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EXPLORING THE IMPACT OF TEACHER'S EXPERIENCE AND WORKLOAD ON EMOTIONAL CONNECTION AND ENGAGEMENT IN EDUCATIONAL INSTITUTION

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ABSTRACT
This study explores the impact of a teacher's experience and workload on their emotional connection and engagement within an educational institution. Drawing on extensive empirical data, the research investigates how varying levels of experience and diverse workload demands influence teachers' emotional investment and active participation in their work environment. This study adopts a quantitative research design to examine the relationship between emotional intelligence (EI), teacher burnout, and work engagement among school teachers in the Saugor district of Madhya Pradesh. A cross-sectional survey method is used to collect data from a sample of teachers. The results indicate a significant association between emotional attachment to the institution and the level of experience among respondents. Organizations need to strike a balance, ensuring that employees are challenged but not overwhelmed. This study also adds to the growing body of literature on teacher burnout and engagement, providing significant knowledge for administrators, and educators looking to improve teacher well-being and institutional success.
KEYWORDS: *Teacher's experience, Workload, Saugor, Madhya Pradesh.*

INTRODUCTION
Teacher burnout is a significant issue in India, characterized by emotional exhaustion, depersonalization, and a diminished sense of personal accomplishment[12]. It results from chronic workplace stress and can lead to severe consequences for both teachers and students[2].

Teacher burnout significantly contributes to high turnover rates within the Indian education system[5]. The demanding nature of the profession, coupled with excessive stress and workload, prompts many educators to leave the profession prematurely[5]. High turnover rates are detrimental as they disrupt the continuity and stability of schools[5].

Emotional Intelligence (EI) plays a crucial role in mitigating teacher burnout. Research has found a strong negative association between emotional intelligence and burnout syndrome indicating that higher levels of emotional intelligence can help reduce burnout among teachers[3]. A study published in the Journal of Behavioral Science (2023) also demonstrates emotional intelligence as a mitigating factor for teacher burnout[4]. Hence it is safe to say that developing Emotional Intelligence in teachers can be an excellent way of preventing burnout in teachers.

Work engagement in a burnout teacher can be a complex issue. Burnout and work engagement are often seen as opposite ends of the same continuum, with high levels of burnout associated with low levels of work engagement[1]. However, it's important to note that they can coexist in some cases[2].

Research has shown a significant and negative relationship between work engagement and burnout[3]. This means that as work engagement increases, burnout tends to decrease, and vice versa[3]. However, some teachers may still exhibit signs of work engagement despite experiencing burnout[2]. This is often referred to as the "engaged-exhausted" state[2].
Review of Literature

Salovey and Mayer (1990): This is a seminal study where they define emotional intelligence as "The subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions"[1].**Goleman (1998)**: Goleman's work on emotional intelligence is considered instrumental in personal and professional success[2].**Bakker and Demerouti (2008)**: They suggest that a concoction of vigor, dedication, and absorption among employees can foster their engagement levels[2].**Mayer et al. (2016)**: They concluded that emotional intelligence has a positive effect on engagement and a negative effect on the various dimensions of burnout[3]. **Levitats et al. (2019)**: They found that individuals ranking high on emotional intelligence are likely to possess high engagement levels[3].**Mehta (2015)** and **Kumar (2012)**: These studies found significant levels of burnout among secondary school teachers in India, driven by

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job dissatisfaction and emotional exhaustion[4]. **Hakanen, Bakker, and Schaufeli (2006)**: They found that burnout negatively impacts teachers' job performance and their ability to engage effectively with students, thereby affecting student outcomes[4]. **Maslach, Schaufeli, and Leiter (2001),** burnout comprises three dimensions: emotional exhaustion, depersonalization, and reduced personal accomplishment. **Schaufeli, Bakker, and Salanova (2006)** describe Work Engagement as a positive, fulfilling, work-related state of mind that is persistent and pervasive rather than momentary and specific. Research highlights a worrying prevalence of burnout among teachers globally, including in India. A study by **Mehta (2015**) found significant levels of burnout among secondary school teachers in India, driven by job dissatisfaction and emotional exhaustion. Similarly, **Kumar (2012**) reported high burnout levels among special education teachers, noting that the unique challenges of their roles exacerbated stress and emotional fatigue. **Schaufeli, Bakker, and Salanova (2006)** argue that work engagement serves as a protective factor against burnout, suggesting that interventions aimed at enhancing engagement could mitigate the adverse effects of burnout.

