

Exploring the Effect of Emotional Intelligence on Burnout among College Students in Pakistan

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ABSTRACT

This study investigated the relationship between emotional intelligence and student burnout. For this purpose, quantitative research design was employed. The study included a sample of intermediate students of colleges in the Gujranwala district. The sample included 250 students from different classes, i.e., Biology, Mathematics, and Computer Science. Trait Emotional Intelligence scale (TEIQue) by K.V. Petrides and Maslach Burnout Inventory-Student Survey (MBI-SS) were used to collect data for measuring emotional intelligence and burnout, respectively. Data were analyzed using SPSS version 26. Descriptive and inferential statistics were used to find answers to the study objectives. The results indicated that students had higher levels of emotional intelligence and lower levels of burnout. It was found that emotional intelligence and burnout have a strong negative correlation. Lastly, emotional intelligence significantly affects the level of burnout among students. This study is helpful for students, college principals, and teachers to understand the relationship between emotional intelligence and burnout and how different parameters of emotional intelligence can assist in reducing burnout.

Keywords: Emotional Intelligence, Burnout, College Students.

Introduction

In 1920, the concept of Emotional Intelligence (EI) was introduced and categorized adequately by Salovey and Mayer (1990), after which increasing attention was paid to this concept. According to Salovey and Mayer (1990), Emotional Intelligence (EI) is demarcated as the aptitude to observe the distinct mental state and sentiments of a person and other people, distinguishing among the state of mind and sentiments, and then bringing the information into practice for guiding the thinking patterns and actions of an individual (Krishnan et al., 2018).

The internal capabilities of individuals for understanding how to manage those actions and reactions towards which they are sensitive is termed their emotional intelligence. Emotional Intelligence (EI) has been referred to by Bar-On et al. (2006) as a group of those non-intellectual capabilities and expertise through which burdens and stresses associated with the surrounding environment get diminished. Different scholars have found that emotional intelligence skills effectively handle pressure situations.

EI (Emotional Intelligence) is intended to give a sense of comfort and accomplishment in life from the psychological aspect (Carmeli et al., 2009), which includes success in the academic field (Petrides et al., 2004), working and job enactment, and stress associated with work role and responsibilities (Mikolajczak et al., 2007). To examine the association amid EI and mental pressure, it has been found by Stevens et al. (2019) those persons who have EI Emotional Intelligence have more confidence and can socialize more because they feel happy; as a result,

their Emotional Intelligence characteristics affect the stress related to academic activities in the students inversely.

To observe the affiliation between EI and psychological pressure, it has been found by Erözkan (2013) that higher Emotional Intelligence copes with psychological stress more significantly in students. According to Fteiha and Awwad (2020), it has been emphasized that there is a positive connection between Emotional Intelligence and stress dealing by utilizing different methods by students of University. The study also depicted that people with more Emotional Intelligence have more capacity to withstand psychological pressure.

The requirements associated with the academic field are more demanding, which causes stress among students; that is why a practical suggestion is that Emotional Intelligence helps in handling the mental pressure among students through which their concert can also get enhanced (Por et al., 2011). The students will handle various demands related to education including assessments, projects, demonstrations, maintaining scores, and getting motivated for a successful academic career, along with other demands related to their surrounding environment and emotions. The research study conducted by Enns et al. (2018) reveals that better EI is related to managing pressure. He proposed that a person with Emotional Intelligence can handle situations of psychological pressure more efficiently for encountering different challenges at school. Moreover, it has been found by Mohzan et al. (2013) that the attributes of high Emotional Intelligence are linked with positive development in education. They also appealed that Emotional Intelligence is vibrant towards the health and accomplishment of an individual in the field of academics.

