



Investigating Cultural Intelligence and Emotional Intelligence as Predictors of Burnout Among Iraqi EFL Teachers

Research Article
pp. 73-93

Reza Bagheri Nevisi*¹
Zeinab Alasadi²

Received: 2020/10/14

Accepted: 2021/02/09

Abstract

The study was an attempt to discover any possible correlation between EFL teachers' burnout and their emotional and cultural intelligence. Furthermore, it aimed at finding out which variable, emotional or cultural intelligence, could be a better predictor of teacher burnout. The study also delved into the possible relationship of gender and Iraqi EFL teachers' burnout and investigated which gender was more affected by burnout. Finally, male and female Iraqi teachers were compared and contrasted with regard to emotional intelligence and cultural intelligence. To this end, three questionnaires- (1) Maslach Burnout Inventory–Educators' Survey (MBI-ES), (2) the Cultural Intelligence Scale (CQS) developed by Van Dyne et al. (2008), and (3) Wang and Law Emotional Intelligence Scale (WLEIS)- were submitted to more than 200 teachers either in person or via email or an already-generated Google Doc link of the three questionnaires. Some teachers remained reluctant to share their responses and refused to fill out the questionnaires, but 164 Iraqi EFL teachers completed all the three questionnaires. The results demonstrated that Iraqi EFL teachers' burnout and their emotional and cultural intelligence correlated significantly but negatively. Both emotional and cultural intelligence could significantly and almost similarly predict teacher burnout. Moreover, teacher burnout and gender were significantly correlated and Iraqi EFL female teachers were more susceptible and vulnerable to teacher burnout. The study implies that emotionally and culturally-aware teachers might be able to take precautionary measures to either mitigate or curb teacher burnout.

keywords: teacher burnout, emotional intelligence, cultural intelligence, EFL teachers, gender

*Corresponding Author

¹ Associate Professor, Department of English Language and Literature, University of Qom, Qom, Iran. re.baghery@gmail.com, r.bagherinevisi@qom.ac.ir

² MA Graduate, Department of English Language and Literature, University of Qom, Qom, Iran. zalasadi92@yahoo.com

DOI: 10.22051/LGHOR.2021.33516.1383

Introduction

Living happily is largely dependent upon an individual's gratification with what he or she does. Individuals spend long hours in their workplace and there are many intervening and overlapping variables that could either positively or negatively influence their job performance. For instance, it might be crucial to pay attention to our emotions in managing our behavior and career (Mayer & Salovey, 1997). Furthermore, the ability to manage our feelings and keep them under control could be regarded as an effective means for employers to keep their job stress in check (Mayer, et al., 2004). In the same vein, language teaching is a demanding job among many professions which requires great cultural, emotional, and technical expertise on the part of educators if the profession is to blossom, thrive, and succeed.

Ideally speaking, teachers should be able to delve into target language culture, language teaching methodologies that can be adopted and the way emotional and cultural intelligence impact their overall profession. Emotional intelligence can be described as a set of cognitive abilities, competencies and skills that impact one's capability to succeed in dealing with situational demands (Bar-On, 2001) and cultural intelligence means one's ability to act properly in contexts featured by cultural multiplicity and variety (Van Dyne & et al., 2007). Teaching is not only teaching words, phrases, and grammar but also includes the emotional, cultural, social and contextual variables. Through increasing emotional skills, teacher and students' motivation toward teaching and learning process can be boosted and a helpful educational environment for both can be created and fostered. Accordingly, teacher role will become more and more significant especially if teachers are more culturally and emotionally-ware (Jennings & Greenberg, 2009).

Iraq as a developing country is now moving fast towards pedagogical advancements and research developments in many scientific fields. To boost their current scientific status in the world both with regard to technology and research, Iraqi educational institutions are now offering courses and materials pertaining to Teaching English as a Foreign Language. Such institutions are constantly on the rise and increasingly involved in providing their intended audience with proper learning materials, advice, and guidance as they feel the pressing need to reach for an international readership almost on a daily basis. Although some studies have been done on teacher burnout in EFL settings, this research sets to probe into the relation between cultural intelligence, emotional intelligence and teacher burnout among Iraqi EFL teachers. Given the paucity of such research in that setting, the study seeks to discern whether cultural intelligence and emotional intelligence can be regarded as predictors of teacher burnout among Iraqi EFL teachers. Furthermore, since both Iraqi male and female teachers attended the research, the researchers aimed to find out whether gender could be viewed as a determining factor when it came to the above-mentioned variables.

Literature Review

Burnout

The term "burnout" was first used in the U.S.A. in late 1960s and 1970s by a psychologist named Herbert Freudenberger. Freudenberger (1974) saw that many of his co-workers were emotionally-exhausted. They had no motivation to work after a while. This continued until other psychological and physical signs appeared. Therefore, he created the term "burnout" which was referred to as physical and

psychological exhaustion (Gold & Roth, 1993; Maslach & Schaufeli, 1993; Schaufeli, 2003).

Many definitions have been proposed for the term “burnout”. For instance, Maslach (1982) described it as a condition of emotive fatigue, depersonalization, and decreased individual attainment. Pines and Aronson (1988) described burnout as an extreme physical, mental and emotional exhaustion which could be caused by working for long periods of time. Yet another definition was proposed by Wallace and Brinkerhoff (1991) who contended that burnout transpires when workers don't have enough power to respond appropriately to the demands of their job and thus they cannot cope with its negative consequences.

