEIS	-Burnout (MBI) -Job Satisfaction	-Exploratory factorial analysis -Hierarchical regression analysis -ANOVA	-The best fitting model of EI was composed by 4 factors -Optimism/ mood regulation predicted PAC -Overall EI was related to burnout dimensions	4 factors model accounted for 44.62% of the variance $R^2 = .35$, $\Delta R^2 = .16$, $F = 3.12$), $\beta = .41^{**}$ $F = 8.88^*$
Alavinia and Ahmadzadeh (2012)	75 secondary teachers (38 female) Range = 22 - 45 years ($M = 29.08$)	EQ-i	-Burnout (MBI)	-Correlation analysis -Regression analysis	-Negative correlation between total EI and burnout -Total score of EI predicts burnout (48%)	$r = -.69^{**}$ $R^2 = .48$ $\beta = -.58$ $F = 69.17$

Table 1 (continued)

Study	Sample (N)	EI Scale	Examined variables	Statistical analyses	Principal results	Statistics
Brackett et al. (2010)	123 secondary teachers (74 female) (<i>M</i> = 37.79 years)	MSCEIT 2.0	-Burnout (MBI) -Perceived social support -Positive and Negative Affect -Job Satisfaction	-Correlational Analysis -Mediation Analysis -Multiple regression analysis	-Positive relationship between ERA and PAC -The relationship between ERA and PAC was mediated by positive affect and principal support	<i>r</i> = .25* β = .21 β = .40
Chan (2006)	167 secondary teachers (103 female) Range = 22-49 years (<i>M</i> = 29,51)	EIS-12	-Burnout (MBI-9)	-Structural equation modeling	-EE facilitate DP and low PAC by mediation on emotional perception and emotional regulation -EI has differential effects on burnout components	χ^2 = 284.62* CFI = .884 NNFI = .862 GFI = .860 RMSEA = .061
Ju et al. (2015)	307 secondary teachers (79.6% female) (<i>M</i> = 42.01 years)	WLEIS	-Burnout (MBI) -Perceived workplace social support	-Structural equation modeling -Moderation analysis	-EI was negatively related to burnout components -Workplace social support partially mediated the link between EI and burnout	<i>r</i> = -.28** X^2 (24) = 57.80*** CFI = .962 RMSEA = .068 SRMR = .047

Table 1 (continued)

Study	Sample (N)	EI Scale	Examined variables	Statistical analyses	Principal results	Statistics
Nizielski et al. (2013)	300 secondary teachers (69.3% female) ($M = 40.37$ years; $SD = 7.77$; Range = 23-59)	WLEIS (emotion appraisal)	-Burnout (MBI) -Attending to student needs -Proactive coping -Work demands -Self-efficacy	-Correlational analysis -Multiple mediation analysis	-Negative relationship between emotional appraisal (self- and other-) and burnout	$r = -.34^*$ (self-emotion appraisal) $r = -.18^*$ (other-emotion appraisal)
Extremera et al. (2010)	245 teachers (52.7% female) from Primary and Secondary school (52.2%) ($M = 41.4$ years; $SD = 9.06$; Range = 21-66)	TMMS-24	-Burnout (MBI) -Self-esteem -Perceived self-efficacy -Optimism -Global Sintomatology	-Correlational analysis -Hierarchical regression analysis	-Emotional attention was positively associated with EE and PAC -Emotional clarity was negatively related to EE and DP and positively to PAC -Emotional attention/clarity negatively predicted a part of DP variance	$r = .18^{**}$; $r = .13^*$; $r = -.31^{**}$; $r = -.20^{**}$; $r = .35^{**}$ $R^2 = .084^*$ $F = 2.93$
Pishghadam and Sahebjam (2012)	147 teachers (94 female) from private education ($M = 31.2$ years; $SD = 9.2$)	EQ-i	-Burnout (MBI) -Personality traits	-Homogeneity analysis -Multiple regression analysis	-Three different groups according to their scores -EI predicted part of the variance of DP and PAC -High rates of EI predicted low levels of burnout	-Moderate adjustment of three groups' model (81%) $R^2_{\text{adjusted}} = .35^{**}$; $R^2_{\text{adjusted}} = .27^{**}$

Table 1 (continued)

Study	Sample (N)	EI Scale	Examined variables	Statistical analyses	Principal results	Statistics
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Rey et al. (2016)	484 teachers (330 female) from Elementary, Primary and Secondary school ($M = 39.90$ years; $SD = 9.49$)	WLEIS	-Burnout (MBI) -Perceived Stress	-Mediation analysis	-Perceived stress partially mediated the relation between EI and burnout dimensions	-Bootstrap coefficients: -.29* (EE) -.11* (DP) .06* (PAC)
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Note: TMMS-24 = Trait Meta Mood Scale – Spanish adaptation of the reduced version (Fernández-Berrocal et al., 2004; Salovey et al., 1995); MBI = Maslach Burnout Inventory (Maslach et al., 1996); EE = Emotional Exhaustion; DP = Depersonalization; PAC = Personal Accomplishment. SEIS = Schutte Emotional Intelligence Scale (Schutte et al., 1998); WLEIS = Wong and Law Emotional Intelligence Scale (Wong & Law, 2002); EQ-i = Emotional Quotient Inventory (Bar-On, 1997); MSCEIT 2.0 = Mayer-Salovey-Caruso Emotional Intelligence Test (Mayer et al., 2003); EIS-12 = Emotional Intelligence Scale (Schutte et al., 1998)

Note: * = $p < .05$; ** = $p < .01$; *** = $p < .001$.