High work pressure and burnout are linked to career of a student in the academic field. Students' stress and burnout levels get aggravated in developing countries like Pakistan because of lacking resource, bad work conditions, energy calamities, and poor managing practices (Ali, 2012). As a result, students' learning abilities and academic performance are negatively impacted due to different persisting physical and emotional issues. According to Friedman (2014), it has been argued that more psychological pressure could give rise to various physical issues for students and can also impact students' intellectual capabilities. It has been pointed out in the research study of Karimi et al. (2014) that general responsibility for fighting and dealing with stress and burnout relies on outlooks and sentiments. Students with a higher level of Emotional Intelligence can deal with burn-out and working stresses more successfully (Cazan and Năstăsă, 2015), increasing their level of satisfaction (Runcan and Iovu, 2013) and also contribute to their professional development. Emotional intelligence helps increase resilience towards emotional burden and comfort and enhances the students' performance in academics (MacCann et al., 2020).

According to the above discussion, we can conclude that emotional intelligence affects academic burnout among students; however, the previous literature has focused more on university students. This study explored the emotional Intelligence level in Pakistan college students and found its effect on academic burnout. Moreover, this study examined the emotional

intelligence and burnout level among college students based on different demographic variables such as gender, locality, and parents' education. The researcher aimed to provide a comprehensive overview of demographics' role in emotional intelligence and burnout.

Rationale of the Study

Burnout among college students is a severe syndrome; many suffer from this disorder. Burnout is a psychological syndrome where students face exponential stress, mental fatigue, and higher academic achievement trauma (Salmela-Aro, Savolainen, & Holopainen, 2009). It occurs due to the fierce pressure of studies and the inability to score better in exams or demanding routine activities. Students who suffer from burnout have no interest in taking classes and express decreased interest in other curricular and co-curricular activities. Other signs of burnout include lack of responsible behaviour, attendance shortage, tardiness, disruptive behaviour, low self-efficacy and inadequacy, and maladjusted attitude in school and classroom settings (Kwak, 2006).

Emotional intelligence is described as a person's skill to deal with their other's feelings, as different emotions are linked to different situations (Mayer, Caruso, & Salovey, 2000). EI is a motivational force that persuades the person to manage interactions (Salovey & Mayer, 1997) effectively. It is the capability of efficiently resolving conflicts arising from anger issues (Goleman, 1995). According to different research studies conducted in the educational field, it has been investigated that the association between EI and educational performance and job performance is significant (Hogan et al., 2010). The design and implementation of an intervention program have been made to improve the emotional intelligence of individuals (Nelis, Quoidbach, Mikolajczak, & Hansenne, 2009). Emmerling and Goleman (2005) have supported this program and stressed that people could only improve emotional intelligence with the help of continuous support and attention. The reason for stressing the improvement in the emotional intelligence of school students is that it plays a critical part in decreasing stress, psychological heaviness, and burnout among them.

This study explored the relationship amongst emotional intelligence and student burn-out among students of college. The exploration of writings has depicted that this was a grey area and required in-depth research to find out this relationship.

Objectives of the Study

The following are the research objectives of this study:

1. To investigate the relationship between emotional intelligence and academic burnout among college students.
2. To investigate the effect of emotional intelligence on academic burnout among college students.

Research Questions

The following are the research Questions of this study:

1. What is the relationship between emotional intelligence and academic burnout among college students?
2. How does emotional intelligence affect academic burnout among college students?

Significance of the Study

This research discovered the connection between EI and burnout in academics among college students. This work also explored the impact of emotional intelligence level on students' academic burnout. Moreover, this study explored the level of emotional intelligence and burnout among the students of college based on different demographic variables such as gender, locality, and parents' education. The researcher aimed to provide a comprehensive overview of demographics' role in emotional intelligence and burnout.

Firstly, the outcomes of this research will assist the students understand the development of their emotional intelligence and how a high level of EI can help them cope with stress and burnout. This study provides details of demographics and their relation to emotional intelligence and burnout. This study explains the effect of emotional intelligence on burnout and will also provide the relationship between gender, locality, and parents' education on emotional intelligence and burnout. Thus, it would help the students, parents, teachers, and other education stakeholders understand the development of burnout among students and how to cope with it.

Secondly, this study would be helpful to the administrative and college staff and provide details about their student's current level of emotional intelligence and how it affects their academic life. College staff can utilize the results of this study to develop better models for increasing the EI level among their students. Lastly, past literature has focused more on academic burnout among university students in Pakistan. This study would fill the gap and explain the affiliation between EI and education burnout at the college level.