Cultural Intelligence (CQ)

Earley and Ang (2003) describe CQ as one's capability to adjust successfully to the new cultural conditions. To achieve this kind of adaptation, one needs skills and capability different from those used by people within their own cultural context. There are four interrelated factors that lead to the concept of cultural intelligences (Van Dyne et al., 2010). The four aspects of CQ: Cognitive, metacognitive, motivational and behavioral differ from the overall capability to act successfully in divergent cultural contexts (Earley & Ang, 2003). These dimensions reflect a set of adaptive abilities that are of paramount importance for effective personal relations and success in culturally divergent and varying contexts (Van Dyne et al., 2009). Van Dyne et al. (2007) name the following four characteristics for culturally-intelligent individuals. 1. They are good predictors and they can prognosticate what might happen in cross-cultural settings. 2. They are able to apprehend multi-cultural situations. 3. They choose to experience entirely varying and divergent cultural contexts. 4. They can readily adjust themselves to a new environment and modify or alter their verbal or nonverbal behaviors in various contexts.

CQ displays a person's capability to adjust himself or herself to new circumstances and generate proper behavior (Earley & Peterson, 2004). Since not all the new cultural situations will be immediately understood, an important skill to be considered for a culturally-intelligent person is the ability to expect misunderstandings. This is what Triandis (2005) dubs “suspending judgment”. In other words, culturally-intelligent individuals possess higher levels of ambiguity tolerance and this allows them to lower their stress levels when placed in a new culture and produce the best possible performance based on a better cultural understanding (Brislin et al., 2006).

Emotional Intelligence

EI was first introduced by Payne (1985) in his doctoral dissertation. The brilliant idea occurred to Salovey one summer when he was painting his home with his friend John Mayer. Salovey investigated emotions and behavior, whereas Mayer examined the association between emotions and thought. Mayer and Salovey (1997) described emotional intelligence as a group of interconnected skills regarding the capability to apprehend correctly, gauge, and convey feelings and emotive information and the capability to direct, handle, and balance feelings to enhance affective and academic development. Several EI models exist in the literature. Among them, Petrides et al. (2016) in the trait model characterize EI as a set of affect-related personality traits quantifiable with self-reports (Petrides et al., 2007;

Hughes & Evans, 2018). They have presented a short description of the domains where trait EI can be readily applied like organizational, socio-educational, and clinical fields. Two different EI constructs can be distinguished according to the measurement technique that is adopted to operationalize them (self-report techniques as in questionnaires or maximum performance tests as in IQ tests). *Trait EI* deals with affect-related self-conceptions that can be measured through self-report questionnaires, whereas *ability EI* copes with affect-related cognitive capabilities that have to be tested and evaluated through maximum performance tests (Petrides, et al., 2007, 2016). Since the researchers of the present study have turned to a self-report questionnaire, the construct in question belongs to the *Trait* category of emotional intelligence.

EI is comprised of five basic constituents: Self-awareness, self-regulation, motivation, empathy and social skills. Each has its own description. (1) Self-awareness means the ability to understand others' feelings, merits, demerits, wants, and incentives (Goleman, 1995). The second component of EI is self-regulation that makes an individual think about his or her own feelings and enables them not to rush headlong into decisions. The third component is motivation which is one's desire to achieve something. Motivated individuals rarely get exhausted and go to great lengths to produce the best performance and outcome. They are typically optimistic and goal-oriented and successfully accomplish their objectives. The fourth component is empathy that enables an individual to understand others' feelings and form a better relationship with them. The last component is social skills that make individuals to be good persuaders (Goleman, 1995).

Some Relevant Empirical Studies

Many student-related studies on emotional and cultural intelligence have been done in the Iranian EFL setting (e.g. Farooq, 2014; Ghonsooly et al., 2013; Marashi & Zaferanchi, 2010; Mohammad Hosseinpour & Farahani, 2017; Salehzade & Lashkarian, 2015; Shahmohamadi & Hasanzadeh, 2011). However, there are a number of relevant teacher-related studies done on emotional, cultural intelligence, and burnout. Tomic, et al. (2004) delved into the relation between existential fulfillment and teacher burnout. Personal attainment for individuals was gauged through the Existence scale and burnout was gauged via MBI. Findings revealed that there existed a negative association between existential fulfillment and emotional exhaustion and depersonalization but a positive one existed for personal attainment.

Cano-Garcia et al. (2005) examined the significance of personality and contextual factors in teacher burnout. The study aimed at explaining and prognosticating the relationship between levels of teacher burnout, personality factors and some contextual elements. A semi-structured interview, the modified version of the NEO-PI-R and MBI were utilized to gather data. The findings pointed to the significance of personality factors and contextual elements not only in describing levels of teacher burnout, but also in predicting burnout levels in teachers.

Hogan and McKnight (2007) carried out a research to investigate burnout among 76 higher education online instructors. MBI and a researcher-developed demographic survey were applied for data collection. The findings indicated that the instructors enjoyed an average grade on emotive fatigue, a low grade on the personal fulfillment and a relatively high score on the depersonalization subcomponents of the questionnaire.

MacNab and Worthley (2012) probed into the relationship between CQ and individual features. The findings demonstrated that general self-efficacy and CQ were positively correlated. Moreover, the results revealed that the three subcategories of CQ: Behavioral, cognitive, and metacognitive were related to general self-efficacy as well. The study implied that general self-efficacy should be integrated within CQ educational efforts and development as a vital characteristic.

Koçoğlu (2011) probed into the association between emotional intelligence and teacher efficacy. Ninety English language pre-service university teacher attended the research. The results indicated that teachers preferred enjoying efficacy in handling the class over having a fun class. The teachers had the highest score in anxiety tolerance and assistance competencies, but lowest in autonomy and self-consideration concerning emotional intelligence. The results pointed to a positively significant relation between EQ and teacher efficiency.

Bağçeci and Hamamci (2012) examined the relation between teacher burnout and their coping strategies. The Maslach Burnout Inventory, the Problem Solving Inventory, and the Ways of Coping Inventory were utilized. Results demonstrated that a significantly positive relation existed between the helpless coping strategy and teachers' emotional exhaustion. Furthermore, the findings were indicative of the fact that the self-confident coping strategy could be regarded as a predictor of personal accomplishment and was negatively related with it.

