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The Influence of Emotional Intelligence and Psychological Capital on Reducing Burnout among Chinese Elementary EFL Teachers

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ABSTRACT

This study investigates the impact of emotional intelligence and psychological capital on reducing burnout among Chinese elementary EFL teachers, with implications for fostering quality education. It explores their interrelationships and predictive roles in teacher burnout. Surveys were administered to 80 participants, assessing burnout, emotional intelligence, and psychological capital. Descriptive statistics showed mean scores of 45.84 (SD = 12.65) for burnout, 114.83 (SD = 12.67) for emotional intelligence, and 103.49 (SD = 8.52) for psychological capital. Correlation analyses indicated weak negative relationships between burnout and emotional intelligence ($r = -0.176$) and psychological capital ($r = -0.081$), though these were non-significant. Multiple regression analysis revealed that these variables explained only 3% of burnout variance, suggesting minimal predictive power. The findings highlight the importance of supporting teachers' psychological and emotional well-being to enhance their effectiveness and sustain quality education. The lack of strong correlations points to burnout's complexity, likely shaped by geographic and contextual factors. Future research should expand variable sets to build robust models for predicting and mitigating burnout, ensuring teachers thrive in delivering quality education and sustainable instruction.

Keywords: Burnout; Elementary Education; Teachers; Sustainability; Quality Education

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1. Introduction

Within the field of education, particularly in language acquisition, extensive research has explored how emotional intelligence manifests in the learning process. For example, a study examined the significance of emotional intelligence in the academic performance of university students, highlighting its critical role[1]. The research showed that success in academics was tied to specific emotional intelligence components, including intrapersonal abilities, stress coping mechanisms, and overall mood regulation. These observations align with findings from Parker and associates, who investigated how emotional intelligence contributes to university students' academic achievements[2]. Their analysis indicated that while overall emotional intelligence scores did not consistently predict success during the shift from high school to university, a closer look at high achievers versus lower performers revealed notable links between academic outcomes and three emotional intelligence factors: intrapersonal skills, adaptability, and stress management prowess.

Teaching, often regarded as a deeply rewarding vocation driven by passion, is not devoid of difficulties[3]. One prevalent challenge in this profession is job-related stress, which has attracted increasing attention across diverse educational contexts[4]. Multiple studies worldwide classify teaching as an exceptionally stressful occupation[5, 6]. The stress teachers encounter may arise from external sources, such as disruptive student behavior, overwhelming workloads, tight schedules, and strained relationships with colleagues or administrators, or from internal struggles, including poor self-image, diminished motivation, and the challenge of aligning personal principles with classroom realities. While some educators effectively handle intense stress, others succumb to burnout[7]. This condition can harm physical and mental health, as well as job performance. Severe burnout often manifests as heightened anxiety, depression, and physical symptoms like persistent fatigue, headaches, or elevated blood pressure. It can also reduce productivity, lower job satisfaction, dampen morale, and increase staff turnover.

Research indicates that teachers face a heightened risk of burnout, which not only impacts their mental well-being but also affects their students, potentially leading to social and behavioral difficulties. In recent times, emotional intelligence (EI) has emerged as a vital quality in teaching. Studies suggest that trait emotional intelligence, as a personality trait, may play a role in how teachers experience burnout and job satisfaction[8]. Exploring this connection within the Iranian context is a key aim of this study. Given the relevance of emotional intelligence in language education, this research investigates its relationship with burnout among Iranian EFL teachers. Additionally, a wealth of articles in popular, professional, and academic publications have addressed the phenomenon of teacher burnout, describing it as "physical, emotional, and attitudinal exhaustion" that markedly lowers job satisfaction and effectiveness. This state stems from intense stress caused by factors like excessive time demands, strained relationships, oversized classes, scarce resources, isolation, fear of violence, unclear roles, limited career advancement, and insufficient support[9].

Burnout can trigger a range of emotional and physical ailments, elevate turnover and absenteeism rates, diminish job satisfaction, foster mental and physical disengagement, heighten interpersonal conflicts, and ultimately degrade both individual and institutional performance. From a social-psychological perspective, burnout is viewed through the lens of interpersonal dynamics at work support[10], involving the giver (the teacher) and the receiver (the student). Maslach frames burnout as a detrimental personal experience rooted in workplace relationships, shaped by one's perception of self and others. When individuals no longer find purpose in their work, burnout ensues[11].