Research has shown that teachers with high EI levels are less likely to experience burnout[1]. They are better equipped to manage the emotional demands of teaching, leading to lower levels of emotional exhaustion, depersonalization, and a higher sense of personal accomplishment[1]. A study conducted during the COVID-19 lockdown found that teachers with higher EI levels reported lower levels of burnout despite the challenges of remote teaching[1]. A study involving Chinese teachers found that teacher work engagement partially mediated the path from teacher EI to student academic achievement[2].

Surprisingly, EI not only influences burnout and engagement independently but also plays a role in the interplay between these two constructs[12]. High EI can buffer the negative effects of burnout on work engagement, helping teachers maintain their engagement even in the face of burnout[12].

Research Gap:

1. While the majority of existing research discusses the inverse relationship between employee burden and work engagement, the concept of employees being in an "engaged-exhausted" state demands further exploration.
2. There is a noticeable lack of literature specifically addressing the Saugor district of Madhya Pradesh. This study aims to bridge this gap in the literature.

Research Objectives

1. To examine the relationship between a teacher's experience and their emotional connection to the institution or their work.
2. To investigate the link between the level of burden an employee experiences and their engagement with their work.

Research Methodology

Research Design

This study uses a quantitative research design to examine the relationship between emotional intelligence (EI), teacher burnout, and work engagement among school teachers in the Saugor district of Madhya Pradesh. A cross-sectional survey method is used to collect data from a sample of teachers. In the context of this research study, a cross-sectional survey involves providing a questionnaire to a sample of teachers to collect data on these variables. The survey was conducted once, and data was collected at a single point in time.

Participants

The participants who participated in the study were school teachers working in Paras Vidya Vihar, School, Saugor, Madhya Pradesh, and Govt. HSS MLB-1 Girls School, Saugor, Madhya Pradesh. The sample includes both male and female teachers from the secondary and middle level i.e. 9-12 and 6-8.



Age	Class	Years of Schooling	Pedagogical & Curricular Structure
14–18	9–12	4	Secondary
11–14	6–8	3	Middle
8–11	3–5	3	Preparatory
6–8	1–2	2	Foundational
3–6	Pre-School/Anganwadi Bal Vatika	3	

*(Image Source: https://news.sarvgyan.com/new-education-policy-nep-2020-features)

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Data Collection
Data was collected using self-administered questionnaires. The survey questions were rated on a scale from 1 to 5, where 1 means "strongly disagree" and 5 means "strongly agree"

Sampling
A convenience sampling method is used to select participants. Schools were contacted through proper authorities and networks and teachers who volunteered to participate were included in the study.

Data Analysis
Data analysis was conducted using statistical software named SPSS. Descriptive statistics was used to analyze the demographic characteristics of the participants. Inferential statistics, like,correlation analysis and Chi-square test, are used to examine the relationships between EI, burnout, and work engagement.

Hypotheses
1. H0: There is no positive association between a teacher's experience and their emotional attachment to the institution or their work.
   H1: There is a positive association between a teacher's experience and their emotional attachment to the institution or their work.
2. H0: There is no negative correlation between the level of burden an employee experiences and their engagement with their work.
   H1: There is a negative correlation between the level of burden an employee experiences and their engagement with their work.

Data Interpretation

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Gender	55	1.00	2.00	1.4545	.50252
Age	55	1.00	3.00	1.6545	.61518
Experience	55	.00	15.00	4.7545	2.96097

1. Gender
- Gender is coded as 1 for FEMALE and 2 for MALE
- The mean is 1.4545, representing that, on average, the respondents are closer to category 1 means more females took part in the study than males.

2. Age
- Age ranges from 1 to 3, (1=20-29, 2=30-39, 3=40-49)
- The mean age is approximately 1.6545, suggesting an average age between 20-29 and 30-39.

3. Experience
- Experience ranges from 0 to 15 years.
- The mean experience is approximately 4.7545 years, showing that, on average, respondents have around 4 to 5 years of experience.

	N	Minimum	Maximum	Mean	Std. Deviation
Emotional attachment with the institution	55	1.00	5.00	2.5091	1.16861

The descriptive statistics for "Emotional Attachment with the Institution" indicate that the responses range from 1.00 to 5.00, indicating a scale where 1 represents 'low emotional attachment' and 5 represents 'high emotional attachment'.
The mean score of 2.5091 suggests that, on average, respondents have a moderate level of emotional attachment to the institution. This suggests that while some respondents feel strongly attached, others might feel less emotionally attached to the institution.
H0: There is no significant association between the experience of the teacher and the emotional attachment to the institution

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	83.447[a]	56	.010
Likelihood Ratio	76.807	56	.034
Linear-by-Linear Association	.566	1	.452
N of Valid Cases	55		

