

**THE INFLUENCE OF FAMILY-WORK CONFLICT, EMOTIONAL
INTELLIGENCE ON JOB BURNOUT AMONG SECONDARY SCHOOL
TEACHERS IN OLUYOLE LOCAL GOVERNMENT IBADAN, OYO STATE.**

BY

ANIMASHAUN OLUWAMAYOMIKUN SAMUEL

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CERTIFICATION

This is to certify that this project was carried out was carried out by Mayokun Samuel

Animashaun (PSY/14/2025) under my supervision in the Department of Psychology, Faculty of Social Sciences, Federal University Oye-Ekiti, Ekiti State.



Supervisor

DR. O.O.OWOSENI

21/02/19

Date



Dr. O.O.OWOSENI

Head of Department

19/03/19

Date

.....

External examiner

.....

Date

DECLARATION

I declare that the project work titled “The Influence of Family Work Conflict, Emotional Intelligence on Job Burnout among Secondary School Teachers in Oluyole Local Government Ibadan”, submitted to the Department of Psychology, Faculty of Social Sciences, Federal University Oye-Ekiti is my original work done under the guidance of the supervisor.

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ABSTRACT

This study investigated the influence of work family conflict, emotional intelligence on job burnout among secondary school teachers in Oluyole Ibadan. 276 teachers were used for this study. Three instruments were used, they include: job burnout scale, emotional intelligence scale, and work family conflict scale. Eight hypotheses were postulated and tested. The first hypothesis which states that Work family conflict and emotional intelligence (EI) will significantly predict enthusiasm towards job Hypothesis was supported (ETJ), [F (3, 272) = 9.72, $p < .001$, $R^2 = .10$]. Hypothesis two which states that Work family conflict and emotional intelligence (EI) will significantly predict psychological exhaustion was not supported. [F (3, 272) = 9.72, $p > .01$, $R^2 = .02$]. Hypothesis three which states that Work family conflict and emotional intelligence (EI) will significantly predict indolence was supported [F (3, 272) = 7.10, $p < .001$, $R^2 = .07$]. Similarly, hypothesis four which states that Work family conflict and emotional intelligence (EI) will significantly predict guilt was supported [F (3, 272) = 7.10, $p < .01$, $R^2 = .05$]. The fifth hypothesis which states that there will be gender differences in levels of burnout was not supported (Male (M = 14.6, SD = 4.32) and female participants (M = 14.81, SD = 4.48) were not statistically significant, $t (274) = 1.21$, $p = .23$). Hypothesis six which states that there will be school differences in levels of burnout. Private (M = 14.79, SD = 4.30) and public schools (M = 14.02, SD = 4.38) were statistically significant, Therefore hypothesis six was supported $t (274) = -1.21$, $p = .23$. Hypothesis seven states that there will be marital status differences in dimensions of burnout, hypothesis seven was supported. Single (M = 14.78, SD = 4.41) and married (M = 14.56, SD = 4.20) were not statistically significant, $t (274) = -.14$, $p = .88$. Hypothesis eight states that Participants who have perceived social support will have low scores on burnout than participants who do not. (M = 13.52, SD = 4.04) and those who did not (M = 14.52, SD = 4.33) were statistically significant, $t (217) = -1.63$, $p = .05$. In conclusion, Family work conflict and emotional intelligence did not significantly predict job burnout. There is no gender difference in gender levels. Family work conflict and emotional intelligence significantly bring about enthusiasm towards job.

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the Study

The “burn-out” metaphor implies not only that somebody had to be “burning” (i.e. is strongly liked his/her job, was strongly committed, etc.) before he or she would be able to “burn-out”, but also that once a fire is burning, it cannot continue to burn unless resources are provided to keep it on burning. In other words, employees’ energy or capacity to work can diminish over time when the work environment does not provide resources and is especially demanding. “In a terminal stage a state of physical, emotional and mental exhaustion will occur from which it is hard to recover” (Schaufeli and Greenglass, 2001). There is another metaphorical meaning of burnout: Somebody could only burn out if he or she was “burning” before. Thus, engagement, enthusiasm and interest in someone’s job are a necessary precursor of burnout.

The burnout concept was first described in the 1970s and originally referred to a reaction on interpersonal stressors on the job (Maslach, Schaufeli and Leiter, 2001; Schaufeli, Leiter and Maslach, 2008). The concept was traditionally examined in the context of human services, such as health care, social work, psychotherapy and teaching. One of the most prominent definitions describe burnout “as a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who work with people in some capacity”(Maslach, Jackson and Leiter, 1996, p. 4). Exhaustion occurs as a result of one’s emotional demands.

In the late 1980s burnout was more and more noticed also outside the work with patients and care recipients (Demerouti, Bakker, Nachreiner and Schaufeli, 2001; Schaufeli et al.,

2008). In a more general way burnout can be seen as “a state of exhaustion in which one is cynical about the value of one’s occupation and doubtful of one’s capacity to perform” (Maslach et al., 1996, p. 20). Researchers agree that stressors leading to burnout in human services can also be found in other occupations (Burisch, 2006; Demerouti et al., 2001). One of the most radical definitions representing the general nature of burnout is provided by Maslach and Leiter (1997): “Burnout is the index of the dislocation between what people are and what they have to do. It represents erosion in value, dignity, spirit, and will – an erosion of the human soul. It is a malady that spreads gradually and continuously over time, putting people into a downward spiral from which it’s hard to recover.

Further, researchers agree that burnout does not occur “overnight”. It is rather a result of a prolonged and slow process that may last even for years. According to several authors (e.g., Burisch, 2006) the “triggers” are excessive job demands and the employee’s inability to continuously invest energy when meeting the demands. The development of burnout usually begins at an early stage of emotional exhaustion. High levels of emotional exhaustion consequently lead to a withdrawal from the people / clients / patients / customers the employees work with and also from their job in general. Such a withdrawal results in depersonalized reactions to people / clients / patients / customers and in a cynical attitude towards the job (e.g., Taris, Le Blanc, Schaufeli and Schreurs, 2005). In other words, emotional exhaustion may lead to the depersonalization stage of burnout (Maslach et al., 2001). However, according to (Demerouti et al., 2001) several authors claim that exhaustion and depersonalization develop rather parallel and have different antecedents.

According to Demerouti et al. (2001, p. 502) “the development of burnout follows two processes.” The first process is related to job demands which lead to frequent overtaxing and consequently to exhaustion. A lack of job resources (e.g., lack of social support), on the other hand, represents a second process which in the end leads to disengagement from work.

If resources are not functional in meeting job demands, withdrawal behaviour from work will occur. (Demerouti et al., 2001, p. 501) Withdrawal behaviour consequently leads to disengagement which refers to “distancing oneself from one’s work, and experiencing negative attitudes toward the work object, work content, and one’s work in general”.

The importance of Education in the Socio-Economic development of an individual, great efforts are always made to ensure that teachers are provided with adequate resources, facilities to make teaching and learning effective. The factors such as family-work conflict and emotional intelligence and some factors among secondary school teaching staff facilitate or cause burnout among teaching staff. Working environment is seen as a setting or condition in which a particular activity is carried out, in this regard it is seen as the environment where teaching activities is being done by teachers, the condition whereby the environment is not conducive or favorable for teaching staff is termed as poor working environment. The working environment includes school physical and social environment in terms of the type of buildings, size of the classroom, library facilities, staffrooms, kind of furniture and toilets. (Hofstein 1979) The physical environment ought to be conducive and attractive to teaching staff in the school. A high quality environment provides cultural, social and spiritual enhancement of workers.

Burnout in the work place can diminish the performance of each teacher. Therefore, it is very necessary to trace the sources of burnout. A teacher that cannot manage his or her work schedule with his or her family may likely undergo job burnout than those who are able to perfectly put a demarcation between the family and work will be able escape burnout effects in his or her work.

Dimensionality of Burnout

Given the moderate to high correlations often found between the MBI's operationalization of exhaustion and depersonalization (see Maslach & Jackson, 1986), it is not clear whether

a two-factor solution would yield a more parsimonious fit than. This study was partly supported by a Dissertation Research Support Grant from the Graduate School of Wayne State University to Raymond T. Lee, who thanks committee members Lois Tetrick, Joel Ager, Felicia Seaton, and Thomas Naughton for their guidance and support. Portions of the article were presented at the annual meeting of the Eastern Academy of Management, Buffalo, New York, May 1990. We appreciate the advice of Robert Tieggs on the data analysis and the helpful comments of Gary Johns and an anonymous reviewer on earlier drafts of the article. Correspondence concerning this article should be addressed to Raymond T. Lee, College of Urban, Labor, and Metropolitan Affairs, Wayne State University, Detroit, Michigan 48202, or to Blake E. Ashforth, Department of Management, Faculty of Commerce and Administration, Concordia University, 1455 de Maisonneuve Blvd. W, Montreal, Quebec, Canada H3G 1M5. The putative three-factor model. Since the early 1980s, a number of validation studies have supported the three-factor model (Belcastro, Gold, & Hays, 1983; Fimian & Blanton, 1987; Golembiewski, Munzenrider, & Stevenson, 1986; Green & Walkey, 1988; Iwanicki & Schwab, 1981; Maslach & Jackson, 1981; Pierce & Molloy, 1989). In other studies, however, exhaustion and depersonalization have loaded on a single factor (Brookings, Bolton, Brown, & McEvoy, 1985; Dignam, Barrera, & West, 1986). Unfortunately, exploratory factor analysis was used in most of the validation studies, so that it was not possible to test a priori whether the three-factor model is superior to two- and one-factor models. Only Evans and Fischer (1989) and Gold, Bachelor, and Michael (1989) used confirmatory factor analysis, in which the pattern of loadings is specified in advance. Evans and Fischer found that the three-factor model was superior to the one- and two-factor models, and Gold et al. found that the three-factor model was superior to the one-factor model (the relative fit of the two-factor model was not assessed). In the present study,

we built on this preliminary work by contrasting Maslach's three-factor model of burnout with one- and two-factor models.

Meaning of the Burnout Dimensions

Some researchers have questioned the construct validity of burnout, arguing that it is synonymous with depression (cf. Meier, 1984), strain (Perlman & Hartman, 1982), disillusionment (Edelwich & Brodsky, 1980), and so on. Surprisingly, researchers have provided only partial construct validation of the MBI, focusing more on what the dimensions of burnout do not mean (discriminant validity) than on what they do mean (convergent validity). Leiter (1989) suggested that the burnout process can be understood in terms of the stress-strain-coping framework (Lazarus & Folkman, 1984). Frequently cited causes of burnout, such as role conflict and ambiguity, constitute sources of stress (Lee & Ashforth, 1989). Because these variables are antecedents of burnout, they were not examined here. Emotional exhaustion corresponds with the notion of strain as it has been linked to tension, anxiety, physical fatigue, insomnia, and so on (Maslach & Jackson, 1981; Perlman & Hartman, 1982). Thus, emotional exhaustion was predicted to be associated with psychological and physiological strain.

Depersonalization corresponds to the notion of coping; through depersonalization, the individual attempts to staunch the depletion of emotional energy by treating others as objects or numbers rather than as people (Kahili, 1988; Maslach, 1982). Ashforth and Lee (1990) argued that depersonalization constitutes one form of defensive behavior, defined as reactive and protective actions intended to avoid an unwanted demand or reduce a perceived threat. Thus, depersonalization was predicted to be associated with psychological strain and with escape as a method of coping. Reduced personal accomplishment was regarded in this study as an outcome of the stress-strain-coping sequence (Leiter, 1989). Personal accomplishment

represents an aspect of self-efficacy and is thus linked to adjustment to demanding situations (Bandura, 1986). Gecas (1989) suggested that self-efficacy reflects not only the perception of control (i.e., self-appraisal of performance or helplessness) but also the motivation to be in control (i.e., control as a method of coping). The perception of control hinges on beliefs of performance mastery (Meier, 1984), whereas the motivation to be in control is proactive (Lazarus & Folkman, 1984) and is strongest when a person feels capable of obtaining valued outcomes (Latack, 1986). Thus, personal accomplishment was predicted to be positively associated with the use of control as a method of coping and with self-appraisal of performance and to be negatively associated with a sense of helplessness.

Finally, although most validation studies have involved workers in the human-services professions, few attempts have been made to understand what the dimensions of burnout mean to the supervisors and managers of such workers. This is surprising, given the apparent prevalence of burnout at the managerial level and the detrimental effect of managerial burnout on the attitudes and performance of subordinates (Edelwich & Brodsky, 1980; Harvey & Raider, 1984).

Family and work represent two of the most important aspects of adulthood. Each of these concepts contribute uniquely to our understanding of human behaviour. Although researchers have examined both variables theoretically and empirically, traditionally, the examinations of these two crucial domains have been conducted independently of each other. However, researchers have long speculated that these two variables are related, and have since found that this relationship has emerged in the form of conflict.

Family work conflict has received great attention of the researchers for many decades and the conflict based on responsibilities between family and work and its outcome on employees are the most important occurring issue. Family-work conflict has been defined as a form of inter-role conflict in which role pressures from the work and family domains

are mutually incompatible in some respect (Greenhaus and Beutell, 1985). It refers to conflicting role pressure between job and family that are incompatible so that participation in one's role is made more difficult by virtue of participation in the other (Greenhaus and Beutell, 1985).

Sex on the experience of emotional exhaustion. Females had higher mean score in the emotion exhaustion dimension of burnout. It was discovered that college athletic coaches that female coaches reported significantly higher levels of emotional exhaustion and lower level of reduced personal accomplishment than the male coaches in terms of both frequency and intensity of response. There was a significant effect of sex on dehumanization. Females had higher mean score than the males. The females in their meta-analysis study of gender differences in burnout. Also, there was no significant difference observed in the sexes mean scores on reduced personal accomplishment dimension of burnout. There was a significant effect of sex on the global burnout score of health workers. Females scored higher than the males. It was further stated that female health workers are more vulnerable to the experience of burnout than their male counterpart. (Adebayo, S. O and Osagu, J. C 2013).