Based on this, burnout appears to result from a mix of emotional and psychological challenges. With this in mind, the current study seeks to determine whether teachers' emotional intelligence and positive psychological capital can mitigate burnout levels[12]. Examining burnout in teaching is especially pertinent because its effects extend beyond the individual, potentially disrupting the teaching-learning dynamic and the broader educational system. Prior studies have underscored burnout's adverse effects on student performance and teaching quality[13], as well as on teacher-student relationships[14]. Furthermore, job dissatisfaction, disengagement from work, and attrition from the profession are among burnout's potential outcomes[15]. Although much educational research has focused on identifying burnout's causes, fewer studies have explored how teachers' emotional intelligence and psychological resilience might influence its onset or prevention[16]. This study therefore aims to examine the interplay among L2 teachers' emotional intelligence, psy-

chological capital, and burnout. Given the limited empirical research on how these emotional and psychological factors relate to burnout in this context, this work could enhance understanding and inform the development of burnout mitigation strategies. Emotional intelligence (EI) has emerged as a pivotal element in language education, significantly impacting both educators and students. It encompasses the ability to recognize, evaluate, and express one's own emotions, comprehend others' feelings, and manage emotions effectively in oneself and others [17]. Research indicates that teachers with elevated EI foster a supportive classroom environment, boosting students' motivation to learn. Studies have explored how teachers' professional self-efficacy and positive emotions correlate with EI, emphasizing its role in enhancing educational outcomes. Emotions influence not only the achievement of specific learning goals between teachers and students but also overall academic success [18]. Evidence suggests that high EI is linked to better academic performance, reduced anxiety, and stronger peer relationships among students. For instance, research demonstrated that increased EI improved students' problem-solving abilities and lowered stress levels. Furthermore, EI is positively associated with resilience, enabling emotionally intelligent students to navigate demanding academic tasks and setbacks effectively. These findings underscore EI's importance as a cornerstone of the educational journey.

In language acquisition, research highlights that EI affects learners' self-efficacy and drive. Students with higher self-efficacy excel in language tasks, and since self-efficacy and creativity are positively correlated, enhanced creativity boosts language test scores and performance [19]. Self-efficacy also shapes writing skills, illustrating how emotional and cognitive factors underpin language achievement. The interplay of EI, self-efficacy, and academic success suggests that integrating EI training into language curricula could yield substantial benefits [20]. Given EI's proven role in advancing language learning, educators should embed it within teaching frameworks. EI skills enhance students' academic literacy and language proficiency, as emotionally adept learners are better equipped to tackle linguistic challenges. Additionally, fostering a positive emotional classroom climate strengthens teacher-student bonds, elevates motivation, and improves academic outcomes. Mounting evidence of EI's value in education affirms its necessity in language teaching strategies and syllabi [21].

Teacher burnout poses a significant challenge, particularly in language learning contexts like China, where it transcends mere fatigue. Characterized by emotional exhaustion, depersonalization, and diminished personal accomplishment, burnout impairs teachers' effectiveness and students' progress. In China's high-pressure education system, teachers face intense demands to elevate student performance, coupled with long hours, heavy workloads, and lofty academic expectations, fostering dissatisfaction and burnout. This not only affects teachers but also hampers students' language development [22]. Studies show that burned-out teachers exhibit negativity, lowering student motivation and performance. Research in urban Chinese schools revealed that teachers with high burnout struggled to deliver engaging language lessons, weakening the teacher-student dynamic and language acquisition. This vicious cycle underscores the urgent need for mental health interventions.

EI and psychological capital (PsyCap) are vital tools for managing burnout among Chinese elementary EFL teachers [23]. Over the past decade, studies have shown that teachers with strong EI skills excel at regulating emotions, empathizing with others, and mediating conflicts, enabling them to handle stress and build rapport with students. For example, research in Chinese primary schools found that teachers with high EI reported less burnout and greater job satisfaction, highlighting EI's protective effect in stressful settings [24]. This benefits teachers' mental health and cultivates a positive classroom atmosphere. Meanwhile, PsyCap—encompassing self-efficacy, optimism, hope, and resilience—equips teachers to surmount professional challenges. Recent studies indicate that EFL teachers with robust PsyCap resist burnout, enhancing their quality of life [25]. Among Chinese EFL teachers, PsyCap correlates with higher job satisfaction, suggesting its development can elevate teaching performance [26].