Definition of the Terms

Emotional Intelligence

EI has been explained as the "competency to observe the personal mental state and sentiments of a person and other people, distinguishing among the state of mind and sentiments, and then bringing the information into practice for guiding the thinking patterns and actions of an individual" (Krishnan et al., 2018).

Academic Burnout

Academic burnout can be defined as "emotional exhaustion state, depersonalizing tendency, and a feeling of low achievements due to learning stress, educational pressure, or other aspects associated with learning" (Yang, 2004).

Literature Review

Adolescence is considered to experience extreme emotions (Scott-Parker, 2017), therefore, emotional intelligence is known to be one of the influencing constructs in the educational field (Brackett et al., 2011). It has been defined as the ability of people for recognizing and discriminating their emotions and of others by utilizing this information to provide guided thoughts and behaviors (Salovey & Mayer, 1990). Findings related to emotional intelligence depict the functionality of emotions when the provided information is discrete with precise interpretation and effective management. That's why, high level of emotional intelligence leads to the event's emotional response along with cognitive and behavioral changes that make individuals to get adapted with those changes (Pérez-Fuentes et al., 2019). Students' emotional intelligence includes their feelings during different academic events including repeating a year or getting failed in exam, and how they utilize and show response towards their feelings impacts the school settings, assisting well-being and growth or vice versa (Durlak et al., 2011). Utilizing new technologies play an essential role to develop new digital tools to integrate the emotional aspect in the process of learning, promote socio-emotional proficiencies, well-being, and adaptation in adolescence (de la Barrera et al., 2021).

Recently, a study was conducted for exploring the experience of high school students regarding the school and it was found that 3 out of 4 emotions were negative without taking students' socio-demographic specificities into consideration. Feeling tired, stressed, and bored are the most frequent characteristics (Moeller et al., 2020). From the aspect of school, unpleasant feelings are related to negative outcomes including school burnout (Wang et al., 2015). In other situations, social anxiety and low academic performance are associated with each other and it is possible that the impact of first could occur on the second variable by restricting classroom concentration (Leigh et al., 2021).

Emotional intelligence makes it possible for knowing, managing, and cognitive handling of negative emotions, reducing anxiety, confusion, and stress that certainly arise due to life proceedings and among adolescence, therefore, escaping the presence of cynicism or depersonalization, which are essential burnout symptoms (Ninivaggi, 2020). Therefore, training programs for emotional intelligence have proven to be efficient to reduce burnout and emotional symptoms while increasing participants' level of satisfaction towards life and their self-esteem (Schoeps et al., 2019). Same outcomes have been obtained to improve well-being and to reduce burnout and school stress among young students (Lei & Cui, 2016). Thus, 2nd hypothesis of this research study was that school burnout and emotional intelligence components including stress management and mood are negatively correlated.

On the other hand, academic emotions are linked with school procedures and are distinct among young people with high and low academic performances. There is a relation between high performance and positive emotions of students which include being satisfied, calm, relieved, enjoyed, hopeful, and proud, whereas, low performance is linked with the feeling of being angry, anxious, shameful, hopeless, bored, depressed, distressed, or exhausted (Lei & Cui, 2016).

Moreover, low academic performance students are observed to control their emotions worse than those who have high academic performance, thus hindering school stress management (Piryaei et al., 2017). This might be partial due to which young individuals having high emotional intelligence levels can cope with different states at school better, realize themselves, and feel satisfied with their task performance and efforts done by them (Puertas-Molero, et al., 2020).

They have more connection with school and this connection is enjoyable for them because of improved relations with class fellows and teachers as compared to students with low level of emotional intelligence (Baytemir, 2019), as they are able of regulating their anxiety in a better way (Gómez-Ortiz et al., 2019), and it would be helpful in counteracting negative emotions associated with school. Based on these findings, this research anticipated to explore the factors involving stress management and mood components related to EI which plays a mediation part in the association among education performance and burnout, it facilitates the development of more positive emotional aspect and managing the negative emotions and distress that occurs due to low performance in classroom, and therefore, decreasing the development of burnout symptoms among the students.