Though, family-work conflict literature focused on the negative psychological effects of judging work and family roles. The phrase 'work-family conflict' emerged in the 1980s, with the sharp increase in women's participation in the workforce. The change in employee demographics challenged the gender ideology of men as the primary bread winner and women as the stay-at-home mother. Further, the rise in women's participation in the workforce has introduced new challenges to most families (Davidson and Burke, 2004). Families in which both husband and wife have to work are more likely to create even more important conflicts between work and family (Livingstone and Judge, 2008). Due to the changing workforce more and more individuals are struggling to find a balance between the competing demands of work and family resulting in experiencing work-family conflict

(WFC) (Taylor, 2011). WFC can have many negative outcomes for the individual such as job dissatisfaction, depression, life dissatisfaction, and marital dissatisfaction (Allen, Herst, Bruck, & Sutton, 2000). Furthermore, WFC can also have harmful effects on organizational outcomes such as absenteeism, affective organizational commitment, and turnover intentions (Michel, Kotrba, Mitchelson, Clark and Baltes, 2011). Though, employee who has high emotional intelligence will be able resolve the conflict between work and family. Work-family conflict can cause stress which may predispose the employee to burnout. Emotional intelligence (EI), which refers to individual differences in the identification, understanding, expression, regulation and use of one's own emotions and those of others, has been found to be an important predictor of individuals' adaptation to their environment. EI predicts important outcomes, it has often been unclear which specific competencies participates in a given outcome because, until recently, no measure of EI distinctly measured each of the five core emotional competencies, separately for one's own and others' emotions. Emotional intelligence also may affect the coping ability of employee with stress triggered by work-family conflicts. This may be due to the fact that some employees with low emotional intelligence may not be able to cope with psychological issues triggered by stress which may result to burnout in their working environment. Remember, burnout is a process that usually occur sequentially, it progresses through stages, thus giving you the opportunity to recognize symptoms and take the necessary steps to prevent it. Furthermore, lack of resources may also lead to burnout. Especially, not having enough support from supervisors and co-workers increases the possibility of having burnout. The absence of job autonomy / control (i.e., overall decision freedom in a job) also leads to more burnout. Maslach and Leiter (1997, p. 42) presume that "when people do not have control over important dimension of their job, it prevents them from addressing problems that they identify. Without control, they cannot balance their interest with those of the organization."

Demerouti (2001) found also that a lack of feedback on the work performance, meaningful rewards and a lack of job security are also work conditions that have “burnout potential”. More so, employees suffering from burnout may likely start conflicts with colleagues and disrupt joint work tasks. Therefore, also the colleagues are at higher risk of experiencing burnout. Maslach and Leiter (1997) also point out the fact that burnout leads in the first place to higher costs and financial losses because of higher absenteeism rates and more frequent sick leaves. In addition, studies found that especially the emotional exhaustion dimension of burnout leads to negative organizational outcomes (Halbesleben and Buckley, 2004). The emotional exhaustion dimension of burnout is, on the other hand, also strongly related to negative outcomes for the individual. Maslach et al., 2001. Exhaustion is particularly associated with health problems, reduced well-being and various forms of substance abuse.

There are several factors that could trigger job burnout among the secondary school’s teachers and other employees such as workload, duration of the work, family-work conflict, perceived inequality among the employees, favouritism, incompetence and many others. From forgoing this research will be towards the direction to explore the relationship between family-work conflicts, emotional intelligence as predictor of job burnout among the school teacher in Oluyole local government Ibadan.

1.2 Statement of Problem

It is not an overstatement that the education sector in Nigeria is actually going through a lot due to several challenges such as financial problems, uncondusive environment, lack of infrastructures, etc., The students’ performance is degenerating so fast, malpractices has become the order of the day. Teachers are not able to impact the students due to burnout in the school schedule. There are situations in which a teacher will take many subjects across

all the classes. There are situations in which the situations of teachers predispose them to job burnout and stress has been recorded as one major source of job burnout.

Study have shown levels of stress burnout among secondary school administrators and its implication in education management established that the school administrators experience stress in their work. Fifty-four point five percent (54.5%) of the respondents recorded high levels of stress resulting from their school workload and other responsibilities such as family work conflicts and lack emotional intelligence. Probably, the participants were not smart at handling their responsibilities, were not skillful. Though, Management may not be concerned when employees experience low to moderate level of stress. Such levels may lead to low or no burnout. But high levels of stress or even low levels sustained over a long period of time can lead to burnout and thereby reduced employee performance and thus require action by management. The percentage of the secondary school teachers who still suffer burnout is very high 1 of 5 teachers still suffers burnout really affect their performance. Further, the rate at which teachers leave the profession is significantly higher than the departure rate in other professions (Minarik, Thornton, and Perreault, 2003). Ingersoll (2002) reports the departure rate in non-teaching professions remains around 11% each year. This percentage is lower than the over 16% of public school teachers that leave the profession or change schools each year (Cox, Parmer, Tourkin, Warner, and Lyter, 2007). The departure rate of novice teachers is even higher. Research suggested that at the moment 17.0% of the population have symptoms that are characterized by burnout; however, some specific groups even reported higher percentages such as medical students or emergency nurses (Van den Broeck et al., 2017). Therefore, burnout should not be underestimated for employees, costly for employers and harmful for clients (Shinn, Rosario, Mørch, and Chestnut, 1984).

The effect of sex on the experience of emotional exhaustion. Females had higher mean score in the emotion exhaustion dimension of burnout. It was discovered that college athletic coaches that female coaches reported significantly higher levels of emotional exhaustion and lower level of reduced personal accomplishment than the male coaches in terms of both frequency and intensity of response. There was a significant effect of sex on dehumanization. Females had higher mean score than the males. The females in their meta-analysis study of gender differences in burnout. Also, there was no significant difference observed in the sexes mean scores on reduced personal accomplishment dimension of burnout. There was a significant effect of sex on the global burnout score of health workers. Females scored higher than the males. It was further stated that female health workers are more vulnerable to the experience of burnout than their male counterpart. (Adebayo, S. O and Osagu, J. C 2013)

In addition, Maslach. (2001) presume that the whole organizational context should be considered when examining burnout favourable conditions. The organizational context shapes the relationship employees develop towards their job. If the organization expect the employees to give more “in terms of time, effort, skills, and flexibility, whereas they receive less in terms of career opportunities, lifetime employment, job security, and so on the psychological contract between employee and organization is broken. In such a condition employees are more likely to develop burnout. In sum, several job characteristics, such as excessive work demands and lack of resources may lead to more burnout. Workload, time pressure, role conflict and role ambiguity are some of the most important “triggers” of burnout. Lack of social support and job autonomy are harmful as well. When an organization / management / supervisor has high expectations toward the employees but gives less in return, burnout is also likely to develop. Moreover, Studies have shown that teaching is a stressful career and this can lead to teachers suffering from burnout (McCarthy, Lambert,

O'Donnell, and Melendres, 2009), resulting in a national epidemic of teacher departures. Though, there may be several factors that could trigger job burnout among the secondary school's teachers and other employees such as workload, duration of the work, family-work conflict, perceived inequality among the employees, favouritism, incompetence and many others. From the forgoing this research will explore the relationship between family-work conflicts, emotional intelligence as predictor of job burnout among teacher in Oluyole local government in Ibadan.

1.3.Objectives of the Study

The objectives of this study attempts to answer the following research questions.

- Can family- work conflicts and emotional conflict induce burnout among secondary school teachers?
- Does family work conflict, emotional intelligence predict psychological exhaustion?
- Does family work conflict and emotional intelligence predict indolence?
- Does family work conflict and emotional intelligence induce guilt among the secondary school teachers?
- Does gender affect level of burnout?
- Will there be school difference in the level of burnout?
- Will there be marital status differences in the dimensions of burnout?
- Does participants who have perceived social support will have low scores on burnout than participants who don't?

1.4 Significance of the Study

Outcome of this study will provide the institutions, as well as the other management involved, with vital information regarding the causes of burnout. The factors facilitating job burnout and emotional intelligence among secondary school teachers in Oluyole Ibadan. In view of this, the institutions that is the secondary school management, and the government

will develop some preventive measures that could sensitize the teaching environment of the teachers. For example, building of good classrooms that will be well ventilated, also good and conducive staffrooms for the teacher's especially public schools.

The findings in the study will help the policy-making management executives and institutions to formulate policies that would be more effective for the effectiveness of teachers in schools.

The results of this study would also bridge existing gaps in literature from a local perspective while scholars in industrial psychology and professional fields would also benefit from the outcomes of this study which would be used as a basis for replication among other organizations and further studies.

1.5 LIMITATION OF THE STUDY

A limitation of this research is the using of self-report instruments. As observed by the researchers, a common concern of self-report data is social desirability that is, the bias in self-report data accounted for by respondents' desire to feel good, which is due to the respondents' need for self-report questionnaires, the participants' responses may have been influenced by social desirability. This, in turn, might have affected the predictive power of some independent variables on the criterion variables.⁰ In view of this, further studies could adopt qualitative techniques such as interviews focus group discussion or experiments so as to reduce the influence of the bias of social desirability.

Another limitation, the study adopted cross-sectional survey designs. This approach of cross sectional survey only provides information for specific point in time, thus, significant change overtime may not be accounted for. For instance, the teacher who has high on burn out due to work –family conflict, emotional intelligent, the government should put forward a policy that securitizes the clash between family and work. It is therefore recommended

that future studies should adopt longitudinal surveys that will be able to look at the behaviour in the long term.

Further, another serious limitation is the policies of some institution like; some school does not grant direct access with their teacher but simply collect the instrument to be filled later.

The study was conducted in some selected secondary school in Ibadan. This may limit the generalization of the result to other states and globally. Further studies should therefore have a broader scope which would capture regional and cultural differences among various cultures across the state. The government authority should also create chance for comparative analysis among states in Nigeria.

Finally, another limitation is distance problem which arise a result of postponement in their resumption that occurred in Oye-Ekiti at the time of this research

CHAPTER TWO

2.0. LITERATURE REVIEW

2.1 Theoretical Framework

This study will employ the following theoretical constructs:

- Behavioural Models
- Cognitive Models

2.1.0 Behavioural Models

2.1.1 Classical Conditioning Ivan Pavlov 1949

Classical Conditioning 1949 also known as Pavlovian conditioning is learning through association and was discovered by Pavlov, a Russian physiologist. In simple terms two stimuli are linked together to produce a new learned response in a person or animal. Everything from speech to emotional responses was simply patterns of stimulus and response. Watson denied completely the existence of the mind or consciousness. Watson believed that all individual differences in behaviour were due to different experiences of learning. He famously said: "Give me a dozen healthy infants, well-formed, and my own specified world to bring them up in and I'll guarantee to take any one at random and train him to become any type of specialist I might select - doctor, lawyer, artist, merchant-chief and, yes, even beggar-man and thief, regardless of his talents, penchants, tendencies, abilities, vocations and the race of his ancestors" (Watson, 1924, p. 104).

There are some concepts which Pavlov used in describing his theory, they are the following: the unconditioned stimulus (UCS) that produces an unconditioned response (UCR) in an organism. In basic terms, this means that a stimulus in the environment has produced a behaviour response which is unlearned (i.e., unconditioned) and therefore is a natural response which has not been taught. In this respect, no new behaviour has been learned yet neutral stimulus involves another stimulus which has no effect on a person.

Therefore, a stimulus which produces no response (i.e., neutral) is associated with the unconditioned stimulus at which point it now becomes known as the conditioned stimulus (CS). After Conditioning: Now the conditioned stimulus (CS) has been associated with the unconditioned stimulus (UCS) to create a new conditioned response (CR). He further described extinction the dying out of a conditioned response by breaking the association between the C.S and the U.CS. In classical conditioning, this happens when a conditioned stimulus is no longer paired with an unconditioned stimulus.

Spontaneous Recovery: the return of a conditioned response (in a weaker form) after a period of time following extinction.

Generalisation: is when a stimulus similar to the C.S. also elicits a response e.g., if a dog is conditioned to salivate to the sound of a bell, it may later salivate to a similar sounding bell and discrimination is the opposite of generalisation that is the ability of the subject to tell the difference between two similar stimuli. For instance, when secondary school teacher have conflict between his or her family and work, this may serve as a stimulus that will generated a response as burnout. Burnout is a response that naturally occur to anyone who has difficulties in coping with their artilleries in the work place. There are many teachers who suffered job burnout has a result of interfere between work and family responsibility.

It is believed that woman are culturally responsible for the domestic work and children's care, the economy around us has made it more unbearable for men to take up the entire financial responsibility of the home. Invariably, the economy situation has increase influx of women in the labour force. Therefore, the demand of the workplace is really affecting the peace of the home. For instance, there are some teachers who have some certain responsibility at school which always make them to lack behind in their family responsibility. Therefore, the individuals who lack intelligence to control the emotional stress caused by the interface between family responsibility and job demand. It is

therefore necessary to control emotional stress that occur when there is conflict between family responsibility and work demand otherwise it trigger job burnout.

2.1.2 Operant Conditioning by B.F Skinner 1948

Operant Conditioning: Skinner's theory of operant conditioning was based on the work of Thorndike (1905). Edward Thorndike studied learning in animals using a puzzle box to propose the theory known as the 'Law of Effect'. He stated that the change of a behaviour by the use of reinforcement which is given after the desired Skinner (1938) coined the term operant conditioning; it means roughly response. Skinner identified three types of responses or operant that can follow behaviour. Skinner coined the term operant conditioning; it means roughly changing of behaviour by the use of reinforcement which is given after the desired response. Skinner identified three types of responses or operant that can follow behaviour.

Neutral operant is responses from the environment that neither increase nor decrease the probability of a behaviour being repeated. Reinforcers are responses from the environment that increases the probability of a behaviour to be repeated. Reinforcers can be either positive or negative.

Punishers: Response from the environment that decrease the likelihood of a behaviour being repeated. Punishment weakens behaviour. We can all think of examples of how our own behaviour has been affected by reinforcers and punishers. As a child you probably tried out a number of behaviour and learnt from their consequences.

Therefore, good emotional intelligence will be a positive reinforcement against burnout. This implication of this theory is that a secondary teacher who is having issue in the family such as that the work load does not allow him to perform his duties either as a father to his children or as a husband to his wife may experience conflict burnout at work because the conflict will prevent his emotional ability to withstand pressure in the work place which makes the teacher to be more susceptible to burnout.

2.1.3 Cognitive Model

2.2.3. Social Cognitive Learning by Julian Rotter 1976

Social cognitive learning theory is considered as an integration of learning and personality. According to Rotter, individuals consider the likely consequences of their actions in a given situation and act based on their beliefs. The theory comprises four major variables:

Behaviour potential refers to the probability that an individual will act in a certain fashion relative to alternative behaviours.

Expectancy is the individual's belief concerning the likelihood that a particular reinforcement will occur as a consequence of a specific behaviour. She investigated that reinforcement value refers to how much the individual values a particular outcome relative to other potential outcomes. The psychological situation implies that the context of behaviour is important. The way in which the individual views the situation can affect both reinforcement value and expectancy. This relationship is symbolized as follows: $BP = f(E \& RV)$. BP means behaviour potential, E represents Expectancy, and RV means reinforcement value and finally predictive formula. This theory expressed that the expectation of secondary teachers about the families where each of one of them came about themselves or their families will definitely affect the belief which each of them has initially when they got the job. For instance, the case where secondary teachers were not paid by their employers, this may definitely change their expectation they had the moment they got job. Such expectation that they would be able to respond to the family needs and once this fail, the belief that working effectively in the same school for effective productivity will drastically be reduced and they get burnout easily. There are some couples have wrong expectation about the responsibilities of their spouses, therefore the faulty expectation made the home a contention ground and therefore cause them to suffer burnout easily. There are some women who believe that their husbands will help in their

domestic assignment and they got married the reverse was the case. Therefore they found it difficult to strike balance between work demands and family responsibility.