Expanding on this, integrating EI and PsyCap into teacher training could bolster resilience and effectiveness. Programs focusing on emotional regulation and optimism could reduce burnout rates, enabling teachers to thrive under pressure. This, in turn, would foster a nurturing environment for language learners, improving their engagement and success. Professional development that emphasizes these psychological strengths could also address turnover, a common burnout consequence, ensuring stability in educational

settings. As China's education system evolves, prioritizing such training could yield long-term benefits for teachers, students, and institutions alike, reinforcing the critical role of emotional and psychological resources in language education.

2. Materials and Methods

2.1. Participants

The sample for this study consisted of approximately 80 male and female English teachers from primary schools and private language institutes in China. All participants were selected based on convenience sampling by the researcher and underwent three tests. These teachers had specialized in various branches of English, including Teaching English as a Foreign Language (TEFL), English Translation, and English Literature. It is important to note that all participants had a minimum of one year of teaching experience. It is important to note that 40% of the participants were male and 60% were female, and all participants had a minimum of one year of teaching experience.

2.2. Instruments

To gather the necessary information, three comprehensive questionnaires were distributed to the sample community; **Figure 1** show the instruments used in this study as following: the Psychological Capital Questionnaire, the Maslach Burnout Inventory (MBI), and the Schutte Self-Report Emotional Intelligence Test, each designed to assess different psychological dimensions crucial for the study.

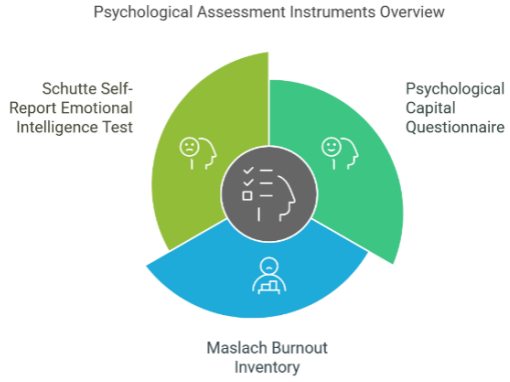

Figure 1. Instruments for Psychological Assessment.

2.2.1. The Psychological Capital Questionnaire (Psycap)

A modified version of the Psychological Capital Questionnaire was used in this study. The 24-item PCQ consists of four subscales that measure self-efficacy, hope, optimism, and resilience on a five-point Likert scale ranging from 1 (strongly disagree) to 6 (strongly agree).

2.2.2. Maslach Burnout Inventory (MBI)

To assess the burnout levels of participants, this study employed the Chinese version of the Maslach Burnout Inventory (MBI)[27]. This adapted instrument has demonstrated robust reliability and validity metrics. Its reliability coefficients ranged between 0.74 and 0.84, and its factorial structure closely aligned with that of the original MBI. The Cronbach's alpha reliability coefficient for this version was calculated at 0.80, indicating strong internal consistency. The questionnaire comprises 22 items divided into three subscales: Emotional Exhaustion, Depersonalization, and Personal Accomplishment. These items are evaluated using two distinct scoring methods. The first method measures frequency, employing a seven-point scale from (0) "never" to (6) "every day." The second assesses intensity, utilizing an eight-point scale from (0) "none" to (7) "very much." Higher scores on both scales indicate greater burnout severity among participants.

To elaborate, the Emotional Exhaustion subscale captures feelings of being emotionally drained by work, while Depersonalization reflects a detached or cynical attitude toward others, such as students. Personal Accomplishment, conversely, measures perceptions of professional efficacy and success, with lower scores signaling reduced fulfillment. The dual scoring approach—frequency and intensity—provides a comprehensive view of burnout, capturing both how often participants experience these feelings and the depth of those experiences. This methodological rigor enhances the tool's ability to detect varying burnout levels, making it particularly suitable for studying educators in high-stress environments like language teaching. The Chinese adaptation's alignment with the original MBI ensures its applicability across cultural contexts, offering a reliable framework for this research.