Mental health issues are arising and psychological factors are impacting the college students, therefore, it is crucial to comprehend the role of college students' emotional intelligence being the researchers and practitioners who have begun to explore intervention opportunities (Mayer et al., 2004, p. 197). The changeability of emotional intelligence recommends that some people are more capable of perceiving, identifying correctly, and regulating emotions as compared to other people (Mayer and Salovey, 1997). According to different research aspects, it is suggested that higher levels of emotional intelligence are related to several psychological elements such as well-being which includes higher levels of:

- Subjective well-being
- Satisfaction with life (Extremera and Fernández-Berrocal, 2005)
- Mental health improvement

In addition, studies have also depicted that several aspects of emotional intelligence are linked with the ability of an individual for performing specific tasks including those which are related to educations (Costa and Faria, 2015) and successful athletics (Perlini and Halverson, 2006). With a special focus on undergraduate students, there is a linked of inter-personal intelligence and intra-personal intelligence with greater retention in college (Parker et al., 2006) and GPA at the end of year in the students of first year (Parker et al., 2004).

In a research regarding students of undergraduate, it has been found by researchers that emotional intelligence of participants was related with their level of satisfaction regarding the social interactions (Lopes et al., 2003). Particularly, members who have high level of emotion regulation capabilities had more chance of reporting positive associations with other people, being supported from parents, and had lesser negative relationships with friends (Lopes et al., 2003). Another study supported these outcomes in which the person's self-reported emotion

regulation ability was considerably related with self-reported positive associations with friends (Lopes et al., 2004). One of the strong points of this research is that there exists a significant correlation among self-reported emotion regulation attributes of individuals and inter-personal functioning reports of friends (Lopes et al., 2004). Based on researches, it has been shown that more emotional intelligence grades are linked with more acceptance in social circle and fewer rejection experiences (Kokkinos and Kiprissi, 2012), and bigger and more promising socially supportive links (Ciarrochi et al., 2001). Taking these results together, it is found that different elements of emotional intelligence are related to enhanced social functioning. In other words, individuals with better abilities of recognizing and regulating their emotions appear to establishing and maintaining such social interactions with their peers and parents which are healthy in nature.

Research Methodology

Research Design

This research work undertook quantitative method for research design to explore the correlation between EI and student burnout. Moreover, this study would also investigate the influence of EI on student burnout.

Sample

The sample of this study comprised of Intermediate students studying in different colleges in Punjab. The total number of participants were 250. The description of research participants based on their demographics is given in chapter 3.

Data Collection

The data was collected by using a questionnaire which is a more convenient and economical method that facilitates researchers. Moreover, it suits the research philosophy of the present study. The questionnaire will consist of information about the basic demographic characteristics of students i.e., gender, age, and study major, emotional intelligence scale, and burnout scale.

Instruments

EI level of students were measured by K.V. Petrides's Trait Emotional Intelligence.

Bresso Academic Burnout scale (Bresó, Salanova, & Schaufeli, 2007) was used to assess the level of exhaustion among colleges' students. This scale evaluates three areas of academic burnout: Exhaustion, Cynicism, and Academic Inefficiency.

Methods of Data Analysis

IBMSPSS version 25 was utilized for data analysis. After the correlational analysis, regression analysis was employed to understand the effect of EI on academic burnout.

Data Analysis and Results

Research Tool Reliability Analysis

Pilot study data was loaded into SPSS version 25 to calculate instrument reliability. Cronbach's Alpha was used to determine the reliability coefficient for each factor. The table given below presents the reliability of the research instruments

Reliability of the Trait Emotional Intelligence Questionnaire Short Form (TEIQue-SS)

<i>Cronbach's Alpha</i>	<i>No. of Items</i>
.789	30

Table 4.2

Reliability of the Burnout Inventory by Breso et al. (2007)

<i>Cronbach's Alpha</i>	<i>No. of Items</i>
.827	15

Means and Correlations between different constructs of Emotional Intelligence and Burnout