2.2.4. Cognitive Behavioural Theory CBT

Cognitive behavioural theories (sometimes called "cognitive theories") are considered to be "cognitive" because they address mental events such as thinking and feeling. They are called "cognitive behavioural" because they address those mental events in the context of the learning theory that was the basis for the pure behavioural theory. It forms the basis of the most dominant and well-researched form of psychotherapy available today: Cognitive behavioural therapy or CBT. Cognitive behavioural theorists suggest that depression results from distorted thoughts and judgments. These can be learned socially as is the case when children in a dysfunctional family watch their parents fail to successfully cope with stressful experiences or traumatic events. Or, they can result from a lack of experiences that would lead to the development of adaptive coping skills.

According to cognitive behavioural theory, people with depression think differently than people who are not depressed. It is this difference in thinking that causes them to become depressed. For example, people with depression tend to view themselves, their environment, and the future in a negative way. As a result, they tend to misinterpret facts in negative ways. They also tend to blame themselves for any negative things that happen. This negative thinking and judgment style makes it easy for people with depression to see situations as being much worse than they really are. This increases the risk that such people will develop depressive symptoms in response to stressful situations. Different cognitive behavioural theorists have developed their own unique twist on the cognitive way of thinking. According to Dr. Aaron Beck, negative thoughts, generated by dysfunctional beliefs, are typically the primary cause of depressive symptoms. A direct relationship occurs between the amount and severity of

someone's negative thoughts and the severity of their depressive symptoms. In other words, the more negative thoughts you experience, the more depressed you will become.

An example of the themes will help illustrate how the process of becoming depressed works. Imagine that you have just been laid off from your work. If you are not in the grip of the negative cognitive triad, you might think that this event, while unfortunate, has more to do with the economic position of your employer than your own work performance.

It might not occur to you at all to doubt yourself, or to think that this event means that you are washed up and might as well throw yourself down a well. But if your thinking process was dominated by the negative cognitive triad, however, you would very likely conclude that your layoff was due to a personal failure. You would also believe that you will always lose any job you might manage to get and that your situation is hopeless. On the basis of these judgments, you will begin to feel depressed. In contrast, if you were not influenced by negative triad beliefs, you would not question your self-worth too much, and might respond to the lay off by dusting off your resume and starting a job search. For example, this theory buttress the point that thinking affects the way an individual behaves. Proper cognition should help a teacher for example to behave well in school. No matter the conflict that might be happening in his/her family, there would be a positive thinking that if I misbehave I might be fired at work. So this brings about proper functioning at work place. Also when an individual cannot strike a balance between the family and institution that is the school brings about negative thoughts and wrong cognitioning for example, a teacher that is not accepted at home can now also say what are they going to be thinking about me in school, Ok I will resign from the job .

2.2 REVIEW OF RELATED STUDIES BURNOUT

Maslach and Jackson (1986) identified three burnout dimensions. They are: Emotional exhaustion, depersonalization or dehumanisation; and a reduced sense of personal accomplishment.

Emotional Exhaustion

This is the central dimension of burnout, and it is characterized by a feeling that one's emotional resources are used up. It refers to the feelings of over-extension and exhaustion resulting from daily conflict in work environment. Emotional exhaustion can occur when, "a worker's resources are depleted and they feel that they are no longer able to give themselves at a psychological level" (Maslach et al., 1996).

Depersonalization

This is a cynical, callous and detached attitude toward clients, co-workers, organization and even self. It indicates the development of negative attitudes and impersonal behaviours to people in relation to the profession. It is also the emotionally dry and detached manner of relating to others.

Personal Accomplishment

The sense of personal fulfilment coming with self-esteem that is negatively related to burnout; the more people suffer from burnout, the worse they feel about their personal accomplishment. The lack of feeling of success and accomplishment among workers is defined as reduced professional efficacy, which is the negative belief of ones' self. It is marked by a sense of ineffectiveness and inadequacy in relation to job performance companied by negative self-evaluation (Togia, 2005) Both practitioners and social commentators have identified burnout as a social relational problem long before it became a focus of systematic study of researchers (Maslach et al, 2001). Burnout research had its root in care giving and service occupation in which the core of the job was the relationship between provider and recipient (Maslach et al,

2001). Many scholars subscribe to the notion that depersonalization is one of the three primary causes of job burnout. The other two often cited are emotional exhaustion and reduced sense of personal accomplishment (Carola, 2010). Burnout was formally studied in terms of an individual's relational transaction in the work place and not as an individual stress response. Maslach and Leiter (1997) also saw burnout as the index of the dislocation between what people are and what they have to do. They feel it represents an erosion of human values, dignity, spirit and will, an erosion of the human soul. According to Cedoline (1982) burnout is a consequence of the perceived disparity between the demands of the job and the resources (both material and emotional) that an employee has available to him or her. Cedoline (1982) offered seven causes of burnout which include; lack of control over one's destiny, lack of occupational feedback and communication, work overload or under load, contact overload, role conflict or ambiguity, individual factors, and training deficits. Burish (1993) conceived burnout as a psychological construct. To Schaufeli and Enzmann (1998) burnout is a persistent negative, work related state of mind that is characterized by exhaustion, a sense of reduced effectiveness, decreased motivation and the development of dysfunctional work attitudes and behaviour. Tracy (2000) feels burnout should not be seen as a personal and private issue since it is largely an organizational issue caused by long hours, little down time and continual peer, customer and supervisor surveillance. Cherrus (1980) observed that burnout resulted from inconsistencies implicit in the role of a service professional. During the process of training and initial placement, human service workers build unrealistic expectations regarding what it means to be a professional. These unrealistic expectations in the long run make them susceptible to burnout (Nwabuoku and Adebayo, 2010). Maslach et al. (2001) concludes that how individuals' process stress is dependent on the level of stress felt and how close the individual is to burnout. To them, an individual can experience few stressors but be unable to process the stress well and thus experience burnout. Another individual may be exposed to a

significant large amount of stressors and be able to handle each well and avoid burnout. Burnout has been identified to be caused by lack of accomplishment, lack of intellectual feedback and debate, lack of praise or support for a job well done and lack of criticism and evaluation by someone whose judgment is respected (Pines et al., 1981). A survey conducted among Nurses revealed three factors that lead to burnout.

These factors are:

- 1). the amount of daily hassles causing frustrations,
- 2). Lack of support, and
- 3). A feeling of helplessness due to lack of authority to change things (Nwabuoku and Adebayo 2010). Assessment intervention and research has justified the importance of taking social and emotional competencies into consideration when attempting to predict occupational effectiveness and concluded that interventions targeted at emotional intelligence based competencies are effective and tend to enhance such desired outcomes as self-awareness and rapport. It was further discovered that emotional intelligence is negatively correlated with work-family conflict, and work family conflict is negatively correlated with wellbeing. However, since emotional intelligence is positively correlated with well-being, it acts as a protector variable in well-being. Those with high emotional intelligence and low work-family conflict reported the highest well-being which can actually prevent burn out among secondary school teachers while those with low emotional intelligence and high work-family conflict reported the lowest well-being and thereby cause the individual to suffer burn out faster than other people. Those with low EI and low WFC yielded similar well-being as those with high emotional intelligence and high work-family conflict. Therefore, possessing high emotional intelligence is important when facing work-family conflict.

Muasy (2015) investigated that work- family conflict is related to burnout. Time work-family and strain work-family were related to emotional exhaustion, work-family and strain

familywork were related to cynicism, and finally work-family time and strain family-work were related to professional efficacy. Teachers experienced different levels of burnout depending on the school location. Time and emotional investment in students' parents was the only stressor that influenced emotional exhaustion. The number of children in a household and flexibility in reporting and leaving partly influenced cynicism.

Bighami, Abdi and Aliakbar (2103) explored that all the dimensions of emotional intelligence have negative correlation with work-family conflict but closer look revealed that emotional intelligence is correlated with work-family conflict negatively significant.

Emotional Intelligence Dimensions with the Aspects of work-Family Conflict to assess the extent to which the dimensions of emotional intelligence predict burnout.

2.2.2. Work-family conflict, Emotional intelligence and Burnout

Sergio, Ormita, Dungca and Gonzales (2016) stated that the roots of emotional intelligence in organizational environment in classical management theory and practice to understand the abilities of human being. Over three decades of psychological assessment intervention and research has justified the importance of taking social and emotional competencies into consideration when attempting to predict occupational effectiveness and concluded that interventions targeted at emotional intelligence based competencies are effective and tend to enhance such desired outcomes as self-awareness and rapport. It was further discovered that emotional intelligence is negatively correlated with work-family conflict, and work family conflict is negatively correlated with wellbeing.

However, since emotional intelligence is positively correlated with well-being, it acts as a protector variable in well-being. Those with high emotional intelligence and low work-family conflict reported the highest well-being which can actually prevent burn out among secondary school teachers while those with low emotional intelligence and high work-family conflict reported the lowest well-being and thereby cause the individual to suffer burn out faster than

other people. Those with low EI and low WFC yielded similar well-being as those with high emotional intelligence and high work-family conflict. Therefore, possessing high emotional intelligence is important when facing work-family conflict.

Panorama and Melhew (2014) explained that work-family conflict construct is referring to the stress and role conflict and stress has been described as an interaction between stressors and strain, which mean the factor that lead to stress and how individual can responds to the stressors. Further, It has been stated that some factor that can play the role on work-family conflict. With increased professional stressors such as stress, burnout, anxiety, low job performance, low work motivation, are likely influence workplace negatively and claimed that unmanaged conflict in the workplace negatively affect the financial and human capital resource of an organization. However, Work-family conflict has been identified as a source of stress that influences wellbeing. Since, emotional Intelligence as "the ability to monitor one's own feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions". Many scholars have discovered that high Emotional Intelligence contributes to success in various aspects of life including work and relationships. Because Emotional Intelligence theoretically includes the ability to understand and regulate others' as well as one's own emotions, it may be related to both characteristics that build relationships and the quality of those relationships.

Therefore, emotional intelligence can be viewed as a personal resource to individuals and if an individual has a high enough level of emotional intelligence it may be able to assist that individual in managing stress. Initial research in this area provides support for the idea that emotional intelligence may aid in reducing stress levels. Since work-family conflict is a form of stress, it follows that emotional intelligence may act as a mechanism to decrease work-family conflict induced stress. Given the large effect that work-family conflict has on the working population, it is important to identify factors that will aid in alleviating the stress and other

harmful outcomes that are associated with it. Although inroads have been made in identifying factors that may assist in reducing work-family conflict, there has been a call for additional research to continue to identify mechanisms at the individual level that will lessen the effect of work-family conflict

Bighami, Abdi and Aliakbar (2103) explored that all the dimensions of emotional intelligence have negative correlation with work-family conflict but closer look revealed that emotional intelligence is correlated with work-family conflict negatively significant.

Emotional Intelligence Dimensions with the Aspects of work-Family Conflict to assess the extent to which the dimensions of emotional intelligence predict burnout.

2.2.2. Factors Influencing burnout among Public Secondary School Teachers

De Nobile and McCormick, (2005) opined that because of stress in the school system have been identified in numerous earlier studies and yet there are continuing reports that stress is increasing.

Stress is a psychological and physiological response to events that upset our personal balance. The potential causes of stress are numerous. It may be linked to the outside factors such as the state of the world; environment in which one lives or works or the family. It may come from one's own irresponsible behaviour, negative attitudes or feeling or unrealistic expectation. The causes of stress are highly individual; it depends on the personality, general outlook on life, problem solving abilities, and social support system. Many different things causes stress from physical to emotional, identifying what causes stress is the first step to deal with stress. Heavy workload and time pressures are part of the occupational challenges that principals go through. For school principals to be able to function effectively, they have to be able to perform several functions that demand them to be not only experienced, but competent in these duties. The expectations on them necessitate that they supervise the delivery lines and activities of their individual schools. As much as possible, they are to create a very conducive atmosphere that

would allow for maximum attainment of school goals and objectives and the education as a whole. The environment within which they operate cannot be free of problems that are typical of a populous African nation with a high demand for education. Some of these problems include over population of students; problems with the school structures; ill- equipped and inadequate principals to cope with the workload; students with poor academic backgrounds; poor funding that effects management; students negative attitude towards learning; parental ambivalence towards the educational well - being of their children; low motivation; low performance and overall lackadaisical attitudes of principals towards work; personal problems including role conflict; societal problems and pressings; financial problems; domestic worries; and a lot more (Pithers and Soden, 2002).

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Jane K. A. Juma I, Enose M.W. Simatwa I, Theodore M.O. Ayodo (2016) Opined that A vast number of academic studies has been directed to the impact of the work environment on the psychological and physical well-being of employees. Yet, there is no agreed upon definition for work environment. It refers to a set of properties of the work climate perceived directly or indirectly by the employees that influence their behaviour in the organization. It also refers to the organizational and occupational context in which employees perform. Researchers who have investigated the characteristics of work environment have presented a wide range of characteristics depending on; research scope, the industry or service they investigate and the instruments they used to assess the work environment. Yet, the majority of researchers are agreed (explicitly or implicitly) upon three dimensions of the work environment: organizational system, interpersonal relationships, and personal growth.

2.3. 4. School-Level Environment

Loukas & Murphy, (2007, p.293) investigated that School-level environment is the construct used to refer as the “esprit de corps” (Perry, 1908, p.304), the “heart and soul”. In a systematically review of previous research studies on school-level environment, Loukas & Murphy, established four aspects of school school-level environment. They are physical and social-emotional safety, quality of teaching and learning between individuals at a school, relationships and collaboration, and the structural environment.

