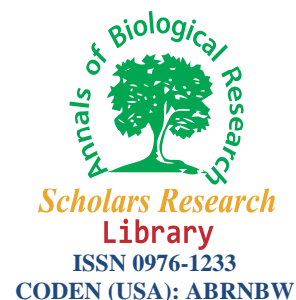




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The Relationship Between Emotional Intelligence and Communication Skills with Burnout in Iranian International Table Tennis Coaches

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ABSTRACT

The aim of this study was to investigate the relationship between emotional intelligence and communication skills with burnout in Iranian international table tennis coaches. The population in this research included all coaches holding Degree in the field of international table tennis coaching in Iran being 150 people in which the whole population was used as the statistic samples. Collected data from all three questionnaires named Shrink Sybrya Emotional Intelligence (1986), Barton J. Communication Skills (1990) and Meslech burnout (1996) were used. Data were analyzed using descriptive statistics and correlations between variables ($\alpha \leq 0.05$). The results showed that there is a significant negative correlation between emotional intelligence and the prevalence of burnout in male and female teachers. Significant negative correlation was observed among communication skills with the intensity of burnout in female coaches. Between emotional intelligence and communication skills, the most predictive variable for burnout is emotional intelligence. Between the subscales of the EI, the best subscales for predicting the frequency of burnout is sympathy.

Keywords: emotional intelligence, communication skills, burnout, international coaches, table tennis.

INTRODUCTION

Emotional Intelligence (EI) has received a substantial amount of attention in the Organizational Behavior, Human Resources, and Management (OBHRM) literatures in recent years from those who champion its use and others who are vary of its validity [11, 13].

Recent research highlights the importance of EI as a predictor in important domains such as academic performance, job performance, negotiation, leadership, emotional labor, trust, work-family conflict, and stress [1, 10, 16, 17, 18, and 19].

Studies have shown that emotional intelligence has significant affect on social adjustment and stress [35]. So that training emotional intelligence were effective on social adjustment and developing communicational skills [9]. Emotional Intelligence involves the ability to carry out accurate reasoning about emotions to enhance thought (Mayer, Roberts, Barsade, 2008) and bearing such properties as the ability to excite oneself, the ability to resist failures, maintaining one's morals, repressing depression during thinking, empathy, intimacy and optimism [12, 25]. It not only helps control emotional responses, but it also facilitates the appropriate exploitation of emotions in various situations and it can predict reductions in burnout. Indeed, by adequate processing of the events which bear emotional load, EI empower the individual to sensibly deal with the events, apply continence and control immediate demands. It, therefore, may be contended that, considering its significant role in emotional control (appropriate emotional management and individual's adaptability to the environment), EI may help reduce burnout and enhance emotional control [25].

Also the capability of the EI can develop individual performance through the ability to solve problems, tolerance facing mental pressures, and facilitating communication with others [31].

Researchers in different studies have shown the effectiveness of teachers with higher emotional intelligence in leadership and management [5]. Patra and Swati (2011) in their study concluded that there is a significant relationship between teachers with more teaching experience and emotional intelligence [33]. Moreover Lunenburg (2011) in his study found that emotional intelligence and its components (self-awareness, self-regulation, self-motivation, sympathy and social skills) compared with IQ, are better prerequisites for effective leadership and success [23]. Results of another research by Laborde and colleagues (2011) highlight the importance of cultural background and emotional intelligence of table tennis players in controlling their stress during competition and the necessary training for players in this field to enhance the ability of emotional intelligence is also regarded important for stress management [22]. Also in a study by Bahadori (2012), results showed that all the components of emotional intelligence had positive impact on the entrepreneur behavior [2]. Dadvare et al (2012) also stated that there is a positive and significant relationship between emotional intelligence and creativity in students [4]. Jorfi (2011) in his study concluded that there is a direct relationship between emotional intelligence and communication effectiveness [21]. Orner (2010), as well as achieved positive effects on job satisfaction of employees and managers in consensual relationship [32]. Zarei, (2010) in his study found that there is a significant positive relationship between interpersonal and communication skills, and organizational commitment [41]. Meyer et al (2009) also reported improved communication skills, increased confidence and reduced job anxiety [26]. Research has shown that if the coach takes advantage of the above communication skills, this would be an important factor in preventing burnout phenomena in the players and themselves [8, 40]. Harris & Ostrow (2011), as well as in their research entitled burnout in coaches and athletes concluded that there is a significant relationship between athlete burnout and the authoritative behavior of the coach and also there is a negative relationship between burnout and the relationship oriented behavior of the coach [15]. Selcuk and Okkes (2011) in a research entitled burnout in judo coaches in Turkey, found that the Judo educators felt drained emotionally and this was the cause of the relationship gap between coaches and athletes, and a feeling of emptiness in their work and this burnout feeling finally caused negative effects and experiences for the coaches and athletes [37]. The results of the study by Miller et al (2009) suggest that communication at work can do much to prevent the occurrence of job burnout in employees [27]. The results of a study by Ripp et al (2011) suggest that a high percentage of students on call were in burnout state, but between the numbers of hours on call in medical experience, social support, and debt were not significantly correlated [34]. Gustafsson et al (2008) on the other hand in their research found that stressors such as multiple demands, excessive exercise and uninterrupted rest and high expectations are among the main factors for the incidence of job burnout. Excessive motivation, one-dimensional athletic identity, very high goals, and perfectionism are also other factors that contribute to burnout crisis [14]. Schwarzer and Hallum (2008) also stated that there was a significant negative correlation between teachers' self-efficacy, and occupational stress and job burnout [36]. In addition, Erdem et al (2008) in their study concluded that job satisfaction and job burnout and dimensions of job burnout there is a negative and significant relationship [6]. Similarly, Tsigilis et al (2006) in their study showed that the level of job satisfaction was associated with lower levels of emotional exhaustion among private school teachers [38]. Considering that the category of communication skills for sport coaches specifically in table tennis in which emotions and stress producing factors can highly effect the performance of the players, and regarding the fact that EI is somehow considered a type of emotional management, the two variables of emotional intelligence and communication skills of table tennis coaching are very striking. On the other hand, effective communication can do much to prevent the occurrence of the job burnout in coaches, so regarding the importance of the mentioned cases and also conflicting results in the studies performed so far, and also the fact that there has not been a research on these three variables in table tennis coaches in Iran, it felt necessary to perform this study. The question in the mind of the researcher was that is there any relationship between emotional intelligence and communication skills with burnout in Iranian table tennis coaches? Hence, this study investigated the relationship between emotional intelligence and communication skills and burnout among international table tennis coaches in Iran.