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The Pearson Chi-Square test suggests that there is a statistically significant association between the variables 'the experience of the teacher and the emotional attachment to the institution'. This means that the variables are not independent and that there is probably a relationship between them.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Spend the career with the current institution	55	1.00	5.00	3.0545	1.25341

The descriptive statistics for "Spend the Career with the Current Institution" show the responses range from 1.00 to 5.00, which represents a scale where 1 signifies a 'low intention to spend the career with the current institution', and 5 signifies a 'high intention'. The mean score of 3.0545 suggests that, on average, respondents have a moderate intention to spend their career at their current institution. This indicates that there is a level of commitment among respondents.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Hard to leave the institution	55	1.00	5.00	2.4000	1.18008

The scale used to measure this variable is a 5-point scale, where 1 represents 'strong disagreement' and 5 represents 'strong agreement'. The average score is 2.40. This indicates that, on average, participants slightly agree with the statement that it's hard to leave the institution.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Loyalty	55	1.00	5.00	2.7455	1.32243

The responses range from 1.00 to 5.00, indicating a scale where 1 represents 'low loyalty' and 5 represents 'high loyalty'. The mean score is 2.7455, suggesting a moderate level of loyalty on average among the respondents. This hints that there is a moderate level of dedication among respondents, but it may not be very strong.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Overburdened	55	1.00	3.00	2.3636	.64875

The responses range from 1.00 to 3.00, indicating a scale where 1 might represent a 'low feeling of being overburdened' and 3 might represent a 'high feeling'. The mean score of 2.3636 indicates that, on average, respondents feel a moderate level of being overburdened. This suggests that respondents may feel somewhat burdened by their work responsibilities.
H0: There is no correlation between the Burden level of the employee and his engagement with his work.

		Value	Asymptotic Standard Error	Approximate Significance
Nominal by Nominal	Phi	.477		.129
	Cramer's V	.338		.129
Ordinal by Ordinal	Gamma	.550	.159	.004
	Spearman Correlation	.376	.119	.005[c]
Interval by Interval	Pearson's R	.390	.116	.003[c]
N of Valid Cases		55		

The above table provides information on the significance of the association between "Emotional Attachment with the Institution" and "Overburden."

Pearson's R-value is .390 with a standard error of .116 resulting in a significance level of .003. This indicates a moderate and statistically significant positive linear relationship between the two variables. Hence, we reject our Null hypotheses which stated that there is no correlation between the Burden level of the employee and his engagement with his work. A positive correlation indicates that as burden of the employees increases, emotional attachment tends to increase. This state is commonly referred as the 'emotional-exhausted state' of the employees.

Results

While the average level of emotional attachment is moderate, the variability (Mean=2.5091, S.D.= 1.16861) in responses depicts that there are different levels of attachment among respondents. This draws attention to the need of addressing individual needs and experiences to build a better feeling of emotional attachment and engagement with the institution.

The results indicate a significant association between emotional attachment to the institution and the level of experience among respondents. However, this association is not linear, meaning that emotional attachment does not simply increase or decrease consistently with years of experience. There may be other factors influencing this relationship, and the nature of the association could be more complex. On the other hand, A positive Pearson's R correlations suggests that as burden of the employees increases, emotional attachment tends to increase. This leads to the "engaged-exhausted" state for the employees. The "engaged-exhausted" state refers to a condition where an individual is highly engaged in their work but also experiencing high symptoms of burnout[1]. This state is characterized by high levels of involvement, productivity, and emotional exhaustion[1]. This concept is discussed within the framework of job burnout, particularly in the Maslach Burnout Inventory (MBI).

Respondents' views on spending their career with the institution, emotional attachment, difficulty in leaving, feeling part of the family, and loyalty tend to be neutral to slightly positive with moderate variability.
Limitations of the study:

1. The study findings cannot be generalized as the sample size used in this study is too small.
2. There is an issue of the accuracy of responses due to the problem of patterned responses on the questionnaire.
3. The study is based on cross-sectional data that's why the study might not be able to identify trends or changes over time.

CONCLUSION

In conclusion, while a certain level of challenge and responsibility can stimulate engagement, an excessively high burden could potentially lead to decreased engagement, burnout, and higher turnover. Organizations must find a harmonious balance, ensuring that employees are challenged but not overwhelmed. Additional investigation is needed to have a complete understanding of this relationship between high burden and employee engagement. On average, the participants, feel somewhat overburdened in their roles. However, there's a moderate variation in the responses, as indicated by the standard deviation. This suggests that while some participants feel overburdened, others may not share the same emotions. Further analysis could provide more depth into the factors influencing such kind of feelings among the employees.
It would be interesting to explore whether feeling overburdened impacts the career commitment of the employees too or not.

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