Riehl and Sipple’s (1996) research reported that poor collegial relations influence negatively on teacher commitment and consequently lead to teacher burnout. Based on the four factors of school-level environment established by Loukas & Murphy, the present study identified seven factors of school-level environment, included student support (refers to a good relationship between teachers and students, and student behaviour), affiliation (refers to assistance, advice and encouragement of colleagues), professional interest (refers to professional matters, work interest, and professional development), mission consensus (refers to staff consensus, and

school goals), innovation (refers to planned change and experimentation), resource adequacy (refers to facilities, finance, equipment and resources), and principal leadership (refers to the ability of management and leadership), and hypothesized that these factors would be significant predictors of teachers' teaching efficacy, teacher stress, and job satisfaction of teaching staff. Teachers' teaching efficacy refers to teachers' beliefs about their capabilities in carrying out a particular task successfully. In the classroom, teaching efficacy has been defined as a teacher's "judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated". Teaching efficacy has been associated with efficacy for student engagement, efficacy for classroom management, and efficacy for instructional strategies. Efficacy for student engagement refers to teachers' ability to promote student motivation in learning, efficacy for classroom management refers to teachers' ability to control disruptive behaviour and have students follow classroom rules, and efficacy for instructional strategies refers to teachers' ability to use effective strategies for teaching. The sense of teaching efficacy construct has been linked with important outcomes for teachers, including the use of effective teaching efficacy, better classroom management, and greater teacher well-being.

Sorenson (1999) states that "Stress is a condition of twenty-first-century education that continues to increase as more accountability standards and new policy initiatives are introduced" (p. 12). Many factors can contribute to high levels of teacher stress, but Geving (2007) suggests student behaviour is an increasing factor of the stress, especially among secondary level teachers. In her study of secondary level teachers, she found 10 specific student behaviours to be statistically significant contributors to teacher stress. The behaviour factors leading to teacher stress from the most stressful to the least stressful (but still statistically significant) are: hostility towards the teacher, not paying attention during class, noisiness, lack of effort in class, coming to class unprepared, hyperactivity, breaking school rules, harming

school property, hostility toward other students, and lack of interest in learning. Other potential stressors may include the lack of parental and administrative support, and the lack of task management for new teachers when dealing with paperwork and extracurricular duties outside the classroom.

Jepson and Forrest (2006) conducted a multiple regression test to determine which factors contribute to teacher stress. They tested and found the following independent variables to be statistically significant predictors of stress: type of school setting, Type A personality, teacher specific achievement striving, and occupational commitment to the teaching profession. The strongest negative predictor of stress was occupational commitment, and it revealed that as commitment increases, stress decreases. The next most significant factor was achievement striving. Its positive beta value indicated the teachers who were striving to reach higher achievement were more stressed. Additionally, teachers with a Type A personality are also found to be more stressed. Type A teachers are more aggressive, and would consider themselves to be “perfectionists.” Another interesting result is that elementary school teachers have higher stress than secondary teachers. The factors that were not found to be significantly related to teacher stress were gender, years of experience, and job status.

Brown, (2005) investigated that Job stress has been a field of study for long time as it is attached to human beings. Stress is considered by as “the product of the dynamic interaction between the person and the social and organizational context in which he or she works”. Stress was seen as negative psychological effects that result from aspects of the job. Six major sources of job stress have been identified: stress on the job itself; role-based stress; relationships with subordinate, colleagues, and superiors; career development factors; organizational structure and climate; and the work-family interface. Accordingly, stress is mainly a personal reaction toward environmental stressors. In educational settings, a lack of support and autonomy, work demands, co-workers’ relations, clarity of tasks, conflicts of educational processes and

structures with teachers' personal needs and aspirations could be sources of stress. Furthermore, the educational setting could include parents- teachers' interactions, students misbehaving, and lack of technological support as sources for stress.(Grant, 2007) Factors leading to stress and burnout are often related to the characteristics of being effective or highly qualified and the pressures related to achieving those goals, as well as increased accountability measures for teachers. However, those are not the only factors that contribute to the stress of the teaching profession. According to the most recent Teacher Follow-up Survey, 32% of teachers who changed schools cited "poor working conditions" as an important reason for their decision, and over 37% of teachers who left the profession stated they were leaving to "pursue a job outside of teaching" (Cox et al., 2007).

Geving (2007) found that poor student behaviour is a main contributor to teacher stress, especially in secondary level teachers. Other cited reasons for teacher stress are lack of administrative support and the excessive number of tasks that are required of new teachers who have not acquired successful task-management skills. The combination of many factors will result in nearly 50% of teachers leaving the profession before they reach their sixth year of teaching. Teaching is a highly stressful career, and teachers are leaving the profession at an alarming rate. Without effective teachers, class sizes increase, school administrators become frustrated, parental concerns grow, and stress levels increase. Allen, M. R., Adomdza, G.K. & Meyer, M.H. (2015) Job burnout is a psychological syndrome that develops and progresses due to long-term work related stress. As defined by burnout is "a syndrome of Emotional Exhaustion, Depersonalization, and Reduced Accomplishment which is a special risk for individuals who work with other people in some capacity". Burnout was initially found in professions that involve intensive interacting with people. All human service workers can experience burnout. However, job burnout even among those in less people-oriented Professions can still be a significant problem.

Burnout is a multidimensional phenomenon that has three dimensions tackling three levels of manifestation: individual stress, interpersonal interaction and self-evaluation. The first dimension is Emotional Exhaustion which is defined as feelings of being overextended and depleted of one's emotional and physical resources. It is the most reported and manifested syndrome of burnout. The second is cynicism (or depersonalization). It refers to a negative, callous, or excessively detached response to various aspects of the job. It is mainly describing a coping technique to deal with emotional work stress that arises due to the intensive interaction with service recipients. This coping technique is based on creating emotional distance between the service provider and the recipient. The third dimension is inefficacy (feelings of reduced efficacy). It represents how a person suffering from burnout syndromes evaluates him/herself. It is defined as feelings of incompetence and a lack of achievement and productivity at work.

Burnout can be predicted by several organizational factors including; work environment, perceived organizational support, Organizational justice, and psychological contract. On the other hand, occupational factors like job control, role stress, job demands, ambiguity, role conflict and work overload can be predictors for burnout. Some personality traits also have significant effects on burnout including; Neuroticism, Conscientiousness, Emotional Intelligence, perfectionism and Locus of Control.

Freudenberger (1974) began researching burnout during the free clinic movement and found that those involved were becoming "inoperative to all intents and purposes" due to the extreme working conditions (p. 160). Maslach, Jackson, and Leiter (1996), some of the most well-known researchers of burnout, constructed burnout as a combination of three components:

Emotional exhaustion, personal accomplishment, and depersonalization. "Emotional exhaustion" is the emotional lassitude a person experiences when they are fatigued and frustrated. "Personal accomplishment" is the person's self-evaluation of their own work. The final component, "depersonalization," is when a person has a tendency to isolate themselves

from others. Ghorpade, Lackritz, and Singh (2007) found that the components of burnout are statistically related to different personality traits. Emotional exhaustion was negatively related to extroversion and emotional stability, depersonalization was negatively related to agreeableness and emotional stability, and personal accomplishment was positively related to extroversion, conscientiousness, agreeableness, and emotional stability. Kokkinos (2007) also found similar results when comparing burnout to personality traits; however, that study also revealed that student misbehaviour and the time constraints on teachers were significant predictors of the burnout components.

2.2.4 Psychological exhaustion, Indolence and job burnout

Adebayo, S. O and Osagu, J. C (2013) stated that there is a significant effect of sex on the experience of emotional exhaustion. Females had higher mean score in the emotion exhaustion dimension of burnout. It was discovered that college athletic coaches that female coaches reported significantly higher levels of emotional exhaustion and lower level of reduced personal accomplishment than the male coaches in terms of both frequency and intensity of response. There was a significant effect of sex on dehumanization. Females had higher mean score than the males. The females in their meta-analysis study of gender differences in burnout. Also, there was no significant difference observed in the sexes mean scores on reduced personal accomplishment dimension of burnout. There was a significant effect of sex on the global burnout score of health workers. Females scored higher than the males. It was further stated that female health workers are more vulnerable to the experience of burnout than their male counterpart.

Balogun A.G (2014) Observed that working mothers in post-consolidation banks in Nigeria who experience high level of work-family conflict and job stress were more vulnerable to emotional exhaustion, depersonalization, reduced personal accomplishment and overall job burnout. The first practical implication of this study is that bank managers should develop and

maintain work-life balance or flexible work policy (e.g. work shift system). It was further stated the need for bank management to re-design the aspect of their job stressing or taxing working mothers in Nigerian banks. For example, high job targets can be reduced or moderated. Also, there is need for bank managers to conduct stress audits that assess the level of stress in different unit or parts of the organization, the stressors concern and take adequate steps to minimize or reduce them. Besides that, appropriate psychological intervention can be develop and used to improve working mothers coping skills during training.

Ukeka, A and Raimi.L 2016 study focused on the issue of work-family role conflict and job performance of female bankers in the Federal Capital Territory, Abuja. Based on the findings of the study, it is safe to conclude that, problems do exist when women bankers become border crossers in the interface between career and personal life especially in the family domain. While this is a familiar experience in the life of other women in several other careers, the case of the banking sector is indeed a serious one, because, the sector is known for its lengthy hours of work demand. Female bankers face a serious problem of time, which they all agreed to be the major factor that occasions work-family role conflict. Although most of the respondents that were involved in this study will trade some earnings for their family time, job related issues in the Nigerian context (given the high rate of unemployment), are valued ahead of leisure activities. It is clear therefore that the number of hours worked, schedule inflexibility and the stressors arising from both family and work domain have significant impact on the job performance of the female bankers. Also, number of children has a much serious impact on work-family role conflict. However, this relationship between work-family role conflict and low job performance is considered higher among women with more children and less spousal/family support or other forms of social support system.

Osman M.K, Alptekin, S , Ugur, Y and Emin, B (2010) stated that our overall model is viable and suggest that work overload is a significant predictor of work-family conflict and that

workfamily conflict intensifies both exhaustion and disengagement. Furthermore, they reveal that work-family conflict functions as a full mediator between work overload and exhaustion, and between work overload and disengagement. That is, employees with excessive workloads are incapable of balancing the demands and responsibilities of their work and family roles and, consequently, experience elevated levels of exhaustion and disengagement. Positive affectivity buffers the impact of work-family conflict on disengagement in that disengagement is weaker among employees higher in positive affectivity. These results conjure up some implications for practice. Managerial Implications Foremost, it appears that service managers would benefit from establishing and maintaining a family- supportive work environment which would permit employees to allocate sufficient time to their family responsibilities.

Consequently, employees who would be able to balance the demands coming from work and family domains would face less burnout. Managers should also employ mentors to provide professional assistance to employees who may be facing heightened burnout. Service managers could arrange customer service training programs to teach their employees various ways to cope with problems occurring during service delivery. If employees learn effectively how to manage and fulfill their duties in the workplace, they are less likely to experience elevated levels of burnout. Managers should also give priority to candidates with high positive affectivity during the selection and hiring process since such employees would be able to handle the detrimental effects of work-family conflict on disengagement better. These employees would also serve as role models to their coworkers for coping with work-family conflict and disengagement effectively

2.3. HYPOTHESES

1. Work family conflict and emotional intelligence (EI) will significantly predict enthusiasm towards job (ETJ).

2. Work family conflict and emotional intelligence (EI) will significantly predict psychological exhaustion.
3. Work family conflict and emotional intelligence (EI) will significantly predict indolence.
4. Work family conflict and emotional intelligence (EI) will significantly predict guilt.
5. There will be gender differences in levels of burnout
6. There will be school differences in levels of burnout.
7. There will be marital status differences in levels of burnout.
8. Participants who perceived social support will have low scores on burnout than participants who do not

2.4 OPERATIONAL DEFINITION OF TERMS

Emotional intelligence; emotional intelligence based on the self-report responses to items tapping the appraisal and expression of emotions; regulations of emotions in respondent's self and others as well as utilization of emotions to solve problems

Job burnout; Burnout can be defined as a response to chronic job stress that occurs when the individual feels overwhelmed and powerless to face up to difficulties that work environment, especially the social one, presents him

Family work conflict; work family conflict work family conflict and family-work conflict are defined as "forms of friction in which role pressures from work and family domains are mutually incompatible in some respects". Work-family and family-work conflict. They described work-family conflict as "a form of interrole conflict in which the general demands of, time devoted to, and strain created by the job interfere with performing family-related responsibilities".

CHAPTER THREE

3.0. METHOD

This chapter provides a description of the processes involved in eliciting and analyzing the data for the study. Steps taken to gather and order the data before their statistical analyses in order to obtain the results are stated. It contains the research design, the study population, sample size and sampling technique, inclusion and exclusion criteria research instruments, administration of instruments and method of data analysis.

3.1. Research Design

This study adopted a cross sectional survey design. This is because of diverse number of participants with varying characteristics were used once within a relative short and specific point in time. The focus is to empirically investigate family-work conflict, emotional intelligence on job burnout among secondary school teachers in Oluyole local government Ibadan.

3.2. Research Setting

Oluyole local government is one of the oldest local government in Oyo state. The local government has its headquarters in Idi-Ayunre Old Lagos/Ibadan road.

Oluyole local government was established in 1976 and the council occupies about 4,000 square kilometers Based on 2006 population is 202,725 There were 10 wards in Oluyole Local Government and these words were divided into two urban sector and Olode sector. The urban sector of the local government comprises such areas like Lagos/Ibadan express road, new garage, Orita Odo Ona Elewe where many big comprises are sited companies like; British American Tobacco(BAT), Summal Company, Pepsi company, P and G, Zartech, etc.

The local government was used because the local government has more secondary schools and some schools have more teachers than others. During the research all schools were not reached due to time constrain, and financial constrain.

3.3. Population/Sample Size

Accidental sampling (based on availability and consent) was then used to select the secondary school and for each of the school for questionnaire distribution. The names of the schools are as follow: Pacesetters comprehensive college Ashipa Ibadan, Christ Love secondary school Ibadan, gifted home schools, Ajinde Ibadan, Seed standard college, Divine Favor secondary school, Excellence peace secondary school Ibadan, Olubadan Grammar school, Oba Akinbiyi Grammar school, Rehoboth group of schools and Glorious college.

The population for this study consists of male and female secondary school teachers in Oluyole local government in Ibadan Nigeria. The participants used were secondary school teachers only in Oluyole. (Oluyole local government Ibadan). Mixed method of sampling technique was used to obtain a sample size of 300 secondary school teachers within Oluyole local government Ibadan but some of the material was lost, and some misplaced because some teachers were allowed to take it home. So, the materials analyzed were 276. To have each parameter represented in the research. The gender consideration was taken. Therefore each sex represents a stratum. Though, the distribution of the instrument was done accidentally, yet the researcher ensure that the questionnaire were duly filled by the two gender appropriately. This was achieved by demanding for a certain number of male and female respectively. Though, the instrument printed was more than 300 but some of the instrument were not returned. There are more than 40 secondary schools in Oluyole.

3.4. Inclusion and Exclusion Criteria

The research only made use of secondary school teachers who had more teaching experience in education, precisely teaching in secondary school. Therefore, all other secondary teachers

who are not at the catchment area were excluded from the research. . The researcher met with the school principal to specify the category of people that can take part in the research and the items was built in the demography to monitor that.