Fardinpour and Masoomi (2014) delved into the personality features as likely predictors of teachers' burnout. The results were indicative of the fact that burnout and personality factors were significantly associated with one another. The study concluded that personality features could predict levels of teacher burnout and probably enable educators to make necessary precautionary measures to either mitigate fatigue, depression, and burnout or keep such negative feelings in check to a great extent.

Mérida-López and Extremera (2017) studied the relation between EI and teacher burnout. The research aimed at implementing a systematic EI and teacher burnout. MEDLINE, PSYCinfo and Scopus databases were thoroughly investigated and 13 qualified scholarly papers were picked. The results showed that the two were negatively associated.

Esmaili et al. (2018) investigated EFL teachers' emotional intelligence and burnout in a language institute. Sixty-three language teachers from 11 private language institutes attended the research. Bar-On 's EQ questionnaire and Maslach Burnout Inventory were employed. The findings demonstrated that teacher's emotional intelligence and the three subcategories of burnout (emotional exhaustion, depersonalization and accomplishment) were significantly related. Although some studies have been carried out in EFL contexts with regard to teacher burnout, personality factors, teacher empowerment and teacher reflectivity, the relationships between cultural intelligence and Iraqi EFL teachers' burnout on the one hand, and emotional intelligence and their likely burnout on the other hand, have remained largely unexplored. To attain the above-stated purposes of the research, the researchers formulated these questions:

1. Is there any significant correlation between Iraqi EFL teachers' emotional intelligence and burnout?
2. Is there any significant association between Iraqi EFL teachers' cultural intelligence and burnout?

3. Which variable (emotional intelligence or cultural intelligence) can be regarded as a better predictor of teacher burnout among Iraqi EFL teachers?

4. Are there any significant differences between male and female Iraqi EFL teachers with regard to burnout, emotional intelligence, and cultural intelligence?

Methodology

Participants

A hundred and sixty-four Iraqi teachers including 97 females and 67 males participated in the research. Their age ranged from 23 to 55 years old. Their teaching experience ranged from 1 to 25 years. Moreover, Arabic language accounted for all the participants' first language. The respondents were either met in person or electronically contacted from various schools, universities and language institutes from different cities of Iraq (e.g. Basra, Baghdad, Karbala, Najaf, and Dhiqar). Ninety-seven teachers accounting for 59.14% of all the participants were TEFL graduates, 46 teachers accounting for 28.04% of all the participants were English Literature graduates, and 21 teachers accounting for 12.80% of all the participants were English Translation graduates. Concerning the geographical location of the teachers, 25 of the participants took part in the study from Basra, 63 from Baghdad, 26 from Karbala, 27 from Najaf, 17 from Dhiqar, and 6 from Kufa.

Table 1

Demographic Information of the Participants

Average Age	Average Teaching Experience	Academic Degree	Institution
23-34 (N = 19)	1-7 Years (N = 17)	B.A. (N = 80)	Schools (N = 89)
34-44 (N = 68)	7-12 Years (N = 87)	M.A. (N = 66)	Institutes (N = 58)
44-55 (N = 77)	12-25 Years (N = 60)	Ph.D. (N = 18)	Universities (N = 17)

Instruments

As for the instruments, the researchers employed the original versions in English and made minor modifications wherever an indication was deemed necessary to further specify that the questionnaires were being particularly used for the teaching profession. Furthermore, the participants were provided with no further assistance such as explanations or translations from the researchers. The three instruments utilized in the study are as follows:

Maslach Burnout Inventory –Educators' Survey (MBI-ES). The questionnaire consists of 22 self-report items and includes three subcomponents of Emotional Exhaustion (EE), Depersonalization (DP) and Personal Accomplishment (PA). The first two subcomponents: (EE & DP) contain seven items each and PA includes eight items pertaining to feelings of personal attainment and success. All the participants were kindly requested to go through the relevant sentences for each subcomponent and provide their responses ranging from never accounting for 0 to everyday accounting for 6 on a 7-point Likert scale. A high score in the first two sections and a low score in the last section might be an indication of burnout.

The Cultural Intelligence Scale (CQS) Developed by Van Dyne et al. (2008). It is composed of 20 items which includes four metacognitive, six cognitive, five motivational and five behavioral items. This instrument enjoys high reliability i.e. $\alpha = 0.86$ and the reliability of its cognitive, meta-cognitive, motivational, and behavioral subcomponents stand at 0.81, 0.82, 0.64, 0.72 respectively. The metacognitive component is concerned with a person's capability to manage diverse

cultural systems and entails planning, goal-setting, monitoring performances, being cognizant of cross-cultural variations in different settings, and evaluating the outcomes of the situations. The cognitive component deals with a person's knowledge about the host culture and it consists of business, interpersonal, and socio-linguistics knowledge of that specific culture. The motivational component is associated with an individual's capability to draw attention towards knowing how to properly function in various cross-cultural settings and integrates intrinsic and extrinsic motivation with self-efficacy. The behavioral dimension of cultural intelligence is linked with one's capability to appropriately adopt verbal and nonverbal behaviors of the host culture and is representative and reflective of the suitable manners at the host culture (Van Dyne, et al., 2012).

Wang and Law Emotional Intelligence Scale (WLEIS). The Bar-On 's emotional intelligence inventory (EQ-i) comprising 5 factors and 15 elements is a commonly-used EQ questionnaire in the literature. The initial account had 133 questions. Later Bar-On (1997) amended the questionnaire and decreased its size to 117 items. Due to the feasibility issue, the challenges inherent in administering questionnaires with too many items, and the fact that the researchers desired and asked for the participants' active collaboration, cooperation, and full engagement with the research project, the researchers opted for this specific and already-validated questionnaire to either mitigate or curb the cognitive load imposed upon the respondents' working-memory and glean their full cooperation as well. This questionnaire is a 16-item self-report instrument. The respondents had to respond to the items on a 7-point Likert Scale ranging from strongly disagree to strongly agree.