2.2.3. The Schutte Self-Report Emotional Intelligence Test (SSEIT)

The Schutte Self-Report Emotional Intelligence Test (SSEIT) serves as an assessment tool for overall Emotional Intelligence (EI), incorporating four key subscales: perceiving emotions, leveraging emotions effectively, regulating one's own emotions, and handling the emotions of others. Rooted in Salovey and Mayer's EI framework [28], the SSEIT aligns closely with the EQ-I model of Emotional Intelligence. This self-report measure consists of 33 items, with responses rated on a five-point scale ranging from 1 (strongly agree) to 5 (strongly disagree). Scores for each subscale are calculated individually and then summed to yield a participant's total EI score. Schutte and her team documented a high reliability coefficient of 0.90 for the scale, affirming its consistency. The SSEIT proves dependable for both adults and adolescents, though the subscale for utilizing emotions has exhibited lower reliability [20]. Additionally, the test shows a moderate correlation with related constructs, including self-reported EI, the Big Five EI scale (0.51), and overall life satisfaction. Expanding on this, the SSEIT's structure allows it to capture a broad spectrum of emotional competencies critical for interpersonal and intrapersonal functioning. The emotion perception subscale evaluates one's ability to detect feelings accurately, while the utilizing emotions component assesses how emotions facilitate problem-solving or creativity. Managing self-relevant emotions reflects self-regulation, and managing others' emotions pertains to empathy and social skills. Despite its strengths, the weaker reliability of the utilizing emotions subscale suggests potential limitations in measuring how individuals harness emotions for cognitive tasks. This tool's moderate correlations with broader psychological traits underscore its relevance in educational and psychological research, particularly for exploring EI's role in well-being and academic contexts.

3. Results

In this study, the data collection process was conducted appropriately in alignment with the research questions and the study's objectives. Subsequently, to address the research questions, the data was analyzed using both descriptive and inferential statistics. **Table 1** displays the means and standard deviations for the study's variables.

Table 1. Descriptive statistics.

Descriptive Statistics			
	Mean	**Std. Deviation**	**N**
Burnout	45.8375	12.65456	80
Emotional	114.8250	12.67388	80
Capital	103.4875	8.52249	80

As noted, the standard deviation and distribution of burnout and emotional intelligence are quite similar (SD = 12.65), whereas social capital shows a more concentrated distribution compared to the other variables. Moreover, the correlation between burnout and social capital has been examined. It was also found that the correlation between social capital and burnout is −0.081, indicating that as one increases, the other decreases. According to statistical rules, the significance level of this correlation is greater than .05, thus it is not statistically significant. Additionally, another correlation analysis was conducted to examine the relationship between burnout and emotional intelligence, resulting in a correlation of r = −0.17. Similarly, this correlation is negative and follows the same pattern as the previous analysis. The results are shown in **Table 2**.

Table 2. Correlations between burnout and Psychological capital.

		Burnout	**Capital**
Burnout	Pearson Correlation	1	−0.081
	Sig. (2-tailed)		0.474
	N	80	80
Capital	Pearson Correlation	−0.081	1
	Sig. (2-tailed)	0.474	
	N	80	80

The research revealed an inverse association between burnout and social capital, where higher social capital corresponded to reduced burnout levels, with a correlation coefficient of r = −0.081. Despite this positive directional link, the relationship did not reach statistical significance at the 0.05 level, suggesting that social capital may not play a substantial role in explaining burnout within this study's context. Similarly, burnout and emotional intelligence exhibited a negative correlation, r = −0.17, which also lacked statistical significance. This finding hints at a potential connection between emotional intelligence and burnout, yet the evidence remains insufficient for firm conclusions. To explore how well independent variables predict the dependent variable, a multiple regression analysis was conducted. The correlations between

these variables, detailed below, indicate no statistically significant relationships strong enough to imply meaningful connections. For enhanced clarity, **Table 3** provides a model summary, aiding in the visualization and interpretation of these variables' roles within the study's framework. These results highlight the complex, multifaceted nature of burnout, underscoring the need for more thorough investigations to unravel these dynamics in greater depth.

Table 3. Holistic Regression Analysis

		Burnout	Emotional	Capital
Pearson Correlation	Burnout	1.000	−0.176	−0.081
	Emotional	−0.176	1.000	0.370
	Capital	−0.081	0.370	1.000
Sig. (1-tailed)	Burnout	.	0.059	0.237
	Emotional	0.059	.	0.000
	Capital	0.237	0.000	.