Means and Correlations

Construct	Mean s	SD	1	2	3	4	5	6	7	8	9
1. Emotional Intelligence	4.54	0.628									
2. Well-Being	4.96	0.900	.484*	*							
3. Social Control	4.76	1.025	.541*	*	.486*						
4. Emotionality	3.94	0.993	.654*	*	.288*	*	.503*				
5. Sociability	4.53	1.035	.627*	*	.497*	*	.463*	*	.451*		
6. Global Trait EI	4.03	1.104	.587*	*	.338*	*	.424*	*	.562*	*	.489*
7. Burnout	2.83	1.004	.354*	*	.387*	*	.497*	*	-.212*	*	.316*
8. Exhaustion	2.75	1.240	.206*	*	.382*	*	.417*	*	-.141	*	.271*
9. Cynicism	3.12	1.299	.299*	*	.347*	*	.420*	*	-.213*	*	.319*
10. Academic Inefficacy	2.71	1.203	.300*	*	.309*	*	.483*	*	-.214*	*	.250*

*Note. N=250. *p <.05. **p <.01 level (2-tailed). SD = standard deviation,*

In this table, the researcher has provided results of correlational analysis of all the factors of two variables. The correlation analysis was conducted to find out the relationship between EI and BO. The analysis involved all the factors of EI and BO. It is evident from the table that a positive relationship exists between all factors of EI. All the factors of BO are also positively correlated. However, the researcher's research objective was to find out the relationship between EI and BO. It can be observed from the table above that a negative relationship exists between emotional intelligence and burnout. The p-value of the relationship between EI and BO is -3.54** which indicates a strong negative relationship. Hence, the researcher concludes that students who have

higher EI level would have lower BO levels and students who have lower EI level would have higher BO level.

Relationship between EI and BO in male students

Relationship between EI and BO in male students

	N	Mean	STD.	r value	P-value
Emotional Intelligence	117	4.47	0.681	-.446	0.002
Burnout		3.05	1.117		

*Note. N=117. *p <.05. **p <.01 level (2-tailed). SD = standard deviation,*

In this table, the researcher has provided results of correlational analysis of EI and BO in just male students. The number of male students in researcher's sample is 117. The mean value of EI is 4.47 and BO is 3.05. The r value obtained after the analysis is -.446 and p value is 0.002. These r and p value indicate a strong negative relationship between EI and BO. Thus, the relationship between EI and BO in male students is statistically significant and negative. Hence, the researcher concludes that students who have higher EI level would have lower BO levels and students who have lower EI level would have higher BO level.

Relationship between EI and BO in female students

Relationship between EI and BO in female students

	N	Mean	STD.	r value	P-value
Emotional Intelligence	133	4.60	0.581	-.220	.088
Burnout		2.65	0.874		

*Note. N=133. *p <.05. **p <.01 level (2-tailed). SD = standard deviation,*

In this table, the researcher has provided results of correlational analysis of EI and BO in just female students. The number of female students in researcher's sample is 133. The mean value of EI is 4.60 and BO is 2.65. The r value obtained after the analysis is -.220 and p value is 0.08. These r and p value indicate a negative relationship between EI and BO. Thus, the relationship between EI and BO in female students is not statistically significant. Hence, the researcher concludes that students who have higher EI level would have lower BO levels and students who have lower EI level would have higher BO level.

Conclusion

The tables above indicate that the relationship between emotional intelligence and burnout is only significant in male students. In contrast, female students did not predict any significant relationship between the two variables.

Relationship between EI and BO in urban students

Relationship between EI and BO in urban students

	N	Mean	STD.	r value	P-value
Emotional Intelligence	86	4.48	0.477	-.196	.274
Burnout		2.79	1.191		

*Note. N=86. *p <.05. **p <.01 level (2-tailed). SD = standard deviation,*

In this table, the researcher has provided results of correlational analysis of EI and BO in just urban background students. The number of female students in researcher's sample is 86. The mean value of EI in urban students is 4.48 and BO is 2.79. The r value obtained after the analysis is -.196 and p value is .274. These r and p values indicate a negative relationship between EI and BO. Thus, the relationship between EI and BO in urban students is not statistically significant. Hence, the researcher concludes that students who have higher EI level would have lower BO levels and students who have lower EI level would have higher BO level.