3.5. Sampling Technique

A mixed method of sampling technique. They are stratified method and accidental technique.

The population was divided into two sets that is the males 117 and the females 159. Therefore I chose 276 questionnaire that were duly filled were selected for analysis which contain an appropriate number of both females and male teachers for generalization, the questionnaires were distributed using accidental technique. Although all the questionnaires weren't retrieved after the research because some were lost, not returned, some didn't even fill them so about 276 questionnaires were retrieved for the study

3.6. Instrument

A questionnaire, made up of three standardized instruments was utilized in eliciting relevant information relating to the participants of the study. The questionnaire consists of 4 sections which are the instruments, authors and psychometric properties.

Section A: Demographic information

This section consists of items that describe the demographic characteristics of the participants of the study. Items in this section include age, religion, sex, level and ethnicity, school, state of origin, length of marriage, level of perceived support, Type of employment, Level of perceived support, and question about child bearing.

Section B: Work-family Conflict

Work-Family Conflict scale developed by Netemeyer, B and Mcmurrian (1996) and the 10items Work-Family Conflict scale was used to measure Work-Family Conflict. The other half measures work to family conflict (W-to FC). Sample items include 'how the demands of

my work interfere with my home and family life” (W-to FC) and ‘Family-related strain interfere with my ability to perform job-related duties” (F-to WC). The response scale is a 7-points format, where ‘7’ indicates strong agreement and ‘1’ indicates strong disagreement. Higher scores indicate higher Conflict. The reliability of each subscale resulted satisfactory (alpha higher than .85), and the correlation between the two scales appeared significant with a value of $r = .42$. In this study, a Cronbach alpha of .80 was obtained.

Section C: Emotional Intelligence

The adapted form of emotional intelligence scale (EIS) developed by Schutte, Marlowe, Hall, Harggerty, Cooper, Golden and Dohheim (1998) was also used for this study. It assessed emotional intelligence based on the self-report responses to items tapping the appraisal and expression of emotions; regulations of emotions in respondent’s self and others as well as utilization of emotions to solve problems. It was designed to help people label their feelings rather than labelling others and situations. The adapted scale contains twenty (20) items with response patterns of Likert 5-point scale of strongly agree and 1 indicates strongly disagree. The psychometric properties of the original scale were established through Cronbach Alpha internal consistency ranging from 0.87 to 0.90 and a two-week test re-test reliability coefficient of 0.78 (Schuttle et al. 1998). Example: I find hard to understand the non-verbal message of other people. Here, it was the composite of Emotional Intelligence that was used for this study.

Section D – Job burnout (Dimensions)

Invented by Pedro R. Gil-Monte and Victor E. Olivares Faúndez (2006)

The 20 items job burnout and it is 5likert format ranging from score 0- never to 4 very frequently every day. The Cronbach’s alpha coefficient was higher than .70 for the four scales of the instruments. Results supported the concurrent validity with the MBI. As a whole, the results of these study provided evidence on the adequate psychometric properties of the SBI

for the study of burnout in the Chilean cultural context. This instrument consists of 20 items distributed into four dimensions

1. Enthusiasm towards the job (5 items). It is defined as the individual's desire to achieve goals at work because it is a source of personal pleasure. Personal accomplishment (8 items, $\alpha = .79$, range = 0-48) and Depersonalization (5 items, $\alpha = .52$, range = 0-30)

2. Psychological exhaustion (4 items). It is defined as the appearance of emotional and physical exhaustion due to the fact that the job demands to deal daily with people who present or cause problems. Exhaustion scale (5 items, $\alpha = .86$; range = 0-30)

3. Indolence (6 items). It is defined as the presence of attitudes of indifference and cynicism towards the organization's clients. Individuals scoring high in this dimension present insensitivity and indifference towards clients' problems.

4. Guilt (5 items). It is defined as the appearance of feelings of guilt about negative attitudes and behavior developed on the job, especially towards the people with whom s/he establishes work relationships.

3.7. Procedures

I the researcher approached the department for letter of introduction as a student of Federal University Oye-Ekiti, Faculty of Social Science, and Department of Psychology. After this, proceeded to each of the selected schools and administered the questionnaires, haven obtained the informed consent from the participants. Printed instructions on how to complete the instrument was made available. The researcher met with the school principals where they are available and spoke to vice-principal academic where it was applicable to notify the school and to inform the participant through the authority spoken with either principal or vice principal. The participants were told through the authority available the right of the participant and that there was no right or wrong answers to the questionnaire items, and that information supplied would only be useful if they provided sincere response.

They were also assured that response supplied will be used strictly for research purposes and a high degree of confidentiality was maintained.

3.8. Statistical Analyses

Following the completion of the data collection, the questionnaires were coded, scored, inputted into an SPSS software program version 20.0. Frequency distribution table was used to describe the demographic information of participants. Also, appropriate inferential statistics was used to test hypotheses of the study. Hypothesis was tested using Multiple Regression,

Independent T Test, and correlational Study.

Hypothesis one was tested with multiple regression

Hypothesis two was tested with multiple regression

Hypothesis three was tested with multiple regression analysis

Hypothesis four was also tested with multiple regression analysis

Hypothesis five was tested with independent t- test

Hypothesis six was tested with Independent Sample t-test

Hypothesis seven was also tested with independent t-test

Hypothesis eight also was tested with independent sample t-test.

CHAPTER FOUR

4.0. RESULTS

4.1.1 Table 1: Distribution of Social-demographics of the respondents

N = 276	n	%		n	%
Gender			Perception of support		
Male	117	42.4	Yes	152	55.1
Female	159	57.6	No	67	24.3
Marital status			No indication	57	20.7
Single	98	35.5	Having children		
Married	134	48.6	Yes	177	64.1
Divorced	10	3.6	No	70	25.4
Separated	10	3.6	Age of children		
No indication	24	8.7	< 5	63	22.8
Religious Affiliation			6-10	29	10.5
Christianity	206	74.6	11-18	18	6.5
Islam	68	24.6	> 18	21	7.6
Traditional	2	.7	No indication	145	52.5
Ethnicity			Employment status		
Yoruba	221	80.1	Full time	198	71.7
Igbo	41	14.9	Part-time	39	14.1
Hausa	7	2.5	No indication	39	14.1
Others	7	2.5	Length of marriage		
School			0-5	59	21.4
Private	148	53.6	6-10	51	18.5
Public	102	37	11-15	30	10.9
No indication	26	9.4	16-20	37	13.4
Length of marriage (in years)			21-25	19	6.9
0-5	59	21.4	26-30	9	3.3
6-10	51	18.5	> 30	3	1.1
11-15	30	10.9	No indication	68	24.6
16-20	37	13.4	Income (in thousands)		
21-25	19	6.9	5-10	61	22.1
26-30	9	3.3	11-20	42	15.2
> 30	3	1.1	21-30	39	14.1
No indication	68	25	31-40	30	10.9
Education			41-50	32	11.6
SSCE	26	9.4	> 50	38	13.8
Grade II	16	5.8	No indication	34	12.3
NCE/OND	72	26.1	Number of children		
BSc/HND	97	35.1	1	33	12
MSc	21	7.6	2	64	23.2
PhD	16	5.8	3	32	11.6
No indication	28	10.1	4	17	6.2
			5	5	1.8
			No indication	125	45.3

The socio- demographics characteristics of participants are presented in table 1. There were more females (57.6%) than males (42.4%). The married participants were (48.6%), and they that practised Christianity (74.6%), were from the Yoruba ethnic group (80.1%), worked for private schools (53.6) and were in full time employment (71.7%). Also more participants studied up to the BSc/HND level of education (35.1%), reported that they received social support (55.1) and had children (64.1%).

4.1.2 . Table 2: Means (M) and Standard Deviations (SD)

Variable	A	M	SD
Age		32.52	10.12
Work-to-family conflict	.90	13.12	7.62
Family-to-work conflict	.73	12.59	5.76
Emotional intelligence	.89	75.59	12.34
Enthusiasm towards job	.66	14.54	4.42
Psychological exhaustion	.37	9.99	2.87
Indolence	.59	14.10	4.21
Guilt	.55	12.66	3.75

4.1.3 . Table 3: Correlations among the study variables

Variable	1	2	3	4	5	6	7
1. Age	-						
2. Work-to-family conflict (WFC)	.03	-					
3. Family-to-work conflict (FWC)	-.01	.68**	-				
4. Emotional intelligence	.05	-.18**	-.20**	-			
5. Enthusiasm towards job	-.06	.05	.02	.06	-		
6. Psychological exhaustion	-.10	.06	.12*	-.11	.39**	-	

7. Indolence	-.11	.10	.19**	-.24**	-.08	.43**
8. Guilt	-.18**	.09	.15*	-.21**	.16**	.57** .41**

* $p < .05$ (1-tailed)

** $p < .01$ (2-tailed)

The result of correlation analyses among study variables are presented in table 3. Enthusiasm towards job was not significantly related with any of the independent variable; WFC [r (274) = .05, $p = .43$], FWC [r (274) = .02, $p = .70$] and emotional intelligence [r (274) = .06, $p = .34$].

Psychological exhaustion was positively related with FWC [r (274) = .12, $p = .05$] but not WFC [r (274) = .06, $p = .33$] and emotional intelligence [r (274) = -.11, $p = .07$]. Indolence was positively related with FWC [r (274) = .19, $p = .002$] and emotional intelligence [r (274) = .24, $p < .001$] but not WFC [r (274) = .09, $p = .10$]. Similarly, guilt was related with FWC [r (274) = .15, $p = .002$] and emotional intelligence [r (274) = -.21, $p < .001$] but not WFC [r (274) = .09, $p = .12$].

Hypothesis 1

Work family conflict and emotional intelligence (EI) will significantly predict enthusiasm towards job (ETJ).

4.1.4 Table 4: Multiple Regression analysis- work family conflict and EI on ETJ

Variable	β	t	R^2	F
Work-to-family conflict	.04	.55		
Family-to-work conflict	.02	.19	.10	9.72**
Emotional intelligence (EI)	.31**	5.33		

Dependent variable: Enthusiasm towards job (ETJ)

** $p < .01$

Table 4 showed that work family conflict and emotional intelligence jointly predicted enthusiasm towards job [F (3, 272) = 9.72, $p < .001$, $R^2 = .10$]. Independently, only emotional intelligence significantly predicted enthusiasm towards job [$\beta = .31$, $p < .001$]

while work-tofamily [$\beta = .04, p = .55$] and family-to-work conflict [$\beta = .02, p = .19$] did not. This showed that an increase in emotion intelligence significantly predict increase in enthusiasm towards job. Therefore, hypothesis one is supported.

4.1.5. Hypothesis 2

Work family conflict and emotional intelligence (EI) will significantly predict psychological exhaustion.

Table 5: Multiple Regression analysis work family conflict and EI on PE

Variable	β	T	R ²	F
Work-to-family	-.04	-.46		
Family-to-work	.14	1.71	.02	1.47
Emotional intelligence (EI)	-.04	-.59		

Dependent variable: Psychological exhaustion (PE)

Table 5 showed that work family conflict and emotional intelligence did not independently and jointly predict psychological exhaustion [$F(3, 272) = 9.72, p > .01, R^2 = .02$]. Therefore, hypothesis two is not supported.

4.1.5. Hypothesis 3

Work family conflict and emotional intelligence (EI) will significantly predict indolence.

Table 6: Multiple Regression analysis work family conflict and EI on indolence

Variable	β	T	R ²	F
Work-to-family	-.04	-.56		
Family-to-work	.21*	2.56	.07	7.10**
Emotional intelligence (EI)	-.19**	-3.25		

Dependent variable: guilt

** $p < .01$

* $p < .05$

Table 6 showed that work family conflict and emotional intelligence jointly predicted indolence [F (3, 272) = 7.10, $p < .001$, $R^2 = .07$]. Independently, only family-to-work conflict [$\beta = .21$, $p = .011$] and emotional intelligence [$\beta = -.19$, $p = .001$] significantly predicted indolence while work-to-family conflict [$\beta = -.04$, $p = .58$] did not. This showed that an increase in family-to-work conflict predicted increased indolence while emotional intelligence predicted decrease in indolence. Therefore, hypothesis three is supported.

4.1.6. Hypothesis 4

Work family conflict and emotional intelligence (EI) will significantly predict guilt.

Table 7: Multiple Regression analysis work family conflict and EI on guilt

Variable	β	T	R^2	F
Work-to-family	-.01	-.15		
Family-to-work	.15	1.85	.05	7.10**
Emotional intelligence (EI)	-.15*	-2.55		

Dependent variable: guilt

** $p < .01$

* $p < .05$

Table 7 showed that work family conflict and emotional intelligence jointly predicted guilt [F (3, 272) = 7.10, $p < .01$, $R^2 = .05$]. Independently, only emotional intelligence [$\beta = -.15$, $p = .011$] significantly predicted guilt while work-to-family conflict [$\beta = -.01$, $p = .88$] and familyto-work conflict [$\beta = .15$, $p = .07$] did not. This showed that an increase in emotional intelligence predicted decrease in guilt. Therefore, hypothesis four is supported.

4.1.7. Hypothesis 5

There will be gender differences in levels of burnout

Table 8: Independent sample t-test – gender on the dimensions of burnout

Variable	Male		Female		t (274)	95%CI
	M	SD	M	SD		
Enthusiasm towards job	14.16	4.32	14.81	4.48	-1.21	[-1.71, 0.41]
Psychological exhaustion	9.87	3.32	10.08	2.48	-.60	[-.90, .48]
Indolence	13.76	4.33	14.35	4.11	-1.14	[-1.59, .42]
Guilt	12.24	4.09	12.97	3.45	-1.60	[-1.62, .17]

4.1.7.

An independent sample t-test (table 8) showed that the difference in enthusiasm towards job scores between male (M = 14.6, SD = 4.32) and female participants (M = 14.81, SD = 4.48) were not statistically significant, $t(274) = -1.21, p = .23$. Also, the difference in psychological exhaustion scores between male (M = 9.87, SD = 3.32) and female participants (M = 10.08, SD = 2.48) were not statistically significant, $t(274) = -.60, p = .55$.

The difference in indolence scores between male (M = 13.76, SD = 4.33) and female participants (M = 14.35, SD = 4.11) were not statistically significant, $t(274) = -1.14, p = .25$.

Lastly, the difference in guilt scores between male (M = 12.24, SD = 4.09) and female participants (M = 12.97, SD = 3.45) were not statistically significant, $t(274) = -1.60, p = .11$

Therefore, hypothesis five is not supported.

4.1.8. Hypothesis 6

There will be school differences in levels of burnout.