KR-21 Reliability Indices for the Instruments

Table 2 illustrates the descriptive statistics and KR-21 reliability indices for the burnout, and emotional and cultural intelligence questionnaires. The results demonstrated that the reliability indices for the burnout, emotional and cultural intelligence questionnaires were .80, .71 and .72 respectively.

Table 2

KR-21 Reliability Indices for Burnout, Emotional and Cultural Intelligence

	N	Min	Max	Mean	Std. Deviation	Variance	KR-21
Burnout	164	59	121	87.15	13.691	187.451	.80
Emotional Intelligence	164	36	83	60.00	9.659	93.301	.71
Cultural Intelligence	164	42	96	68.95	11.085	122.887	.72

Data Collection Procedure

The three questionnaires were submitted to more than two-hundred Iraqi EFL teachers either in person or electronically through their emails or an already-designed Google Doc link of the questionnaires for those who were physically distant from the researchers. Some teachers remained reluctant to share their responses and refused to fill out the questionnaires and 164 Iraqi EFL teachers completed all the three questionnaires. All the respondents were ensured that the information they had provided would remain confidential and wouldn't be released without their due consent.

Data Analysis

First, there was a need to check if the present data suffered from any univariate outliers or not. To this end, the researchers measured the Z scores. Then

the Mahalanobis Distances (MD) were computed in order to probe any multivariate outliers. The next step was to check the assumption of normality through skewness and kurtosis indices and their ratios over the standard errors. Since the absolute value of ratios of skewness and kurtosis were lower than 1.96 for all variables, the research questions were analyzed through parametric Pearson correlation and linear regression. In order to respond to the first and second question, the researchers computed Pearson correlation. This was to probe any significant relation between Iraqi EFL teachers' emotional and cultural intelligence and their burnout. A linear regression using backward method was run to probe which of the two intelligences; i.e. emotional or cultural, was a better predictor of burnout. Since the third research question required which one of the intelligences was a better predictor of burnout, the two regression coefficients were compared for any significant differences using the online calculator. Moreover, the assumptions of linearity of relationship between the two variables in each research questions and homoscedasticity (homogeneity of variances) were probed through Scatter Plot. At the end, an independent-samples t-test was conducted to compare the male and female groups' means on burnout, emotional intelligence and cultural intelligence separately.

Results

Table 3 illustrates the descriptive statistics for the standardized scores (Z-scores) of burnout, cultural and emotional intelligences. Since none of the Z-scores were higher than ± 3 , it was concluded that the data did not suffer from any univariate outliers.

Table 3

Descriptive Statistics for Standardized Scores of Burnout, Emotional and Cultural Intelligences

Z-Score	N	Minimum	Maximum	Mean	Std. Deviation
Burnout	164	-2.055	2.472	.000	1.00
Emotional Intelligence	164	-2.484	2.381	.000	1.00
Cultural Intelligence	164	-2.430	2.440	.000	1.00

The Mahalanobis Distances (MD) were computed in order to probe any multivariate outliers. The computed MD's, as displayed in Table 4, were compared against the critical value of chi-square at .001 levels for three variables, i.e. 16.26. Table 4 illustrates the descriptive statistics for the MD. Since maximum MD of 9.85 was lower than critical value of chi-square at 3 for the three variables; i.e. 16.26. The data did not suffer from any multivariate outliers.

Table 4

Descriptive Statistics of Mahalanobis Distances; Testing Multivariate Outliers

	N	Minimum	Maximum	Mean	Std. Deviation
Mahalanobis Distance	164	.101	9.855	2.981	2.187

The assumption of normality was checked through skewness and kurtosis indices and their ratios over the standard errors (Table 5). The absolute value of ratios of skewness and kurtosis were lower than 1.96 for all variables. That was why the research questions were analyzed using parametric Pearson correlation and linear regression.

Table 5
Descriptive Statistics; Testing Normality of Data

	N	Skewness		Kurtosis			
		Statistic	Std. Error	Ratio	Statistic	Std. Error	Ratio
Burnout	164	.348	.190	1.83	-.469	.377	-1.24
Emotional Intelligence	164	-.010	.190	-.052	-.149	.377	-.395
Cultural Intelligence	164	.101	.190	.531	-.393	.377	-1.04

Exploring Question 1

The first question intended to discern whether there was any significant relation between Iraqi instructors' EI and burnout. Pearson correlation was computed in order to probe into any possible association. According to the findings illustrated in Table 6, [$r(162) = -.567$, denoting a big effect size, $p = .000$], it could be said that Iraqi instructors' EI and their burnout significantly but negatively correlated with one another. The negative and significant correlation between burnout and emotional intelligence indicated that if Iraqi EFL teachers' burnout increased their emotional intelligence decreased.

Table 6
Pearson Correlation between Emotional Intelligence and Burnout

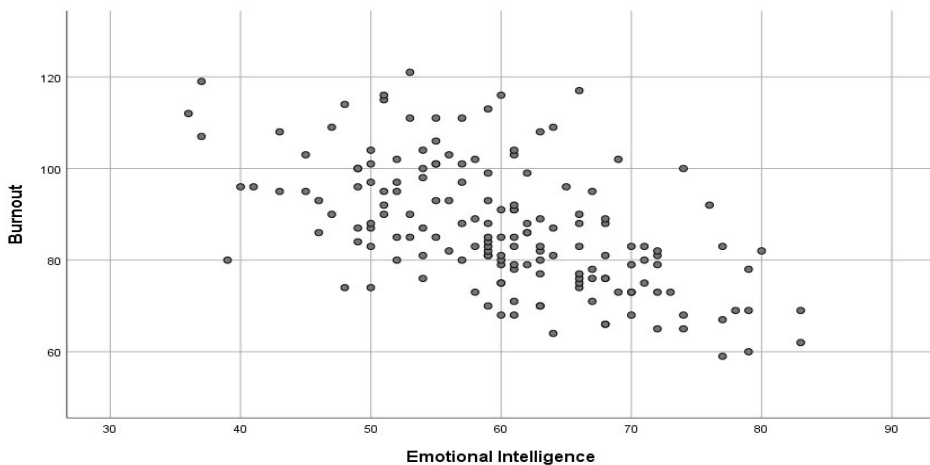
		Emotional Intelligence
Burnout	Pearson Correlation	-.567**
	Sig. (2-tailed)	.000
	N	164