Relationship between EI and BO in rural students

Relationship between EI and BO in rural students

	N	Mean	STD.	r value	P- value
Emotional Intelligence	164	4.57	0.684	-.438	.000
Burnout		2.84	0.918		

*Note. N=164. *p <.05. **p <.01 level (2-tailed). SD = standard deviation,*

In this table, the researcher has provided results of correlational analysis of EI and BO in just rural background students. The number of rural students in researcher's sample is 164. The mean value of EI in rural students is 4.57 and BO is 2.84. The r value obtained after the analysis is -.438 and p value is 0.000. These r and p value indicate a strong negative relationship between EI and BO. Thus, the relationship between EI and BO in rural students is statistically significant and negative. Hence, the researcher concludes that students who have higher EI level would have lower BO levels and students who have lower EI level would have higher BO level.

Conclusion

The tables above indicate that the relationship between emotional intelligence and burnout is only significant in rural students. In contrast, students from urban areas did not predict any significant relationship between the two variables.

Relationship between EI and BO in Biology students

Relationship between EI and BO in Biology students

	N	Mean	STD.	r value	P- value
Emotional Intelligence	97	4.49	0.750	-.403	.018
Burnout		2.93	1.1556		

*Note. N=97. *p <.05. **p <.01 level (2-tailed). SD = standard deviation,*

In this table, the researcher has provided results of correlational analysis of EI and BO in just biology major students. The number of biology major students in researcher's sample is 97. The mean value of EI in biology major students is 4.49 and BO is 2.93. The r value obtained after the analysis is -.403 and p value is 0.018. These r and p value indicate a strong negative relationship between EI and BO. Thus, the relationship between EI and BO in biology major students is

statistically significant and negative. Hence, the researcher concludes that students who have higher EI level would have lower BO levels and students who have lower EI level would have higher BO level.

Relationship between EI and BO in Mathematics students

Relationship between EI and BO in Mathematics students

	N	Mean	STD.	r value	P-value
Emotional Intelligence	98	4.65	4.65	-.308	.060
Burnout		2.65	0.816		

Note. N=98. *p <.05. **p <.01 level (2-tailed). SD = standard deviation,

In this table, the researcher has provided results of correlational analysis of EI and BO in just mathematics major students. The number of mathematics students in researcher's sample is 98. The mean value of EI mathematics major students in is 4.65 and BO is 2.65. The r value obtained after the analysis is -.308 and p value is .060. These r and p values indicate a negative relationship between EI and BO. Thus, the relationship between EI and BO in mathematics major students is not statistically significant. Hence, the researcher concludes that students who have higher EI level would have lower BO levels and students who have lower EI level would have higher BO level.

Relationship between EI and BO in Computer Science students

Relationship between EI and BO in Computer Science students

	N	Mean	STD.	r value	P-value

Emotional Intelligence	55	4.48	0.511	-.302	0.69
Burnout		2.91	1.032		

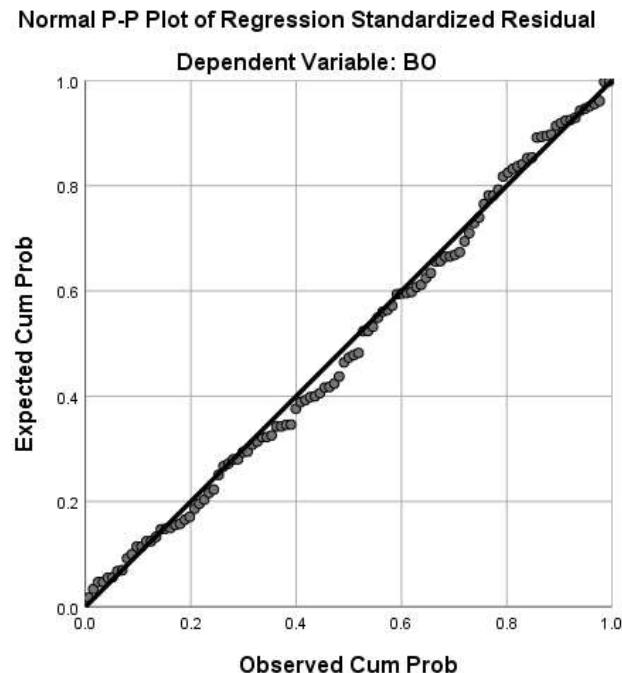
Note. N=55. * $p < .05$. ** $p < .01$ level (2-tailed). SD = standard deviation,