Table 9: Independent sample t-test – school type on adjustment on burnout dimensions

Variable	Private		Public		t (248)	95%CI
	M	SD	M	SD		
Enthusiasm towards job	14.79	4.30	14.02	4.38	1.38	[-1.71, 0.41]
Psychological exhaustion	10.20	3.09	9.50	2.45	1.90*	[-.90, .48]
Indolence	14.38	4.04	13.50	4.26	1.65*	[-1.59, .42]

Guilt 12.82 3.84 11.92 3.48 1.87* [-1.62, .17]

* $p < .05$ (1 tailed)

An independent sample t-test (table 9) showed that the difference in psychological exhaustion scores between participants from private (M = 10.20, SD = 3.09) and public schools (M = 9.50, SD = 2.45) were statistically significant, $t(248) = 1.90, p = .03$. This means that participants from private schools had higher score on psychological exhaustions than those from public schools.

Also, the difference in indolence scores between participants from private (M = 14.38, SD = 4.04) and public schools (M = 13.50, SD = 4.26) were statistically significant, $t(248) = 1.65, p = .05$. This means that participants from private schools had higher scores on indolence than those from public schools.

Similarly, the difference in guilt scores between participants from private (M = 12.82, SD = 3.84) and public schools (M = 11.92, SD = 3.48) were statistically significant, $t(248) = 1.87, p = .03$. This means that participants from private schools had higher scores on guilt than those from public schools.

However, the difference in enthusiasm towards job scores between private (M = 14.79, SD = 4.30) and public schools (M = 14.02, SD = 4.38) were not statistically significant, $t(274) = -1.21, p = .23$.

Therefore, hypothesis six is supported.

4.1.9. Hypothesis 7

There will be marital status differences in dimensions of burnout.

Table 10: Independent sample t-test – marital status on burnout

Variable	Single		Married		t (230)	95%CI
	M	SD	M	SD		
Enthusiasm towards job	14.48	4.41	14.56	4.20	-0.14	[-1.20, 1.04]
Psychological exhaustion	10.49	3.26	9.55	2.51	2.47*	[.19, 1.68]

Indolence	14.85	4.45	13.54	4.03	2.33*	[.19, 2.41]
Guilt	12.88	4.18	11.96	3.36	1.85 ϕ	[-.06, 1.89]

* $p < .05$ $\phi p < .05$ (1 tailed)

An independent sample t-test (table 10) showed that the difference in psychological exhaustion scores between single ($M = 10.49$, $SD = 3.26$) and married ($M = 9.55$, $SD = 2.51$) were statistically significant, $t(230) = 2.47$, $p = .01$. This means that single participants had higher scores on psychological exhaustions than those married.

Also, the difference in indolence scores between single ($M = 14.85$, $SD = 4.45$) and married ($M = 13.54$, $SD = 4.03$) were statistically significant, $t(230) = 2.43$ $p = .02$. This means that single participants had higher scores on indolence than those married.

Similarly, the difference in guilt scores between single ($M = 12.88$, $SD = 4.18$) and married ($M = 11.96$, $SD = 3.36$) were statistically significant, $t(230) = 1.85$ $p = .03$. This means that single participants had higher scores on guilt than those married.

However, the difference in enthusiasm towards job scores between single ($M = 14.78$, $SD = 4.41$) and married ($M = 14.56$, $SD = 4.20$) were not statistically significant, $t(274) = -.14$, $p = .88$.

Therefore, hypothesis seven is supported.

4.10. Hypothesis 8

Participants who perceived social support will have low scores on burnout than participants who do not.

Table 11: Independent sample t-test – perceived support on burnout

Variable	Yes		No		t (217)	95%CI
	M	SD	M	SD		
Enthusiasm towards job	14.38	4.38	14.79	4.80	-.62	[-1.71, .89]
Psychological exhaustion	9.48	2.52	10.61	3.33	-2.77**	[-1.94, -.33]
Indolence	13.53	4.04	14.52	4.33	-1.63 ϕ	[-2.18, .20]
Guilt	11.97	3.85	13.34	2.71	-2.65**	[-2.40, -.35]

* $p < .05$ $\phi p < .05$ (1 tailed)

An independent sample t-test (table 11) showed that the difference in psychological exhaustion scores between participants who perceived social support (M = 9.48, SD = 2.52) and those who did not (M = 10.61, SD = 3.33) were statistically significant, $t(217) = -2.77$, $p = .006$. This means that participants who perceived social support had lower scores on psychological exhaustions than those who did not.

Similarly, the difference in guilt scores between participants who perceived social support (M = 11.97, SD = 3.85) and those who did not (M = 13.34, SD = 2.71) were statistically significant, $t(217) = -2.65$, $p = .009$. This means that participants who perceived social support had lower scores on guilt than those who did not.

Also, the difference in indolence scores between participants who perceived social support (M = 13.52, SD = 4.04) and those who did not (M = 14.52, SD = 4.33) were statistically significant, $t(217) = -1.63$, $p = .05$. This means that participants who perceived social support had lower scores on indolence than those who did not.

However, the difference in enthusiasm towards job scores between participants who perceived social support (M = 14.38, SD = 4.37) and those who did not (M = 14.79, SD = 4.80) were not statistically significant, $t(217) = -.62$, $p = .54$. Therefore, hypothesis eight is supported.

CHAPTER FIVE

DISCUSSION, SUMMARY AND CONCLUSION,

5.1. DISCUSSION

This chapter presents the discussion of findings, summary, conclusion and recommendations based on the results from the hypothesis tested in the previous chapter. It gives more insight and provides implications of the statistical results and findings in the previous chapter so as to make useful inferences, deductions and generalizations for both theoretical and practical application. More so, it highlights the limitations as well as other directions for future research in this area of study

Hypothesis one shows that family work conflict and emotional intelligence significantly predict increase in enthusiasm towards job. Therefore, hypothesis is supported. The secondary school teachers who has a balance between his/her family and work are intelligent emotionally and thereby have enough courage and be motivated to do his/her work without getting worn out before others. Further, the elder says; happiness is good a motivating force.

Hypothesis two stated that Work family conflict and emotional intelligence (EI) significantly predict psychological exhaustion. Therefore, the hypothesis is not supported. There are many factors that could cause psychological exhaustion so he or she who is emotionally stable will not suffer clash between his or her family and work let alone to suffer psychological exhaustion. Suldo, Shaunessy, and Hardesty, (2008) suggests there are simple approaches that can help a teacher tackle stress such as a balanced diet, exercise, adequate sleep, (which will only be available with a peaceful home) as well as being able to recognize work overload and stress-resistant workplaces

Hypothesis three the hypothesis Work family conflict and emotional intelligence (EI) will significantly predict indolence. The hypothesis three is thereby supported. This explained that when a male or female secondary school has a low emotional intelligence, there is high

tendency to have conflict between his or her work and family which will eventually make him or her lose interest in doing anything maybe due to anger or the fatigue that set in as a result of emotional setback that has taken place. Fisher, (2011) investigated that factors influencing stress, burnout, and retention of secondary teachers for centuries, teaching has been characterized as a profession that is emotionally tasking and potentially frustrating.

Hypothesis four states that family work conflict and emotional intelligence (EI) predict guilt among secondary school teachers which was supported in the finding. Emotional intelligence actually causes guilt in a teacher because he or she knows that he is not performing up to expectations. Panorama and Melhew (2014) explained that work-family conflict construct is referring to the stress and role conflict and stress has been described as an interaction between stressors and strain, which mean the factor that lead to stress and how individual can responds to the stressors. Further, It has been stated that some factor that can play the role on work-family conflict. With increased professional stressors such as stress, burnout, anxiety, low job performance, low work motivation, are likely influence workplace negatively and claimed that unmanaged conflict in the workplace negatively affect the financial and human capital resource of an organization. The hypothesis was accepted

Hypothesis five this states that there will be gender differences among various levels of job burnout, results shows that psychological exhaustion between male and females were not significant, also that the level of indolence between males and females were not significant also. In essence this hypothesis was not accepted. Adebayo, S. O and Osagu, J. C (2013) stated that there is a significant effect of sex on the experience of emotional exhaustion. Females had higher mean score in the emotion exhaustion dimension of burnout. It was discovered that college athletic coaches that female coaches reported significantly higher levels of emotional exhaustion and lower level of reduced personal accomplishment than the male coaches in terms of both frequency and intensity of response. There was a significant effect of sex on

dehumanization. Females had higher mean score than the males. The females in their metaanalysis study of gender differences in burnout. Also, there was no significant difference observed in the sexes mean scores on reduced personal accomplishment dimension of burnout. Hypothesis six states that there will be school differences in levels of burnout. Showed that the difference in psychological exhaustion scores between participants from private and public schools were statistically significant. This means that participants from private schools had higher score on psychological exhaustions than those from public schools. Also, the difference in indolence scores between participants from private and public schools were statistically significant. This means that participants from private schools had higher scores on indolence than those from public schools. The difference in enthusiasm towards job scores between private and public schools were not statistically significant, Therefore, hypothesis six was accepted. For example, secondary school teachers who are in public schools tend to have less stress, because most times they are not strict with their time tables, and classes. Unlike the private school teachers, they overwork themselves to the point of exhaustion. Sometimes, a teacher can be taking like four subjects. In essence, Beckley (2011) have shown that the following factors have contributed to stress among teachers: a lot of paper work, larger classes, role overload and unrealistic deadlines.

Hypothesis seven says that there will be marital status differences in levels of burnout, which the hypothesis was accepted. Hypothesis seven states that there will be marital status differences in the dimensions of burnout. This hypothesis was not supported. The various dimensions of job burnout such as guilt, indolence, and so on. Marital status might not bring about these. The reason being that there might be various things individuals get themselves involved into no matter the year of marriage, some might be married for six months and have debts, etc. and those of over fifteen years of marriage might not have at all.

Hypothesis eight says that Participants who perceived social support will have low scores on burnout than participants who do not. The hypothesis was supported. For example an individual who has people supporting financially, career wisely, etc. will not be prone to physical exhaustion. If ones boss is considerate he /she would understand and help such person in other to be psychologically stable. Ukeka. A and Raimi.L study focused on the issue of work-family role conflict and job performance of female bankers in the Federal Capital Territory, Abuja. Based on the findings of the study, it is safe to conclude that, problems do exist when women bankers become border crossers in the interface between career and personal life especially in the family domain. While this is a familiar experience in the life of other women in several other careers, the case of the banking sector is indeed a serious one, because, the sector is known for its lengthy hours of work demand. Female bankers face a serious problem of time, which they all agreed to be the major factor that occasions work-family role conflict. Although most of the respondents that were involved in this study will trade some earnings for their family time, job related issues in the Nigerian context (given the high rate of unemployment), are valued ahead of leisure activities. It is clear therefore that the number of hours worked, schedule inflexibility and the stressors arising from both family and work domain have significant impact on the job performance of the female bankers. Also, number of children has a much serious impact on work-family role conflict. However, this relationship between work-family role conflict and low job performance is considered higher among women with more children and less spousal/family support or other forms of social support system.

5.2 Conclusion

From the analysis of data collected and interpretation of the results; the study already concluded that family work conflict and emotional intelligence did not significantly predict job burnout. This indicates that emotional intelligence can help individuals to balance the

conflict that may arise between family and work dispute. Family work conflict and emotional intelligence significantly bring about enthusiasm towards job. The implication of this that the balance between family – work conflict and emotional intelligence promote enthusiasm towards job performance. There is no gender difference in gender levels. The implication of this is that gender variability does not affect job burnout among the participant.

Further, family work conflict and emotional intelligence actually bring about enthusiasm towards work. The implication of this that the balance between family – work conflict and emotional intelligence promote enthusiasm towards job performance. Family work conflict emotional intelligence will actually bring about laziness in job. The implication of this is that laziness occur when individuals lack emotional intelligence to cope with family work conflict.

5.3 Implications of the Study

The outcome of the study indeed added to our knowledge of the relationship between family work conflicts and emotional intelligence on job burnout. This study is to help individuals, communities, organizations and society.

The study helps to know the influence of family work conflict and their emotional intelligence on the job. Emotional intelligence assists in becoming a genius in their job.

Family work conflict and emotional intelligence is also useful because for a community or an organization to move forward there have to know how to balance these two variables which can bring about indolence in the organization. Therefore, understanding these factors leads to higher output in the job, so employers should help teachers to develop their intelligence quotient. And necessarily reduce the work load of the teachers. Also increase in their salaries which will help in boosting their enthusiasm towards work

5.4. Recommendations

The finding from the study encompass the idea that family work conflict and emotional intelligence are important factors that affect teachers both positively and negatively. Based

on research result the study recommends that employers should make conscious effort to make the teacher's job fascinating because it bring about enthusiasm towards work.

The study recommends that further, detailed research should be carried out on examination and extension of the constructs under study. The research was carried out in Ibadan at Oluyole Local government among the selected school. The research needs a further study such that it could allow cultural diversity. Apart from the independent variable used, there are several variables that could be responsible for job burnout.

The educational management should make policy that will be more considerate about the family of each teacher. For instance, there are some family whose experience of work-family occurred because of the undue transfer giving to wife or the husband which separate the husband from the wife or vice versa.

The government should embark on constant training on different approach to resist burn out at work and also ensure a stabilize environment to reduce stress.

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**DEPARTMENT OF PSYCHOLOGY
FACULTY OF SOCIAL SCIENCES
FEDERAL UNIVERSITY OYE-EKITI**

Dear Respondent,

This questionnaire is developed to obtain information for a Bachelor degree Project. The questionnaire is structured to elicit information from secondary school Teachers in Ado-Ekiti. The highest level of confidentiality is guaranteed as its use is mainly for academic purpose. I therefore crave your indulgence to please provide answers freely to the best of your ability. Thank you in advance for your co-operation.

SECTION A: SOCIO-DEMOGRAPHIC CHARACTERISTICS

Please kindly respond to the items in each section by filling/ticking a response that applies to you.

1. Age in (years): _____
2. Religion: Christianity () Muslim () Traditional () other ()
3. Sex : Male () Female ()
4. Ethnicity: Yoruba () Igbo () Hausa () Others ()
5. School : Private () Public ()
6. State of origin: _____
7. Marital status; single() married() divorced() widowed() separated()
8. Length of marriage: 0-5() 6-10() 11-15() 16-20() 21-25() 26-30() 30 and above()
9. Highest level of education; SSCE() Grade2() N.C.E/OND() B.Edu/Bsc/Hnd()
Msc/Msd() PhD()
10. Categories of income: #5-10,000() #11,000-20,000() 21-30,000() 31-40,000() 41-50()
50above()
11. Type of employment ; full time() part time ()
12. Level of perceived support; yes() No()
13. Do you have children? Yes() No()
If yes, how many children do you have? _____
If yes, what are the ages of all your children? _____
If yes, what are the ages of the children who live with you? _____

SECTION B

Please use the following scales to respond to the questions that follow and tick the number that corresponds to your response or feeling about each particular question.