MATERIALS AND METHODS

Research Methodology

This research is a descriptive type performed using field research by questionnaire. The total population includes all the coaches holding international grade coaching in table tennis in Iran (N=150). The whole population is considered as the sample. Regarding the research aim, to collect data from questionnaires of Sybrya Emotional Intelligence Questionnaire (1986), Barton J. Communication Skills (1990) and Meslechn burnout (1996) were used. Shrink Sybrya Emotional Intelligence Questionnaire (1986) contains 33 questions, which are valued based on the Likert scale of five values. Subscales components of Emotional Intelligence Questionnaire include sympathy (6 items), motivation (7 items), self-regulation (7 questions), consciousness (8 questions), and social skills and relationship

management component (5 questions). Barton J. EI (1990) communication skills Inventory contains 18 items, each answered on a Likert standing from 1 to 5 (from very high to very low) points awarded to each item. It consists of verbal, listening and feedback dimensions. Mesleach burnout questionnaire (1996) was used to measure burnout. The questionnaire was written in the form of sentences describing personal feelings which consisted of 22 questions measuring 3 components. Questions 1 to 9, corresponding to the measurement of emotional exhaustion, extend over burnout in emotional coaches and managers. Questions 10 to 17, measure the reduction of the efficiency of the individual and questions 18 to 22 measure the depletion of individual features that provide the possibility for the person to express their negative attitude in the form of lack of interest and indifference to others. Each sentence has two dimensions to measure which include frequency and intensity. The frequency scale ranges from 1 (a few times a year or less) to 6 (every day). There is also a 0 value that its choice implies never experiencing that feeling. The intensity scale also ranges from 1 (very low) to 7 (very high). Although the reliability of the questionnaires are confirmed by researchers in Iran and the researchers from other countries, but to make assurance about reliability of this test, the questionnaire was distributed among 30 table tennis coaches in Iran and then they were collect to form a primary study. Shrink Sybrya emotional intelligence questionnaire (1986) in this study was obtained 0.8 and for the subscales of sympathy, self-motivation, self-regulation, self-awareness and social skills, respectively, 0.78, 0.57, 0.58, 0.6, 0.62. Reliability of Barton J. communication skills (1990) in this study was 0.74, and for the subscales of verbal communication, surveillance and feedback was respectively obtained 0.7, 0.65 and 0.57. Reliability of Mesleach burnout questionnaire (1993) in this study was 0.82, and for the subscales of emotional exhaustion, reduced productivity and personal performance, personal characteristics depletion was obtained 0.67, 0.69 and 0.7. To further ensure about the face validity of the questionnaire the point of view of a group of physical education teachers were used. Level of risk perception in the research is considered ($\alpha \leq 0.05$).

RESULTS

Table 1 shows the descriptive findings related to personal data of employees in both men and women.

Table 1 - Descriptive statistics of the variables of age, years of coaching and playing in male and female personnel

Property		Index			
		Maximum	Minimum	Standard deviation	Average
female	Age	62	23	11/6	37/9
male		61	22	11/1	39/9
female	Coaching Experience	35	1	9/1	14/4
male		40	0	10/7	15/8
female	Playing Experience	48	1	9/1	16/9
male		42	2	10/1	21/8

Table 2 Results of multi variable Regression analysis based on the prediction of the burnout based on communication skills, and emotional intelligence among female International Iranian table tennis coaches using (a) the co-occurring method and (b) stepwise method