Expanding on this, the weak correlations suggest that factors beyond social capital and emotional intelligence may drive burnout in this sample, possibly including workload, organizational support, or personal resilience. The inverse trends, though not significant, align with prior theories positing that social networks and emotional skills could buffer stress-related outcomes. However, the lack of significance at the 0.05 level challenges assumptions about their predictive power here, potentially due to sample size, cultural factors, or measurement nuances. The regression analysis further reinforces this ambiguity, prompting questions about variable interactions or unexamined mediators. These insights emphasize burnout's intricacy, urging future research to refine methodologies and broaden variable scopes for a clearer picture.

Based on the results, none of the correlations are statistically significant, indicating that the relationships between the dependent and independent variables do not show a meaningful connection. This lack of significance suggests that the variables examined may not have a strong predictive power in this context. To provide a clearer and more comprehensive understanding of these relationships, the model summary is presented in **Table 4** below. This summary includes detailed statistical measures that help to illustrate the nature and extent of the associations between the variables, offering insights into the overall model fit and explanatory power.

Table 4. Model Summary of holistic Regression.

Model	R	R Square	Adjusted R Square	Change Statistics	
				R Square Change	Sig. F Change
1	0.177[a]	0.031	0.006	0.031	0.293

The regression analysis revealed that the independent variables accounted for just 3 percent of the variance in burnout, indicating a very limited predictive capacity. The ANOVA table showed that the regression model failed to significantly predict the dependent variable, as the p-value exceeded 0.05. The coefficients table outlined the regression equation linking burnout to emotional intelligence and social capital, yet neither variable significantly influenced the model. Further correlation tests, summarized in **Table 5**, were conducted to investigate relationships among the variables. These analyses treated burnout as a unified construct, without breaking it into its dimensions, while closely examining the independent variables—psychological capital and emotional intelligence—to assess their effect sizes. The findings indicated no notable correlations between burnout and most components of these independent variables, except for resilience, which showed a positive correlation with burnout. This suggests that higher resilience unexpectedly corresponds to increased burnout. Additionally, significant positive links emerged between the utilization of emotional intelligence and both resilience and self-efficacy, as well as between emotional intelligence regulation and both resilience and optimism. A subsequent regression analysis found that no specific dimensions of the independent variables significantly predicted burnout, though resilience and optimism stood out as the strongest predictors relative to other factors.

The low variance explained (3%) underscores the complexity of burnout, hinting that unmeasured factors—like workplace demands or personal stressors—might play larger roles. The non-significant p-value in the ANOVA reinforces the model's weak explanatory power, potentially due to sample characteristics or variable interactions not captured here.

Table 5. Analytical Correlation among subscales of the variables.

		Burnout	Utilization of Emotion	Regulation of Emotion	Appraisal of Emotion	Efficacy	Resilience	Optimism	Hope
Pearson Correlation	Burnout								
	Utilization of emotion	−0.108	1.000						
	Regulation of emotion	−0.172	0.304	1.000					
	Appraisal of emotion	−0.129	0.441	0.467	1.000				
	efficacy	−0.079	0.188	0.226	0.209	1.000			
	resilience	0.039	0.356	0.078	0.307	0.385	1.000		
	optimism	−0.128	0.062	0.168	0.447	0.346	0.416	1.000	
	hope	−0.043	−0.040	0.083	0.161	0.365	0.123	0.176	1.000
Sig. (1-tailed)	Burnout	.							
	Utilization of emotion	0.171	.						
	Regulation of emotion	0.064	0.003	.					
	Appraisal of emotion	0.126	0.000	0.000	.				
	efficacy	0.244	0.047	0.022	0.032	.			
	resilience	0.364	0.001	0.245	0.003	0.000	.		
	optimism	0.129	0.292	0.068	0.000	0.001	0.000	.	.
	hope	0.353	0.362	0.231	0.077	0.000	0.139	0.059	.

The surprising positive correlation between resilience and burnout challenges conventional assumptions, possibly indicating that resilient individuals endure stress longer before acknowledging burnout, thus reporting higher levels. The significant ties between emotional intelligence facets (utilization and regulation) and traits like self-efficacy and optimism suggest these elements bolster personal resources, yet their limited impact on burnout prediction calls for deeper exploration into contextual or mediating influences.