** . Correlation is significant at the 0.01 level (2-tailed).

As mentioned earlier, Pearson correlation, besides the assumptions of lack of univariate and multivariate outliers and normality, assumes linearity of relation between the two variables and homoscedasticity (homogeneity of variances). These two assumption were probed through Scatter Plot 1. Since the spread of dots did not show any rising-and-falling pattern, it was concluded that the assumption of linearity was retained. The spread of dots also did not form any funnel shape, i.e. wide at one end and narrow at the other end, it was concluded that the assumption of homoscedasticity was retained.

Scatter Plot 1

Relationship between Burnout and Emotional Intelligence



Exploring Question 2

The second question examined whether there was any statistically meaningful relation between Iraqi EFL teachers' cultural intelligence and burnout. Pearson correlation was computed in order to probe that relation. According to the findings illustrated in Table 7, [$r(162) = -.553$, depicting an enormous effect size, $p = .000$], it could be said that a significantly negative and large association existed between Iraqi instructors' CQ and their burnout. The negative and significant correlation between burnout and cultural intelligence indicated that if Iraqi EFL teachers' burnout increased their emotional intelligence decreased.

Table 7

Pearson Correlation between Cultural Intelligence and Burnout

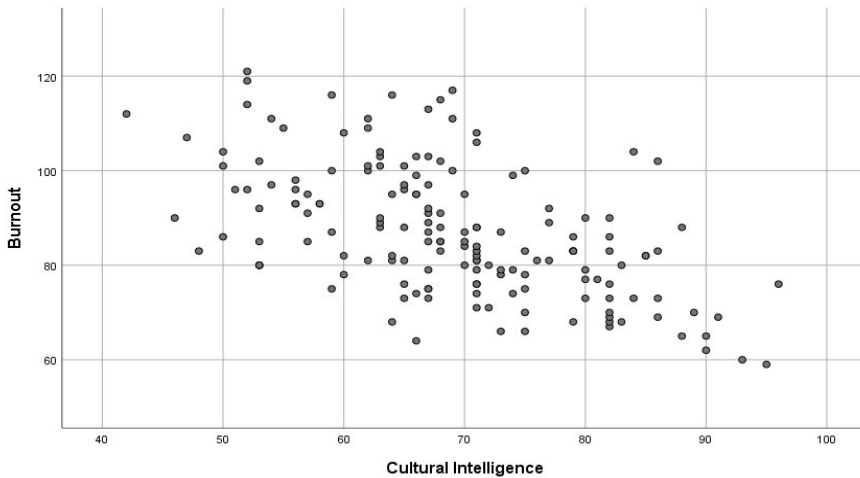
		Cultural Intelligence
Burnout	Pearson Correlation	-.553**
	Sig. (2-tailed)	.000
	N	164

** . Correlation is significant at the 0.01 level (2-tailed).

The assumptions of linearity of relationship between the two variables and homoscedasticity (homogeneity of variances) were probed through Scatter Plot 2. Since the spread of dots did not show any rising-and-falling pattern, it was concluded that the assumption of linearity was retained. The spread of dots also did not form any funnel shape, i.e. wide at one end and narrow at the other end, it was concluded that the assumption of homoscedasticity was retained.

Scatter Plot 2

Relationship between Burnout and Cultural Intelligence



Exploring Question 3

The third question intended to determine which variable (emotional intelligence or cultural intelligence) could be regarded as a better predictor of teacher burnout among Iraqi EFL teachers. A linear regression using backward method was run to probe which of the two intelligences; i.e. emotional or cultural,

was a better predictor of burnout. The Backward method was selected because as noted by Field (2018), the Forward and Stepwise methods should be avoided. Table 8 displays the findings of the regression analysis. The findings indicated that both emotional and cultural intelligences predicted 36.2 percent of Iraqi EFL teachers' burnout ($R = .602$, $R^2 = .362$).

Table 8
Model Summary^b

Model	R	R Square	Adjusted R Square
1	.602 ^a	.362	.354

a. Predictors: (Constant), Cultural Intelligence, Emotional Intelligence

b. Dependent Variable: Burnout

Table 9 displays the findings of the ANOVA test of significance of regression model. The results ($F(2, 161) = 45.65$, $p = .000$, partial $\eta^2 = .221$ depicting a big effect size) demonstrated that the regression model enjoyed statistical significance. In other words; emotional and cultural intelligences significantly predicted burnout.

Table 9
ANOVA^a Test of Significance of Regression Model

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	11057.266	2	5528.633	45.653	.000b
1	Residual	19497.222	161	121.101		
	Total	30554.488	163			

a. Dependent Variable: Burnout

b. Predictors: (Constant), Cultural Intelligence, Emotional Intelligence

Table 10 exhibits the findings of regression coefficients. The two sets of regression coefficients were provided; standardized (beta) and unstandardized (b) values. The standardized regression coefficients show the amount of change in dependent variable (burnout) due to one standard deviation change in the predictor. For example, the beta value for emotional intelligence was $-.350$. That is to say, if emotional intelligence increases one standard deviation, burnout decreases $.350$ standard deviations. The unstandardized regression coefficients (b) are interpreted in terms of the unit of measurement used to measure the variables. For example, the b-value for cultural intelligence was $-.365$. That is to say, if cultural intelligence increases one unit, burnout decreases $.365$ units.