Prediction Variable	(A) Criterion variable	Regression coefficients β		F statistic Significant level Sig	Coefficient of determination R^2 on	Multiple correlation coefficient R
		Communication skills	Emotional Intelligence			
Emotional Intelligence	burnout	$\beta=-0/18$	$\beta= -0/34$	3/4	0/11	0/34
Communication skills	frequency	$t=-1/3$ 0/1	$t= -2/4$ 0/01	0/04		
Prediction Variable	(B) Criterion variable	Regression coefficients β		F statistic Significant level Sig	Coefficient of determination R^2 on	Multiple correlation coefficient R
Regression coefficients	burnout frequency	$\beta= -0/29$ $t= -2/2$ 0/03		4/9 0/03	0/1	0/29

Table 3 –Results of multi variable Regression about predicted frequency of burnout based on emotional intelligence, communication skills, and burnout in the male Iranian International Table Tennis Coaches using (a) the co-occurring method and (b) stepwise method

Prediction Variable	(A) Criterion variable	Regression coefficients β		F statistic Significant level Sig	Coefficient of determination R^2	Multiple correlation coefficient R
		Communication skills	Emotional Intelligence			
Emotional Intelligence	Prevalence of burnout	$\beta = -0/07$	$\beta = -0/31$	2/6 0/08	0/11	0/33
Communication skills		$t = 0/4$ 0/6	$t = -2/1$ 0/05			
Prediction Variable	(B) Criterion variable	Regression coefficients β		F statistic Significant level Sig	Coefficient of determination R^2	Multiple correlation coefficient R
Emotional Intelligence	Prevalence of burnout	Emotional Intelligence $\beta = -0/33$ $t = -2/2$ 0/02		5/1 0/02	0/11	0/33

Table 4 - Results of multivariable regression analysis to predict the severity of burnout on emotional intelligence and communication skills in female Iranian International table tennis coaches using (a) the co-occurring method and (b) stepwise method

Multiple correlation coefficient r	Prediction Variable	(A)	Regression coefficients β		r statistic	Coefficient of determination R^2
		Criterion variable	Communication skills	Emotional Intelligence	Significant level sig	
0/33	Emotional Intelligence	burnout	$\beta = -0/32$ $t = -2/4$ 0/01	$\beta = -0/18$ $t = -1/3$ 0/1	3/4 0/04	0/11
	Communication skills	intensity				
Multiple correlation coefficient r	Prediction Variable	(B)	Regression coefficients β		r statistic	Coefficient of determination R^2
		Criterion variable	communication skills		Significant level sig	
0/28	communication skills	burnout intensity	$\beta = -0/28$ $t = -2/1$ 0/03		4/8 0/03	0/1

DISCUSSION AND CONCLUSION

The results of this study showed that emotional intelligence compared with communication skills are most predictive variable for burnout frequency. These results are consistent with the results obtained by Lunenburg (2011) Patra and Swati (2011), Enhelder (2011), Laborde et al (2011) Chan (2006). Also the above result is inconsistent with the findings of the research performed by Miller, et al (2009) in which they showed the communication answers compared with sympathy is the best predicting variable with burnout analysis. The probable cause for this inconsistency can be due to the difference in the population. The population under study by Miller et al (2009) were hospital workers. The other results of this study indicate that the from among the variables emotional intelligence and communication skills, the best predictive variable for the burnout intensity is the variable of communication skills. This results and findings of Selcuk and Okkes(2011), Meyer et al (2009), Miller et al (2009), Harris and Ostrow (2008), Vealy et al (1998) - Orner (2010), Meyer et al (2009), Zareiet al(2000), Miller et al (1990) are consistent. This agreement is not because if there is proper communication in an organization, things are disrupted the flow of things are chaotic. Basically, the people who do not even have enough skills in interpersonal communication skills; will be less successful in other areas.

Burnout is a state of emotional exhaustion and a condition which is originates from the conditions at work. Many burnout states are created due to communication problems. So we can conclude that communication can be considered to be a deterrent for burnout. These results are inconsistent with the results obtained by some researchers that showed there was a negative and weak correlation between the communication oriented leadership style of the coaches and the burnout amount in the players which was not considered significant [8]. The cause for this

inconsistency could be sought in the choosing the population and the nature of this sport field; because the population in the study performed were male football players. Among the components of emotional intelligence, the best subscale to predict burnout intensity is the social skill and self-consciousness. This result is consistent with the findings of the research performed by Zandi (2013). Among the subscale of communication skill, the verbal communication component is the best component to predict the female coach burnout. This result is consistent with the findings Mostafaei(2012),Fathi(2012) . The overall results showed that emotional intelligence is the best predictor variable for male and female burnout frequency. Communication Skills are also the best predictive variable of burnout intensity in female coaches. Among subscales of emotional intelligence, the sympathy component is the best component for predicting burnout frequency in male and female coaches. Among subscales of communication skills, the verbal communication subcomponent is the best to predict the burnout intensity in female coaches. And among the components of emotional intelligence, the social skills and self-consciousness are the best components to predict the burnout intensity in female coaches. It is therefore suggested to hold courses for coaches to boost their level of communication skills especially verbal skill and boosting the emotional intelligence of the coaches in order to prevent them facing burnout as much as possible.

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