1 = strongly disagree 2 = disagree, 3 = slightly disagree 4 = neutral
5 = slightly agree 6 = agree 7 = strongly agree

		1	2	3	4	5	6	7
1	The demands of my work interfere with my home and family life.							
2	The amount of time my job takes up makes it difficult to fulfil my family responsibilities							
3	Things I want to do at home do not get done because of the demands my job puts on me							
4	My job produces strain that makes it difficult to fulfil family duties							

5	Due to work-related duties, I have to make changes to my plans for family activities.							
6	The demands of my family or spouse/partner interfere with work-related							
7	I have put off doing things at work because of demands on my time at home							
8	Things I want to do at work don't get done because of the demands of my family or spouse/partner							
9	My home life interferes with my responsibilities at work such as getting to work on time, accomplishing daily tasks, and working overtime							
10	Family-related strain interferes with my ability to perform job related duties							

SECTION C

Please use the following scales to respond to the questions that follow and tick the number that corresponds to your response or feeling about each particular question.

Never =1 Rarely =2 Sometime =3 Almost =4 Very often = 5

S/N	ITEMS	1	2	3	4	5
1	When I am touched by something I immediately know what I feel					
2	When I feel good, I can easily tell whether it is due to being proud of myself, happy or relaxed					
3	I do not always understand why I respond in the way I do					
4	When I am feeling low, I easily make a link between my feeling and a situation that affect me					
5	I find it difficult to explain feeling to others even If want to					
6	I am good at describing my feeling					
7	When I am angry, I find it easy to calm myself down					
8	I find it difficult to handle my emotion					
9	My emotions inform me about change I should make in my life					
10	I never base my person life choice on my emotions					
11	I am good at sensing what others are feeling					
12	Quite often I am not aware of people's emotional state.					
13	I do not understand why people around me respond the way they do.					
14	Most of the time, I understand why people feel the way they do					
15	Other people tends to confide in me about personal issue					
16	I find difficult to listen to people who are complaining					
17	I see someone who is stressed or anxious, I can easily calm them down					

18	If someone came to me in tears, I would not know what to do					
19	I can easily get what I want from others					
20	If I wanted, I could easily make someone feel uneasy					

SECTION D:

Please use the following scales to respond to the questions that follow and tick the number that corresponds to your response or feeling about each particular question.

Strongly agree (SA) = 5 Agree (A) = 4 Undecided (UN) = 3

Disagree (D) = 2 strongly disagree (SD) = 1

S/N	Statements	SA 5	A 4	UN 3	D 2	SD 1
1.	Other people find it easy to confide in me.					
2.	I find it hard to understand the non-verbal message of other people.					
3.	When my mood changes, I see new possibilities.					
4.	Emotions are one of the things that make my life worth living.					
5.	I am aware of my emotions with others.					
6.	I like to share my emotions, I know how to make it last.					
7.	When I experience a positive emotion, I know how to make it last.					
8.	I am aware of the non-verbal message I send to others.					
9.	When I am in a positive mood, solving problems is easy for me.					
10.	I know why my emotions change.					
11.	When I am in a positive mood, I am able to come up with new ideas.					
12.	I have control over my emotions.					
13.	I easily recognize my emotions as I experience them.					
14.	I motivate myself by imagining a good outcome to task I take on.					
15.	I compliment others when they have done something well.					
16.	I know what other people are feeling just by looking at them.					

17.	I use good moods to help myself keep trying in the face of obstacles.					
18.	I can tell how people are feeling by listening to the tune of their voice.					
19.	I make others feel good within and outside my library.					
20.	I relax quickly under pressure in situations.					

SECTION E

Please use the following scales to respond to the questions that follow and tick the number that corresponds to your response or feeling about each particular question.

0	1	2	3	4
Never	Rarely: a few times a year	Sometimes: a few times a month	Frequently: a few times a week	Very frequently:

S/N	Statement	0	1	2	3	4
1	I find my work is a stimulating challenge.					
2	I don't like taking care of some disabled people.					
3	I think many disabled people are unbearable.					
4	I worry about how I have treated some people at work.					
5	I see my job as a source of personal accomplishment.					
6	I think the relatives of disabled people are very demanding.					
7	I think I treat some disabled people with indifference.					
8	I feel I am overwhelmed by work.					
9	I feel guilty about some of my attitudes at work.					
10	I think my job gives me positive experiences.					
11	I feel like being sarcastic with some disabled people.					
12	I feel weighed down by my job.					
13	I regret some of my behaviours at work.					
14	I label or classify disabled people according to their behaviour.					
15	I find my work quite rewarding.					
16	I think I should apologize to someone for my behaviour at work.					
17	I feel physically tired at work.					
18	I feel emotionally exhausted.					
19	I feel enthusiastic about my job.					
20	I feel bad about some of the things I have said at work.					

APPENDICES

FREQUENCIES VARIABLES=SEX REL ETH SCH MS LM EDU INC EMP PS CHIL
ACHILCAT/ORDER=ANALYSIS.

Frequencies
Statistics

	SEX	REL	ETH	SCH	MS	LM	EDU	INC	EMP	PS	CHI L	ACHI LCAT
Valid N	276	276	276	276	276	276	276	276	276	276	247	276
Missing	0	0	0	0	0	0	0	0	0	0	29	0

Frequency Table
SEX

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	117	42.4	42.4	42.4
Valid Female	159	57.6	57.6	100.0
Total	276	100.0	100.0	

REL

	Frequency	Percent	Valid Percent	Cumulative Percent
Christianity	206	74.6	74.6	74.6
Valid Islam	68	24.6	24.6	99.3

Traditional	2	.7	.7	100.0	100.0
Total	276	100.0			

ETH

	Frequency	Percent	Valid Percent	Cumulative Percent
Yoruba	221	80.1	80.1	80.1
Igbo				
Valid Hausa	41	14.9	14.9	94.9
Others	7	2.5	2.5	97.5
Total	7	2.5	2.5	100.0
	276	100.0	100.0	

SCH

	Frequency	Percent	Valid Percent	Cumulative Percent
Private	148	53.6	53.6	53.6
Public	102	37.0	37.0	90.6
Valid No indication	26	9.4	9.4	100.0
Total	276	100.0	100.0	

MS

	Frequency	Percent	Valid Percent	Cumulative Percent
Single	98	35.5	35.5	35.5
Married	134	48.6	48.6	84.1
Divorced	10	3.6	3.6	87.7
Separated	10	3.6	3.6	91.3
No indication	24	8.7	8.7	100.0
Total	276	100.0	100.0	

LM

	Frequency	Percent	Valid Percent	Cumulative Percent
0-5	59	21.4	21.4	21.4
6-10	51	18.5	18.5	39.9
11-15	30	10.9	10.9	50.7
16-20	37	13.4	13.4	64.1
21-25 Valid	19	6.9	6.9	71.0

26-30	9	3.3	3.3	74.3
>30	3	1.1	1.1	75.4
No indication	68	24.6	24.6	100.0
Total	276	100.0	100.0	

EDU

	Frequency	Percent	Valid Percent	Cumulative Percent
SSCE	26	9.4	9.4	9.4
Grade II				
NCE/OND				
First	16	5.8	5.8	15.2
Valid degree/HND				
MSc				
PhD	72	26.1	26.1	41.3
No indication				
Total	97	35.1	35.1	76.4
	21	7.6	7.6	84.1
	16	5.8	5.8	89.9
	28	10.1	10.1	100.0
	276	100.0	100.0	

INC

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 5-10k	61	22.1	22.1	22.1
11-20k	42	15.2	15.2	37.3
21-30k	39	14.1	14.1	51.4
31-40k	30	10.9	10.9	62.3
41-50k	32	11.6	11.6	73.9
>50k	38	13.8	13.8	87.7
No indication	34	12.3	12.3	100.0
Total	276	100.0	100.0	

EMP

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Full-time	198	71.7	71.7	71.7
Part-time	39	14.1	14.1	85.9
No indication	39	14.1	14.1	100.0
Total	276	100.0	100.0	

PS

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	152	55.1	55.1	55.1
No	67	24.3	24.3	79.3
Valid No indication	57	20.7	20.7	100.0
Total	276	100.0	100.0	

CHIL

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	177	64.1	71.7	71.7
Valid No Total	70	25.4	28.3	100.0
Missing System	247	89.5	100.0	
Total	29 276	10.5		
		100.0		

ACHILCAT

	Frequency	Percent	Valid Percent	Cumulative Percent
<5	63	22.8	22.8	22.8
6-10	29	10.5	10.5	33.3
11-18	18	6.5	6.5	39.9

Valid >18	21	7.6	7.6	47.5
No indication	145	52.5	52.5	100.0
Total	276	100.0	100.0	

DESCRIPTIVES VARIABLES=Age NCHIL WFC FWC EMO ETJ PE IND GU
/STATISTICS=MEAN STDDEV MIN MAX.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Age	223	17	61	32.52	10.117
NCHIL	151	1	5	2.32	1.042
Work to family	276	5	35	13.12	7.616
	276				
Family to work		5	33	12.59	5.761
Emotional intelligence	276	41	100	75.59	12.335
2					
Enthusiasm towards	276	5.00	24.00	14.5362	4.42252
job					
Psychological	276	4.00	20.00	9.9928	2.86800
	276				4.20664
Exhaustion		6.00	26.00	14.0978	
Indolence					
Guilt	276	5.00	25.00	12.6594	3.74554
Valid N (listwise)	135				

CORRELATIONS

/VARIABLES=Age NCHIL WFC FWC EMO ETJ PE IND GU
/PRINT=TWOTAIL NOSIG

/MISSING=PAIRWISE.

Correlations

	Age	Work to family	Family to work	Emotional intelligence 2	Enthusiasm towards job	Psychological Exhaustion	Indolence	Guilt
	1	.030	-.014	.052	-.056	-.104	-.105	-.175**
Age		.659	.841	.440	.407	.123	.116	.009
	223	223	223	223	223	223	223	223
	.030	.659			.047	.059	.099	.094
			.682**	-.175**	.437	.329	.101	.121
			.000	.003				
Work family	223	276	276	276	276	276	276	276
	-						.187*	.152*
	.014		1		.023	.118	*	*
Family work	.841				.703	.051	.002	.011
	223	.682**		-.203**		276		
		.000		.001				
		276	276	276	276		276	276

.052	-.175**	-.203**	1	.058	-.109	.238*	.210
						*	**

	Pearson	.440	.003	.001		.337	.072	.000	.000
	Correlation								
Emotional									
intelligence 2	Sig. (2-tailed)	.223	.276	.276	.276	.276	.276	.276	.276
		.056	.047	.023	.058	1	.394**		.156**
	N	.407	.437	.703	.337		.000		
		.223	.276	.276	.276		.276		.009
		-							.276
	Pearson	.104	.059	.118	-.109		1	-.081	
	Correlation							.177	
Enthusiasm								.276	
towards job	Sig. (2-tailed)					.276			
	N							.428*	.556
						.394**			
	Pearson							*	**
	Correlation								
Psychological									
Exhaustion	Sig. (2-tailed)	.123	.329	.051	.072	.000		.000	.000
	N			.276	.276		.276	.276	
								1	
	Pearson								
	Correlation								
Indolence									
	Sig. (2-tailed)			.187**	-.238**		.428**		
		.223	.276	.002	.000	.276	.000		.276
		-	.099						.407**
		.105				-.081			
	(2-tailed)	.116	.101			.177			.000

N		223	276	276	276	276	276	276	276
		-	.094	.152*	-.210**	.156**	.556**	.407*	1
		.175						*	
		**							
Correlation	Pearson								
Guilt									
	Sig. (2-								
	tailed)	.009	.121	.011	.000	.009	.000	.000	
N						276			
		223	276	276	276		276	276	276

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

* . Correlation is significant at the 0.05 level (2-tailed).

Case Processing Summary

		N	%
Cases	Valid	276	100.0
	Excluded ^a	0	.0
	Total	276	100.0

a. Listwise deletion based on all variables in the procedure.

REGRESSION

/MISSING LISTWISE

/STATISTICS COEFF OUTS R ANOVA

/CRITERIA=PIN(.05) POUT(.10)

/NOORIGIN

/DEPENDENT ETJ

/METHOD=ENTER WFC FWC EM.

Regression Variables

Entered/Removed^a

Mode	Variables Entered	Variables Removed	Method
1			

1	Emotional intelligence 1, Work to family, Family to work ^b	.	Enter
---	---	---	-------

a. Dependent Variable: Enthusiasm towards job

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.311 ^a	.097	.087	4.22606

a. Predictors: (Constant), Emotional intelligence 1, Work to family, Family to work

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	520.837	3	173.612	9.721	.000 ^b
Residual	4857.801	272	17.860		
Total	5378.638	275			

a. Dependent Variable: Enthusiasm towards job

b. Predictors: (Constant), Emotional intelligence 1, Work to family, Family to work

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.965	2.204		1.345	.180
Work to family				.546	
Family to work				.189	
Emotional intelligence 1	.025	.046	.043		.585
		.061	.015		
	.011				.850
intelligence 1	.178	.033	.308	5.334	.000

a. Dependent Variable: Enthusiasm towards job

REGRESSION
 /MISSING LISTWISE
 /STATISTICS COEFF OUTS R ANOVA
 /CRITERIA=PIN(.05) POUT(.10)
 /NOORIGIN
 /DEPENDENT PE
 /METHOD=ENTER WFC FWC EM

Regression

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Emotional intelligence 1, Work to family, Family to work ^b	.	Enter

a. Dependent Variable: Psychological Exhaustion

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.126 ^a	.016	.005	2.86072

a. Predictors: (Constant), Emotional intelligence 1, Work to family, Family to work

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	36.009	3	12.003	1.467	.224 ^b
1 Residual	2225.977	272	8.184		
Total	2261.986	275			

a. Dependent Variable: Psychological Exhaustion

b. Predictors: (Constant), Emotional intelligence 1, Work to family, Family to work

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	10.125	1.492		6.785	.000
	Work to family	-.014	.031	-.038	-.461	.645
	Family to work	.070	.041	.141	1.709	.089
	Emotional intelligence 1	-.013	.023	-.036	-.589	.557

a. Dependent Variable: Psychological Exhaustion

REGRESSION

/MISSING LISTWISE

/STATISTICS COEFF OUTS R ANOVA

/CRITERIA=PIN(.05) POUT(.10)

/NOORIGIN

/DEPENDENT IND

/METHOD=ENTER WFC FWC EM.