Table 10
Regression Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
	(Constant)	142.051	5.813		24.436	.000
1	Emotional Intelligence	-.496	.132	-.350	-3.759	.000
	Cultural Intelligence	-.365	.115	-.295	-3.173	.002

a. Dependent Variable: Burnout

According to Table 10, it can be said that both emotional intelligence ($b = -.496$, $\text{Beta} = -.350$, $t = -3.75$, $p = .000$) and cultural intelligence ($b = -.365$, $\text{Beta} = -.295$, $t = -3.17$, $p = .002$) significantly predicted burnout. However, the third research question required which one of the intelligences was a better predictor of burnout.

The two regression coefficients were compared for any significant differences using the online calculator. The results (Table 11) indicated that there was not any ($t = .748$ (324), $p = .454$) significant difference between the two predictors. That is to say; both emotional and cultural intelligences significantly predicted burnout.

Table 11

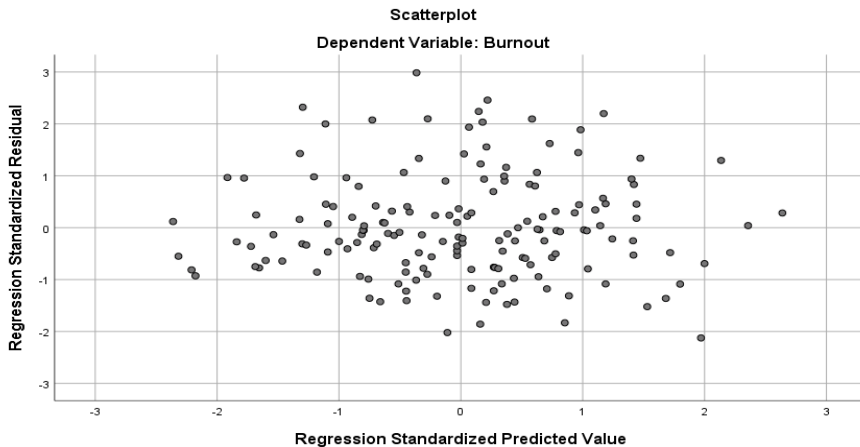
Comparing two Regression Coefficients

Intelligences	b-values (Slopes)	Standard Errors	t-value	Df	p-value
Emotional	-.496	.132	.748	324	.454
Cultural	-.365	.115			

The assumptions of linearity of relationship between the two variables and homoscedasticity (homogeneity of variances) were probed through Scatter Plot 3. Since the spread of dots did not show any rising-and-falling pattern, it was concluded that the assumption of linearity was retained. The spread of dots also did not form any funnel shape, i.e. wide at one end and narrow at the other end, it was concluded that the assumption of homoscedasticity was retained.

Scatter Plot 3

Testing Linearity and Homoscedasticity of Regression model



Exploring Question 4

An independent-samples t-test was conducted to examine the male and female instructors' means on burnout. Table 12 displays the findings of the descriptive statistics for the two groups on burnout. The results indicated that the female Iraqi teachers ($M = 94.26$, $SD = 11.48$) had a higher burnout than the male teachers ($M = 76.85$, $SD = 9.43$).

Table 12*Descriptive Statistics of Burnout by Gender*

	Group	N	Mean	Std. Deviation	Std. Error Mean
Burnout	Female	97	94.26	11.487	1.166
	Male	67	76.85	9.439	1.153

Table 13 displays the findings of the independent-samples t-test. The results ($t(157) = 10.61$, $p = .000$, 95 % CI [14.16, 20.64], $r = .646$ signifying a considerable effect size) demonstrated that the female Iraqi EFL teachers had a significant higher burnout than the male teachers. Homogeneity of variances assumption was not maintained. As illustrated in Table 13, the significant findings of the Levene's test ($F = 5.65$, $p = .019$) revealed that the two groups' variances on burnout differed significantly. That was why the second row of Table 13; i.e. "Equal variances not assumed" was reported.

Table 13*Independent-Samples t-test; Burnout by Gender*

	Levene's Test for Equality of Variances				t-test for Equality of Means				
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	5.657	.019	10.241	162	.000	17.407	1.700	14.051	20.763
Equal variances not assumed			10.613	157.082	.000	17.407	1.640	14.167	20.647

An independent-samples t-test was conducted to juxtapose the male and female instructors' means on emotional intelligence. Table 14 shows the descriptive statistics for the two groups on emotional intelligence. The results indicated that the male Iraqi teachers ($M = 65.30$, $SD = 8.46$) had a higher emotional intelligence than their female counterparts ($M = 56.34$, $SD = 8.71$).

Table 14*Descriptive Statistics of Emotional Intelligence by Gender*

	Group	N	Mean	Std. Deviation	Std. Error Mean
Emotional Intelligence	Male	67	65.30	8.466	1.034
	Female	97	56.34	8.719	.885

Table 15 exhibits the findings of the independent-samples t-test. The results ($t(162) = 6.54$, $p = .000$, 95 % CI [6.25, 11.66], $r = .457$ depicting a modest to big effect size) demonstrated that the male Iraqi EFL instructors enjoyed a significantly higher emotional intelligence compared to their female counterparts.

Table 15
Independent-Samples t-test; Emotional Intelligence by Gender

	Levene's Test for Equality of Variances				t-test for Equality of Means				
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.011	.916	6.545	162	.000	8.958	1.369	6.255	11.661
Equal variances not assumed			6.580	144.728	.000	8.958	1.361	6.268	11.649

The homogeneity of variances assumption was kept. As shown in Table 15, the non-significant findings of the Levene's test ($F = .011$, $p = .916$) demonstrated that the two groups' variances on emotional intelligence did not differ significantly from one another. That was why the second row of Table 15; i.e. "Equal variances assumed" was reported.