In this table, the researcher has provided results of correlational analysis of EI and BO in just computer science major students. The number of computer science students in researcher's sample is 55. The mean value of EI computer science major students in is 4.48 and BO is 2.91. The r value obtained after the analysis is -.302 and p value is 0.69. These r and p values indicate a negative relationship between EI and BO. Thus, the relationship between EI and BO in computer science major students is not statistically significant. Hence, the researcher concludes that students who have higher EI level would have lower BO levels and students who have lower EI level would have higher BO level.

Conclusion

The tables above indicate that the relationship between emotional intelligence and burnout is only significant in Biology students. In contrast, students from other majors did not predict any significant relationship between the two variables.

Effect of Emotional Intelligence on Burnout



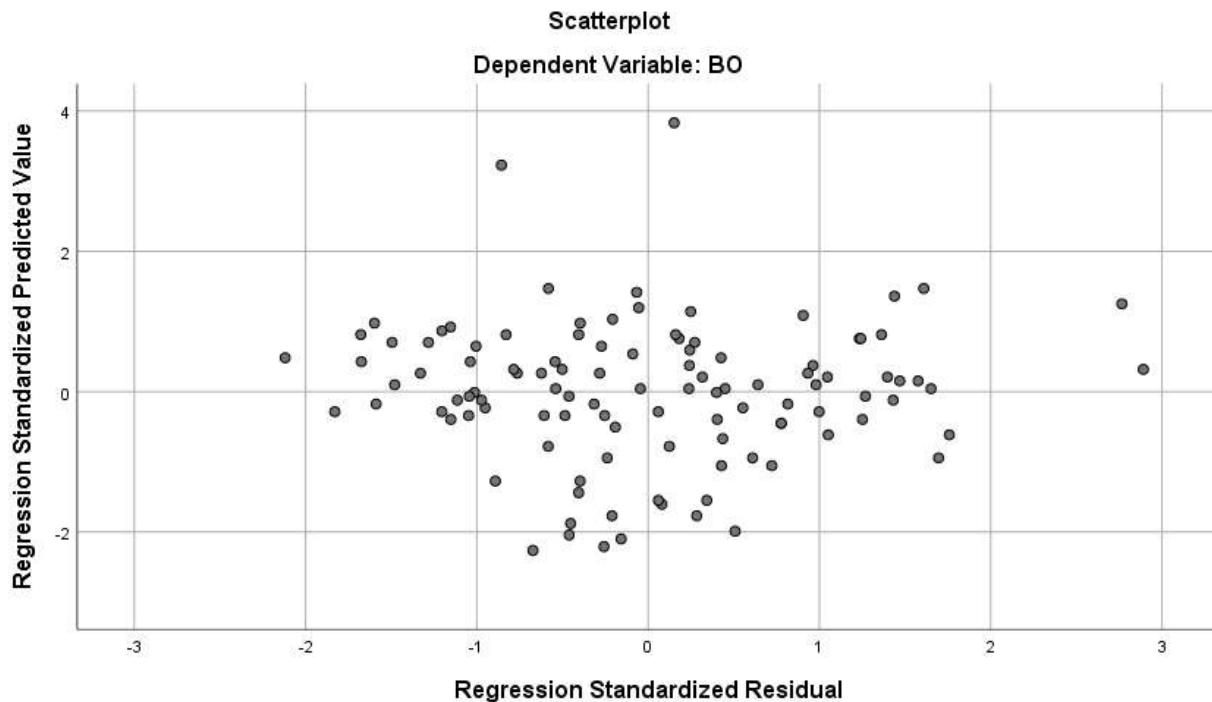


Table 4.10 Effect of Emotional Intelligence on Burnout

	B	t	P
Emotional Intelligence	-.565	-3.912	.000

Dependent Variable = Burnout

Table 4.7 presents the regression model results. According to this, there is a statistically significant effect of emotional intelligence level on predicting the value of burnout among students. Considering the beta value, increasing one unit of emotional intelligence would result in a 35.4% decrease in student burnout and vice versa.