3.1. Prediction Model for Burnout

Table 5 below shows the correlation between burnout, EI, and PsyCap Burnout and EI are negatively correlated, while burnout and PsyCap are positively correlated. Burnout, the dependent variable, has no significant relationship with most of the components of the independent variables, psychological capital and emotional intelligence, except for resilience. This negative correlation suggests a counterintuitive relationship: what is more, the level of burnout rises as the level of resilience grows. This may mean that people with higher levels of resilience challenge stressors more actively, which may result in more recognition of burnout as an issue rather than an increase in burnout itself. This is in line with the idea that perhaps the resilient person may be forcing himself or herself to cope with stressors hence developing more of burnout because of exposure to stressors. Furthermore, the results revealed moderate positive correlations between the use of emotional intelligence and both resilience and self-efficacy ($p < 0.05$). This underlines the necessity of using the skills of emotional intelligence in educational context, as the effective application of the EI can improve the teachers' coping and self-confidence, creating positive climate. Furthermore, the analysis reveals a strong positive relationship between the regulation aspect of emotional intelligence and resilience and optimism. This implies that teachers who have good self-regulation skills are more likely to have positive attitude and this enhances their ability to cope with difficulties. However, the regulation dimension does not correlate with psychological capital suggesting that although emotional regulation is important for personal well-being, it may not affect psychological capital. The regression analysis analysis performed in the study also provides a clearer understanding of the extent to which each subscale contributes to the prediction model of burnout. The breakdown of the components in the analysis reveals which of them are most strongly associated with burnout levels among teachers, and therefore which of them should be the focus of interventions to increase emotional intelligence and psychological capital to decrease burnout and improve teacher well-being.

4. Discussion

The researcher's review characterized burnout as a condition where individuals exhibit a lack of empathy or emotional connection, treating others as mere objects [29]. This interpretation was deemed appropriate for further exploration by the researcher. Teachers experiencing this syndrome often develop distrustful attitudes toward their profession, students, and themselves [30]. As a result, the study introduced two additional predictors of burnout: psychological capital and emotional capital. These were selected based on literature suggesting a link between them, which may lead teachers to limit interactions with students, offering less feedback, encouragement, or validation of their ideas [31]. Contrary to expectations, however, no positive correlation was observed.

One potential reason could be that psychological constructs are heavily influenced by geographic and contextual factors, making their effects less predictable.

Regarding Petrides, Perez-Gonzalez, and Furnham's[32] model of emotional intelligence, two perspectives emerge. First, it involves a set of skills—such as recognizing emotions, regulating them, understanding their causes and transitions, and applying emotional insights to reasoning. Yet, these variables showed no strong or significant connection to burnout, partly because emotional intelligence models often focus on assessing tangible abilities via maximum performance tests. Second, emotional intelligence extends beyond social and emotional skills to include personal and organizational strengths, such as coping with environmental pressures, interpersonal abilities, moral competencies, and performance capacities[33]. Burnout, however, is primarily a cognitive state. Trait-based emotional intelligence models emphasize behavioral tendencies and self-perceived abilities, typically measured through questionnaires.

Psychological capital, defined as "(1) confidence in one's ability to meet goals through effort (self-efficacy); (2) positive interpretations of current and future success (optimism); (3) persistent pursuit of goals with adaptability when needed (hope); and (4) the capacity to recover from setbacks (resilience)"[34], represents a constructive developmental state marked by high self-efficacy, optimism, hope, and resilience. In this study, however, psychological capital's cognitive and developmental attributes showed only minimal interplay, failing to align with this positive framework. This suggests burnout is a more intricate phenomenon than previously assumed, requiring a more sophisticated predictive model. Prior research links psychological capital to stress, noting its role in mitigating negative stress effects and enhancing positive outcomes, though its relationship to stress coping remains underexplored. Similarly, this study indicates that burnout cannot be fully accounted for by psychological capital or emotional intelligence alone. Subsequent correlation and regression analyses assessed how well each dimension of these independent variables predicted burnout. None proved significant, implying other influences are at work. Resilience and optimism emerged as the strongest predictors, though their impact was minor. Literature posits resilience positively correlates with burnout, a finding this study confirmed, while optimism is theorized to inversely relate to burnout, as observed[35].