Table 16 displays the descriptive statistics for the two group on cultural intelligence. The results indicated that the male Iraqi teachers ($M = 74.79$, $SD = 9.18$) had a higher cultural intelligence than their female counterparts ($M = 64.91$, $SD = 10.50$).

Table 16
Descriptive Statistics of Cultural Intelligence by Gender

	Group	N	Mean	Std. Deviation	Std. Error Mean
Cultural Intelligence	Male	67	74.79	9.189	1.123
	Female	97	64.91	10.501	1.066

Table 17 displays findings of the independent-samples t-test. The results ($t(162) = 6.23$, $p = .000$, 95 % CI [6.75, 13.01], $r = .440$ signifying a modest to large effect size) indicated that the male Iraqi EFL teachers had a significant higher cultural intelligence than the female teachers. The homogeneity of variances assumption was maintained. As illustrated in Table 17, the non-significant findings of the Levene's test ($F = 5.65$, $p = .019$) demonstrated that the two groups' variances on cultural intelligence did not differ significantly from one another. That was why the first row of Table 17; i.e. "Equal variances assumed" was reported.

Table 17
Independent-Samples t-test; Cultural Intelligence by Gender

	Levene's Test for Equality of Variances				t-test for Equality of Means				
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.489	.485	6.230	162	.000	9.884	1.587	6.751	13.017
Equal variances not assumed			6.384	153.117	.000	9.884	1.548	6.825	12.943

Discussion

The present study aimed at finding out the relation between Iraqi instructors' burnout and their emotional and cultural intelligence. The study also attempted to discern whether emotional and cultural intelligence could predict teacher burnout among Iraqi EFL teachers. Furthermore, male and female Iraqi teachers were compared and contrasted with regard to teacher burnout, emotional intelligence, and cultural intelligence. It was concluded that teacher burnout significantly related with both emotional and cultural intelligence. In other words, the higher a teacher emotional intelligence and cultural intelligence were, the lower his or her burnout could be. Both emotional and cultural intelligence could predict levels of teacher burnout. Iraqi female teachers were more impacted by teacher burnout and consequently were more emotionally and culturally vulnerable than their male colleagues.

The first research question delved into the possible relation between Iraqi instructors' burnout and their emotional intelligence. The findings indicated a negative and significant association between the two. As emotional intelligence increased, levels of teacher burnout decreased in the participants. This finding could reasonably be justified on the grounds that those who are more capable of managing their emotions under tough and difficult circumstances might suffer less from teacher burnout and be less prone to job dissatisfaction, fatigue or even depression. This concurs with Esmaili et al. (2018) and Mérida-López and Extremera (2017) who found a significant relation between instructors' EI and the three dimensions of burnout.

Being emotionally-cognizant is an important component when it comes to making proper, informed, and appropriate decisions in chaotic or critical conditions. Typically, when an individual is under pressure and emotions are mixed and abound, the decision-making process will be negatively influenced and the one who suffers as a result is the decision-maker. Teaching can be regarded as both a highly demanding and challenging profession simultaneously. There are times when teachers feel exhausted or challenged by the daunting tasks they encounter inside and outside the classroom environment, they feel pressured by the heavy responsibilities on their shoulder and they will have to keep their emotions in check to make the right decision. When someone is not emotionally-balanced, the work he or she is involved in doing will surely be adversely affected. In order for a teacher to succeed in his or her profession or career, he or she will have to be mentally prepared and emotionally ready to face the challenges. Otherwise, teacher burnout will be a possible consequence to suffer from. Therefore, it behooves anyone involved in the teaching profession to pay due and sufficient attention to the emotional dimension and raise such an awareness in them accordingly. This is in line with Bağçeci and Hamamci (2012) and Koçoğlu (2011) who found EQ and teacher's efficacy were positively and significantly correlated.

The second research question probed into the possible correlation between Iraqi teachers' burnout and their cultural intelligence. The results were indicative of a significant relationship between the two. In other words, the more culturally-aware a person was, the less likely he or she could be to suffer from high levels of teacher burnout. Such a result could be reasonably justified on the grounds that many teachers embark upon the process of teaching without a sound and proper knowledge, awareness, and understanding of the cultural issues. To be less prone to

high levels of teacher burnout, teachers will have to be appropriately cognizant of the second or foreign language culture. Such an understanding could enable the teacher to predict the challenges and find proper solutions to resolve them as they emerge. Cultural issues play a pivotal role when it comes to a teacher's job, sense of accomplishment and success. If a teacher is not culturally-aware, he or she might be more vulnerable to teacher burnout because such confusion and bewilderment on the part of language teacher might lead to early disappointment and frustration and make the teacher give up early on and prematurely. A contrastive analysis and analogy of the first language and second language culture can be deemed necessary if teachers are to succeed and thrive in their profession. Cultural unfamiliarity with L2 can be considered an impediment to the success of a teacher. This is consistent with Kelidbari et al. (2012) who did a research on the association between cultural intelligence and job performance. The results showed that CQs were good predictors for job performance.

The last research question addressed the relation between Iraqi EFL teachers' burnout and gender and examined which gender was more susceptible to and affected by teacher burnout. The findings revealed that teacher burnout and gender significantly correlated. In the same vein, it was found that Iraqi EFL female teachers were more likely to suffer from teacher burnout and were more affected by burnout than their male counterparts. We all know the fact that men and women are created differently and each possess their God-given peculiarities, qualities and specialties. It is commonly stated that women are more emotional and it is almost taken for granted that they should not be placed and appointed for sensitive positions such as judging. It is true that women are full of emotions, but it remains to be seen whether they can rightly and properly handle and manage their emotions. The results of this research project demonstrated that Iraqi EFL female teachers might be regarded as emotionally more vulnerable and susceptible than their male counterparts. This stands to reason that female teachers suffered more from job dissatisfaction, failure, burnout, and frustration. Another possible explanation for the higher female vulnerability and susceptibility to teacher burnout could be ascribed to the setting or context in which they have grown up. Iraq is located in a volatile region in the middle-east where women are almost regarded as second-class citizens.