Regression

Variables Entered/Removed^a

Mode	Variables Entered	Variables Removed	Method
1	Emotional intelligence 1, Work to family, Family to work ^b	.	Enter

a. Dependent Variable: Indolence

b. All requested variables entered.

Model Summary

Mode	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.270 ^a	.073	.062	4.07327

a. Predictors: (Constant), Emotional intelligence 1, Work to family, Family to work

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	353.454	3	117.818	7.101	.000 ^b
	Residual	4512.905	272	16.592		
	Total	4866.359	275			

a. Dependent Variable: Indolence

b. Predictors: (Constant), Emotional intelligence 1, Work to family, Family to work Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	19.051	2.125		8.966	.000
	Work to family				-.557	
	Family to work				2.555	
	Emotional	-.025	.044	-.044		.578
		.149	.058	.205		.011
	intelligence 1	-.104	.032	-.190	-3.247	.001

a. Dependent Variable: Indolence

REGRESSION

/MISSING LISTWISE

/STATISTICS COEFF OUTS R ANOVA

/CRITERIA=PIN(.05) POUT(.10)

/NOORIGIN

/DEPENDENT GU

/METHOD=ENTER WFC FWC EM.

Regression Variables

Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1			

1	Emotional intelligence 1, Work to family, Family to work ^b	.	Enter
---	---	---	-------

a. Dependent Variable: Guilt

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.215 ^a	.046	.036	3.67812

a. Predictors: (Constant), Emotional intelligence 1, Work to family, Family to work

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	178.225	3	59.408	4.391	.005 ^b
Residual	3679.761	272	13.529		
Total	3857.986	275			

a. Dependent Variable: Guilt

b. Predictors: (Constant), Emotional intelligence 1, Work to family, Family to work

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	16.121	1.919		8.402	.000
Work to family				-.146	
Family to work				1.848	
Emotional intelligence 1	-.006	.040	-.012		.884
	.098	.053	.150		.066
	-.074	.029	-.151	-2.548	.011

a. Dependent Variable: Guilt

SORT CASES BY ACHIL2 (A).
 SORT CASES BY ACHILCAT (A).
 SORT CASES BY STATE (A).
 SORT CASES BY SCH (A).
 T-TEST GROUPS=SEX(1 2)
 /MISSING=ANALYSIS
 /VARIABLES=ETJ PE IND GU /CRITERIA=CI(.95).

T-Test

Group Statistics

	SEX	N	Mean	Std. Deviation	Std. Error
Enthusiasm towards job	Male	117	14.1624	4.32107	.39948
	Female	159	14.8113	4.48933	.35603
Psychological Exhaustion	Male	117	9.8718	3.32840	.30771
	Female	159	10.0818	2.48277	.19690
Indolence	Male	117	13.7607	4.33042	.40035
	Female	159	14.3459	4.10925	.32588
Guilt	Male	117	12.2393	4.09088	.37820
	Female	159	12.9686	3.45023	.27362

T-TEST GROUPS=SCH(1 2)
 /MISSING=ANALYSIS
 /VARIABLES=ETJ PE IND GU
 /CRITERIA=CI(.95)

T-Test

Group Statistics

	SCH	N	Mean	Std. Deviation	Std. Error
Enthusiasm towards job	Private	148	14.7905	4.30038	.35349
	Public	102	14.0196	4.37586	.43327

		148	10.1959		
Psychological Exhaustion	Private	102	9.5000	3.09412	.25434
	Public			2.44848	.24244
Private Indolence		148	14.3784	4.03624	.33178
Public				4.25836	.42164
		102	13.5000		
Private Guilt		148	12.8108	3.84097	.31573
Public					
		102	11.9216	3.48032	.34460

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Enthusiasm towards job	Equal variances assumed	.008	.928	1.383	248	.168	.77093	.55738	-.32688	1.86874
	Equal variances not assumed			1.379	214.812	.169	.77093	.55918	-.33125	1.87311

		2.282	.132	1.898		.059	.69595	.36662	-.02614	1.41803
Psychological Exhaustion	Equal variances assumed			1.981		.049	.69595	.35137	.00383	1.38806
	Equal variances not assumed			248.230						
Indolence	Equal variances assumed	.775	.380	1.653	248	.100	.87838	.53124	-.16795	1.92470
	Equal variances not assumed			1.637	209.586	.103	.87838	.53652	-.17929	1.93605
Guilt	Equal variances assumed	.034	.855	1.868	248	.063	.88924	.47593	-.04814	1.82663
	Equal variances not assumed			1.903	230.257		.88924	.46737	-.03162	1.81011

T-TEST GROUPS=MS(1 2)

/MISSING=ANALYSIS

/VARIABLES=ETJ

PE

IND

GU

/CRITERIA=CI(.95).

T-Test

Group Statistics

	MS	N	Mean	Std. Deviation	Std. Mean Error

Enthusiasm towards job	Single	98	14.4796	4.41467	.44595
	Married	134	14.5597	4.20081	.36289
Psychological Exhaustion	Single	98	10.4898	3.26255	.32957
	Married	134	9.5522	2.50883	.21673
Indolence	Single	98	14.8469	4.45216	.44974
	Married	134	13.5448	4.02738	.34791
Guilt	Single	98	12.8776	4.18457	.42271
	Married	134	11.9627	3.35921	.29019

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper

Enthusiasm towards job	Equal variances assumed	.099	.753	.140	230	.888	-.08011	.57052	-1.20422	1.04400
	Equal variances not assumed			.139	203.061	.889	-.08011	.57495	-1.21374	1.05352
Psychological Exhaustion	Equal variances assumed	4.795	.030	2.474		.014	.93756	.37896	.19088	1.68423
	Equal variances not assumed			2.377	230.175.149	.019	.93756	.39444	.15908	1.71603
Indolence	Equal variances assumed	.283	.595	2.326	230	.021	1.30216	.55981	.19915	2.40518
	Equal variances not assumed			2.290	196.510	.023	1.30216	.56860	.18082	2.42350
Guilt	Equal variances assumed	3.914	.049	1.845	230	.066.076	.91486	.49573	-.06189	1.89162
	Equal variances			1.784						

not assumed				180 .70 4		.91486	.51273	-.09684	1.926 57
-------------	--	--	--	-----------------	--	--------	--------	---------	-------------

Correlations

		Age	NC HIL	Work to family	Family to work	Emoti o nal intelli g ence 2	Enthus iasm toward s job	Psych o logical Exhau s tion	Indol ence	Guil t
Age	Pearson Correlatio n Sig. (2- tailed)	1	.377 **	.030	-.014	.052	-.056	-.104	-.105	-.175 **
			.000	.659	.841	.440	.407	.123	.116	.009
	N	223	135	223	223	223	223	223	223	223
NCHIL						.166*		-.075		
	Pearson Correlati o n Sig. (2- tailed)	.377 **	1	-.004	.054		.115		-.091	-.074
		.000		.958	.513	.042	.161	.360	.266	.369
	N Pearson Correlati o n	135	151	151	151	151 .175**	151	151 .059	151	151
		.030	.004	1			.047		.099	.094

Work family	to Sig. (2- tailed) N				.682**								
					.659	.958	.000	.003 276	.437	.329 276	.101	.121	
					223	151	276	276	276	276	276	276	
	Pearson Correlati o n												
						-.014	.054	.682**	1	.023		.187*	.152*
						223	151	276	276	276	276	276	276
Family work	to Sig. (2- tailed) N												
					.841	.513	.000	.001 276	.703	.051 276	.002	.011	
					223	51	276	276	276	276	276	276	

1 -.109

.072

276 276

.058 .394**

.337 .000

.058

.337

276

1

276

.394**

.000

276

	*		
.440	.042	.003	.001
	151	276	276
223			
-			
.056	.115	.047	.023
.407	.161	.437	.703
223	151	276	276
-	-		
.104	.075	.059	.118
.123	.360	.329	.051
223	151	276	276
-	-		
.105	.091	.099	
			.187**

.238*	.210**
.000	.000
276	276
	.156**
-.081	
.177	.009
276	276
.428*	.556**
.000	.000
276	276

Emotional intelligence 2	Pearson	276 276							
	Correlatio	-.109 1							.407**
	n	.072 276 276							
	Sig. (2-tailed)								
	N								
Enthusiasm towards job	Pearson								
	Correlatio								
	n								
	Sig. (2-tailed)								
	N								
Psychologica l Exhaustion	Pearson								
	Correlatio								
	n								
	Sig. (2-tailed)								
	N								
Indolence	Pearson								
	Correlatio								
	n								
	Sig. (2-tailed)								

N	tailed)	.116	.266	.101	.002	.000	.177	.000		.000
		223	151	276	276	276	276	276	276	276
N	Pearson Correlation	-.175**	-.074	.094						1
		.009	.369	.121	.011	.000	.009	.000	.000	.407*
N	Sig. (2-tailed)	.009	.369	.121	.011	.000	.009	.000	.000	.000
		223	151	276	276	276	276	276	276	276
N	Pearson Correlation				.152*		.156**			
N	Sig. (2-tailed)									
		223	151	276	276	276	276	276	276	276

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

* . Correlation is significant at the 0.05 level (2-tailed).

Independent Samples Test

		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
Enthusiasm towards job	Equal variance	.689	.407	1.206	274	.229	-.64893	.53824	-1.70854	.41068	
Psychological Exhaustion	assumed Equal variance										

	s not assumed			1.213	255.235	.226	-	.5351	-	.4048
	Equal variance	7.653	.006				.64893	1	1.7027	6
	s assumed					.549		.3497		.47856
	Equal variance				274		.20997	4	-	
	s not assumed				205	.566			.89849	.51028
				-	.183			.36531		
				.600			.20997	1	-	
				.575					.93022	
Indolence	Equal variance			1.143					-	
	s assumed	.610	.435		274	.254	.58523	.51210	1.59338	.42293
	Equal variance			1.134	242	.258	.58523	.51622	-	.43161
	es not assumed				.490				1.60207	
	Equal variance	4.083	.044	-	274	.110		.45493	-	
	es assumed			603		.120	.72924		1.62483	.16636
	Equal variance			-						
	es not assumed			562	224		.72924	.46680	-	.19065
Guilt					.132				1.64912	

Oneway
 ONEWAY ETJ PE IND GU BY ACHILCATI
 /STATISTICS DESCRIPTIVES
 /MISSING ANALYSIS.
 Descriptives

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
					<5	63		
6-10	29	70	4.09283	1				22.00
	18							
	21							
	131							
	63							
	29	14.58		.7600	13.0294	16.1430	7.00	
	18	62		2				
	11-18	14.44	4.28708	1.01048	12.3125	16.5764	7.00	21.00
	>18	14.66	4.56435	.99602	12.5890	16.7443	6.00	22.00
	67							
	Total	14.35	4.05362	.35417	13.6581	15.0595	5.00	23.00
Enthusiasm towards job	<5		2.25159		9.2266	10.3607	4.00	16.00
Psychological Exhaustion	6-							

	10		9.793	2.42980	.2836	8.8344	10.6829	5.00	15.00
	11-18			2.91548		8.0502	10.9498	4.00	14.00
			7		7				
			9.758		.4512				
			6		0				
			9.500		.6871				
			0		8				
		21	9.047		.5541				
		131	6	2.53922	0	7.8918	10.2035	5.00	15.00
				2.42213		9.2073	10.0446	4.00	16.00
	>18 Total		9.626		.2116				
			0		2				
		63	13.95	3.39558	.4278	13.0972	14.8075	6.00	22.00
		29	24		0				
		18	13.27	3.65373	.6784	11.8861	14.6657	6.00	21.00
			59	4.63328	8	11.6404	16.2485	6.00	22.00
	<5		13.94		1.092				
	6-10		44		08				
	11-18								
Indolence									
	>18 Total	21	13.42	4.83292	1.054	11.2287	15.6285	6.00	23.00
		131	86		63				
		63		3.85561		13.0511	14.3840	6.00	23.00
	<5	29		3.38319		11.8305	13.5346	6.00	20.00
Guilt		18							

	21 131	13.71		.3368				
		76		7				
		12.68		.4262				
		25		4				
6- 10		12.34 48	2.99137	.5554 8	11.2070	13.4827	5.00	20.00
11- 18		11.55 56	3.43378	.8093 5	9.8480	13.2631	5.00	17.00
>18 Total		10.52 38	4.55652 3.56964	.9943 1	8.4497	12.5979	5.00	23.00 23.00
		12.10 69		.3118 8	11.4899	12.7239	5.00	

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7.008	3	2.336	.139	
Within Groups	2129.130	127	16.765		
Total	2136.137	130			
Between Groups	9.592	3	3.197	.539	
Within Groups	753.080	127	5.930		
Total	762.672	130			
Between Groups	11.812	3	3.937	.260	
Within Groups	1920.738	127	15.124		
Total	1932.550	130			
Between Groups	80.619	3	26.873	2.166	
Within Groups	1575.885	127	12.409		

ANOVA
Enthusiasm towards
job

Total	1656.504	130			.936
Psychological Exhaustion Indolence Guilt					
<hr/> T-TEST GROUPS=CHIL(1 2) /MISSING=ANALYSIS /VARIABLES=ETJ PE IND GU /CRITERIA=CI(.95)					.656
T-Test					
Group Statistics					
					.854
					.095

	CHIL	N	Mean	Std. Deviation	Std. Mean Error
Enthusiasm towards job	Yes	177	14.0734	4.17653	.31393
	No	70	15.0286	4.79423	.57302

Psychological Exhaustion	Yes	177	9.7797	2.51406	.18897
	No	70	10.4429	3.49175	.41734
Yes Indolence		177	13.8475	3.94917	.29684
	No	70	15.0286	4.64375	.55503
Yes Guilt					.26768
	No	177	12.4802	3.56130	
		70	12.6714	4.42562	.52896

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Enthusiasm towards job	Equal variances assumed	2.763	.098	1.552	245	.122	-.95513	.61551	-2.16749	.25724
	Equal variances									

	not assumed			1.462	112.656	.147	- .95513	.65338	- 2.24963	.33938
Psychological Exhaustion	Equal variances assumed	10.879	.001	1.663	245	.098	- .66320	.39871	- 1.44853	.12214
	Equal variances not assumed			1.448	98.568	.151	- .66320	.45813	- 1.57228	.24589
		2.763	.098	2.013	245	.045	- 1.18111	.58687	- 2.33708	-.02515
Indolence	Equal variances assumed									
	Equal variances not assumed	5.242	.023	1.876	110.569	.063	- 1.18111	.62942	- 2.42841	.06619
	Equal variances assumed				245	.724	- .19120	.54000		.87243
Guilt	Equal variances not assumed			-.354					- 1.25483	
				.323	106.137	.748	- .19120	.59284	- 1.36654	.98414