Notably, **Figure 2** shows that understanding teacher burnout demands consideration of broader environmental and systemic factors beyond psychological attributes. For instance, future studies might investigate how institutional frameworks, professional development, mentorship, and collaborative teaching mitigate burnout. Schools fostering shared responsibility for student well-being could create support systems that lessen burnout risks. Integrating mindfulness and stress-reduction techniques into teacher training might enhance emotional regulation, positively influencing classroom dynamics and reducing alienation[36]. Technology, too, could transform teaching environments. Educational tools facilitating teacher-student communication might counter depersonalization by streamlining interactions. Exploring how such technological aids, combined with emotional and psychological support, affect burnout could offer constructive insights. This complexity not only highlights burnout's multifaceted nature but also encourages identifying practical interventions that address both individual and contextual elements. Shifting focus to socio-educational systems rather than solely individual traits, future research could pave the way for comprehensive strategies to prevent teacher burnout and bolster the teaching workforce.

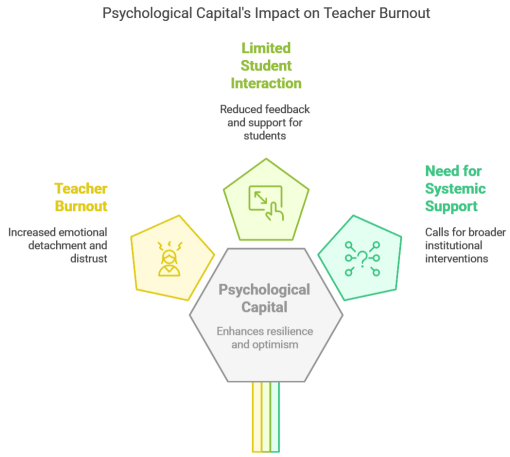

Figure 2. Summary of Findings.

Expanding further, the absence of strong correlations might reflect cultural or situational variability, such as differing educational expectations or support structures. Collaborative teaching models, for example, could distribute workload pressures, while mindfulness practices might equip teachers to manage emotional demands more effectively. Technol-

ogy's role in reducing isolation or enhancing engagement warrants deeper investigation, as digital tools could reshape relational dynamics. These avenues suggest that tackling burnout requires a holistic approach, blending individual resilience with systemic support, to foster sustainable teaching environments.

5. Conclusions

This research sought to investigate potential links between teachers' burnout and their psychological and emotional intelligence. The results indicate that alleviating burnout involves integrating psychological capital and emotional intelligence, which are closely interconnected. Burnout is tied to individuals' psychological needs and well-being, and meeting teachers' needs can foster positive classroom attitudes and behaviors, thereby decreasing burnout. Other variables, such as gender and age, also affect performance and merit consideration [37]. Recognizing personality traits is essential for successful language teaching, as teachers' psychological and social conditions play a significant role in their effectiveness [38]. The findings affirm that elevated levels of emotional intelligence and psychological capital correlate with reduced burnout. Psychological obstacles can impede student development, whereas a vibrant, healthy mental state can promote it. Although the correlation between burnout and attributes like emotional intelligence and psychological capital was not statistically significant, the humanistic teaching perspective prioritizes unlocking potential. Teachers are pivotal in nurturing student development, highlighting the need for a supportive, encouraging environment. Recruiting teachers with strong emotional intelligence and psychological capital can enhance teaching quality and boost student outcomes in language learning. Additionally, fostering resilience through targeted training could further mitigate burnout, as emotionally intelligent teachers may better manage stress and inspire students. Collaborative school cultures and professional support systems could amplify these effects, creating sustainable teaching environments that benefit both educators and learners over time.

Author Contributions

W.Z.: Played a crucial role in the research by overseeing the data collection, conducting data analysis, and preparing the final reports. Additionally, W.Z. was responsible for the overall writing of the study, ensuring that the research findings and conclusions were accurately documented. V.U.: Provided essential supervision throughout the research process, contributing to the design of the research framework. Furthermore, V.U. was involved in proofreading the final document to ensure accuracy and clarity.

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Institutional Review Board Statement

The study did not need any ethical approval since the participation was voluntary.

Informed Consent Statement

Informed consent was obtained from all subjects involved in the study

Data Availability Statement

The Data is available by request upon a logical justification.

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Conflicts of Interest

The authors have conflict of interest.

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