In a male-dominated country like Iraq where women are marginalized, not given priority number one or given secondary roles, females might feel suppressed, pressured, marginalized, and underprivileged. Such feelings of inadequacy, inferiority, and marginalization could have contributed to and undermined their overall feelings of job satisfaction and success. If Iraqi women are to thrive and succeed in their teaching profession and be less prone to teacher burnout, they will have to be given more opportunities to unleash their full potentials and their feelings, desires, and attitudes should be properly and adequately taken care of. If Iraqi female teachers feel that they are being cared as much as their male colleagues and the work they do is appreciated as much as Iraqi male teachers, they might be less likely to suffer from high levels of teacher burnout. In fact, such depreciation, apathy, and disregard for their feelings, desires, and tendencies could have been a contributing factor when it comes to teacher burnout

Another important point to be born in mind is the amount of salary Iraqi female teachers earn in comparison with their male mates. In other words, a likely justification for the higher levels of teacher burnout among Iraqi female teachers could be ascribed to the fact that they are given lower salaries for the same job

compared to the male teachers. The instrumental and extrinsic motivation inherent in the teaching profession can be regarded as a crucial and determining factor. Such undesired discrimination between Iraqi male and female teachers concerning the amount of money they earn could be considered a likely justification for higher levels of teacher burnout among female Iraqi teachers. The economic aspect of teaching or the materialistic outlook could have impacted female Iraqi EFL teachers' levels of burnout.

Cultural diversities abound between English and Arabic. Such diversities, disparities, discrepancies, and differences between the two languages could have accounted for a low and insufficient cultural awareness and understanding on the Iraqi EFL teachers' part. In fact, when it comes to cultural understanding and awareness, bias and prejudice come into play their part. In a highly-religious Islamic and traditional milieu in Iraq where women have to observe specific cultural norms and regulations, such sharp contrasts between English and Arabic language can be more noticeable and conspicuous. Female Iraqi teachers could certainly be more constrained by their native language sociocultural and religious norms, traditions, and rules. Any violation of such norms and regulations could result in social isolation and exclusion. Iraqi EFL female teachers were less culturally-aware because they might have been highly inundated and engrossed in their own cultural values and traditions. The fact that the Iraqi female teachers could be judged, punished or even isolated for any deviations from their native language cultural norms might be another potential explanation for their higher burnout and lower cultural awareness as well. Feelings of success and gratification among teachers could entail a true and suitable understanding of the cultural likenesses and dissimilarities between the first language and second language. Any digression and deviation from the cultural norms of the first language by females could put them at great risk since bias and prejudice against women in a highly traditional and religious country like Iraq are commonplace. Such fear of exclusion, isolation, and bias against women could have prevented them from gaining a proper cultural awareness.

Conclusion

Generally speaking, teachers will be more vulnerable and susceptible to higher levels of burnout, mental exhaustion, physical fatigue, disappointment, job failure and dissatisfaction if they are less emotionally and culturally-aware. EI does not necessarily mean being emotional but rather it entails a true understanding of one's own feelings, desires, attitudes, and tendencies and being able to manage one's emotions once placed under chaotic and critical circumstances. It includes making the right decision at the right time. One might be a very emotional person but unable to cope with his or her feelings and act properly. Moreover, a suitable cultural awareness and consciousness of both source and target language will assist the teacher to cope with difficulties and challenges, make contingency plans, and find practical and viable solutions for the anticipated problems.

In the teaching world, those teachers who are emotionally intelligent, try their best to develop and enhance their relationship with their students and co-workers (Kremenitzer & Miller, 2008). For language learners, those who have higher EI can more successfully control their stress, and act positively during challenges (Pishghadam, 2009). More specifically, both negative and positive emotions influence the learning quality. Negative emotions can reduce language

learning quality and positive emotion can facilitate language learning (Shau et al., 2013).

A teacher could increase his or her chances of success and job satisfaction, provided that he or she knows how to manage their emotions and how to take into account the cultural issues. Practical workshops can be held to raise teachers' awareness and consciousness about the ways that both emotional and cultural issues can be properly dealt with. The consciousness-raising aspect of such workshops will assist and enable teachers to strike a balance between the desired levels of cultural and emotional intelligence in order not to suffer from the undesirable outcomes of teacher burnout.

The study has a number of implications for the people involved within the field of language teaching. Teachers might benefit from the findings of this research project as they are made aware and cognizant of two important predictors of teacher burnout: Emotional and cultural intelligence. First and foremost, if cultural intelligence can be regarded as one possible predictor of teacher burnout, teachers and practitioners in the field can take precautionary and necessary measures to not only raise teachers' awareness about what it entails, but also the way it can be rectified and boosted. Second, emotionally-aware teachers can also take predetermined steps to prevent teacher burnout or keep it in check to the extent possible. Finally, apart from the consciousness-raising aspect of this research project, it can also serve a preventative function to mitigate teacher burnout.

The present study has its own limitations. First, it is a descriptive and questionnaire-based one. Triangulation of data could be done with the inclusion of other instruments and fewer participants such as interview and observation to increase the overall validity of the research. Due to the feasibility challenges inherent in the administration of questionnaires with too many items, the researcher employed and capitalized on the most well-known and commonly-used ones with fewer items. The study also delimited itself to Iraqi EFL teachers which could have undermined the generalizability of the findings.

Future studies can be done with fewer subjects with instruments other than the utilized questionnaires in this study. Triangulation of data with the inclusion of instruments like interview and observation can be recommended to boost the overall validity of the research. To boost the generalizability of the findings, future studies can also be conducted in ESL contexts to see how similar or different the results might be from the EFL setting so that these two contexts can be compared and contrasted. Variables other than emotional and cultural intelligence that might have a bearing on the teacher burnout could be investigated as well.

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