Conclusion

This study investigated the relationship between emotional intelligence and student burnout. The study's major objectives were to determine the level of emotional intelligence and burnout among college-level students, to find out the difference in the level of emotional intelligence based on demographic variables of the participants, to find out the difference in the level of burnout based on demographic variables of the participants, to find out the relationship between emotional intelligence and burnout, and determining the impact of emotional intelligence on burnout among students. For this purpose, quantitative research design was

employed. The study included a sample of intermediate students of colleges in the Gujranwala district. The sample included 250 students from different classes, i.e., Biology, Mathematics, and Computer Science. Trait Emotional Intelligence scale (TEIQue) by K.V. Petrides and Maslach Burnout Inventory-Student Survey (MBI-SS) were used to collect data for measuring emotional intelligence and burnout, respectively. Data were analyzed using SPSS version 26. Descriptive and inferential statistics were used to find answers to the study objectives. The results indicated that students had higher levels of emotional intelligence and lower levels of burnout. There was no difference in the level of emotional intelligence and burnout among different demographics. It was found that emotional intelligence and burnout have a strong negative correlation. Lastly, emotional intelligence significantly affects the level of burnout among students. It is concluded that there was no difference in burnout and emotional intelligence level among students based on demographic variables. However, the relationship between emotional intelligence and student burnout differed based on demographic variables. For example, there was a significant negative correlation between emotional intelligence and burnout among male students, but this relationship was non-significant in female students. Similarly, the relationship was significant in Biology students, but there was a non-significant correlation between the two variables in students from Mathematics and Computer Science majors. The students from urban areas have a non-significant relationship between the two variables, while a significant relationship only exists for students from rural areas. Based on these findings, we can conclude that extraneous variables and socio-cultural factors affect emotional intelligence and burnout and the relationship between these. More in-depth studies are required to explore relationships completely.

Recommendations

1. Future studies should look into potential mediating and moderating variables that could affect how emotional intelligence and student burnout are related. This relationship may be shaped by social support, coping techniques, academic load, and cultural factors. Understanding these mechanisms can help create more specialized interventions and offer a more comprehensive understanding of how emotional intelligence affects burnout.
2. Researchers should conduct longitudinal studies to evaluate the long-term impact of emotional intelligence training on student well-being and burnout whether the beneficial benefits last beyond the initial training period will be determined by monitoring participants' emotional intelligence growth and burnout levels over an extended time. Long-term studies reveal potential difficulties or obstacles to maintaining gains in emotional intelligence.
3. Future researchers should undertake cross-cultural studies as socio-cultural factors appear to affect the link between emotional intelligence and burnout. Examining how emotional intelligence and burnout appear in various cultural contexts can help us understand how universal and culturally specific these concepts are. This will necessitate using culturally appropriate techniques and using a variety of samples.
4. Although the current study used a quantitative research design, subsequent studies could add qualitative methods to these conclusions. It is possible to obtain extensive,

contextualized perspectives of students' emotional experiences, coping mechanisms, and burnout symptoms by conducting in-depth interviews, focus groups, or case studies. Quantitative methods could miss subtleties and individual viewpoints in qualitative research, which might enhance our grasp of the subject.

5. Future researchers should investigate diverse therapies to address the complexities of emotional intelligence and exhaustion. For instance, combining emotional intelligence training with time-management techniques, mindfulness exercises, or physical activity could result in more thorough tactics for lowering burnout and improving general well-being. Evidence-based practices for educators and decision-makers can be informed by evaluating the efficacy of such integrated treatments.

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