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Professor MURUGESAN SELVAM, M.Com, MBA, Ph.D
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AN EMPIRICAL STUDY ON MANAGERS WITH RELATION TO
EMOTIONAL INTELLIGENCE AND JOB BURNOUT:
IMPACT OF DEMOGRAPHIC VARIABLES

Shalini Srivastava*

Associate Professor, Jaipuria Institute of Management, Noida, India
Email ID: shalini.srivastava@jaipuria.ac.in

Manish Dayal

Associate Consultant, Human First Consulting, Noida, India
Email ID: manishdayal007@gmail.com

and

Poornima Madan

Assistant Professor, School of Business, Galgotias University, Greater Noida, India
Email ID: poornima_tejpal@yahoo.com

Abstract

Since the Industrial Revolution, the workers have been ingrained with the belief that emotions should be kept aside and away from the workplace. The habit of being 'rational' in the workplace, has ensured that employees repressed their emotions and this repression of emotions caused different endemic problems. Since the development of Human Resources as a discipline, attempts have been made to supplant this underlying belief. This is more of a work-in-progress, especially in the context of huge organisations where it becomes difficult to pay individual attention to such needs. The objective of this study is to examine the impact of demographic variables on emotional intelligence and job burnout, among private sector employees. This study uses two measures – 'Oldenberg Burnout Inventory' to measure Job Burnout and 'Schutte Self-reporting Emotional Intelligence Test (SSEIT)' to measure emotional intelligence, on 163 middle level managers of private sector organizations. Based on the quantified responses, scores of Emotional Intelligence and Job Burnout were calculated. The key findings show that there was no statistically significant relation between demographic variables and Emotional Intelligence and Job Burnout.

Key Words: Emotional Intelligence, Job Burnout, Job Satisfaction, Demographic Variables, Gender, Age and Public Sector.

JEL Codes: M12, M5

* Corresponding Author

1. Introduction

There are large segments of people, who do not get a job that satisfies their needs. Though there is huge competition in the market, just getting a job is not the way that satisfies people's needs. It is also important to be satisfied with the job i.e., an employee must be able to bridge the gap between the expected performance and actual performance while working. Therefore, in this context, two concepts play a very vital role. One is Emotional Intelligence and the other one is Job Burnout.

Emotional Intelligence is a concept that entered psychological literature in 1990s. It has been retrieved from **Thorndike (1920)** and **Gardner (1983)**. Emotional Intelligence is a relatively new study and hence several researchers are still busy studying about it. The theory of Emotional Intelligence helps in predicting various kinds of success factors in the real world, which include the ability of a person to efficiently cope up with stressful factors that become the source of psychological disorders. Emotional Intelligence is an indicator of social and personality emotional dimensions that are often considered in daily activities (**Sabouri, Moghadam & Hassan, 1972**).

Problems related to Job Stress, have increased and become a global concern. Burnout is a psychological syndrome of depersonalization and emotional exhaustion, a sense of low personal reconciliation that can happen among persons who work with others in some capacity (**Maslach & Jackson, 1985**). The stress experienced by any person, will be unique to him or her and will be dependent on the explicit interaction between his or her values, personalities, circumstances and skills.

It is crucial for an employee in the current scenario to embrace the actual power of his/her emotions and harness them to increase productivity. The real value of Emotional Intelligence lies in the fact that it adds an extra

dimension to the mindset of an employee – be it cognitively or behaviourally. Another facet to this is the consequence of lack of emotional intelligence. In extremely stressful situations, employees, unable to handle the situations, face a sharp deterioration in the job-associated characteristics of an employee, causing them to experience 'burnout'.

2. Literature Review

2.1 Emotional Intelligence

Since 2001, leading journals including *Emotion* (**Phelps, 2001**), *Psychological Inquiry* (**Erber & Martin, 2006**), have given explanations to controversial questions regarding Emotional Intelligence, like the construct, definition, measurement of the construct and the components that are required to be added in an EI model. The term *EI* would have been like an oxymoron up to 30 years ago because Emotion and Cognition were considered to be opposite forces that reflect a dualistic design of instinct and mind (**Damasio, 1994**). Two schools of thought characterize the current literature on EI. On one side, the ability models consider EI as a form of intelligence, embracing capability to handle emotions effectively, (**Mayer & Salovey, 1997**). On the other side, the mixed models conceive EI that represents a larger scope of skills that include competence and traits like zeal, persistence, and self-control. (**Bar-on, 2000, Goleman, 1995**). An emotionally intelligent person is someone who, among other things, has learned to check impulses and at the same time, use the information provided by emotion to craft behaviour and responses in charged situations (**Rafaeli & Sutton, 1989**). **Weinberger (2009)** describes emotional intelligence as the intelligent use of emotions: you make your emotions work as per your needs by using them to guide your actions in ways that lift your results. Goleman argues that emotional self-awareness is a building block of emotional intelligence-in part, an ability to shake off a bad mood or rein in a good one and deal with fresh

situations in an emotionally aware manner. Therefore, understanding emotions and learning how to harness them—make them work for us and for those around us—is a valuable skill (**Brown, 2003**). Although emotion has historically been seen as something to be avoided while making important decisions, recent research findings e.g., (**Bechara, Damasio, damasio, & Lee, 1999; Bechara, Damasio, Tranel, & Damasio, 1997; LeDoux, 1996** and theories of EI e.g., **Bar-on, 2000; Goleman, 1995; Mayer & Salovey, 1997**) suggest that emotions are integrally linked with more cognitive systems involved in decision making and may actually produce better, not worse, decisions. EI has become a powerful force, within psychology as well as a popular topic among the general public. Although multiple theoretical models currently exist e.g., **Bar-on (2000); Goleman, (1995); Mayer & Salovey (1997)**, they tend to significantly overlap with one another (**Emmerling, 2003**). **Weinberger (2009)** looked at emotional intelligence in the organizational context.

Most recently, Wolf evaluated emotional intelligence and its impact on groups. They found that teams can develop greater emotional intelligence and in that process, they increase their overall performance. Abraham conceptualized emotional intelligence within the framework of the organization.

2.2 Job Burnout

During late 1960's and early 1970's of the past centuries, the term Burnout was first used in the USA. Herbert Freudenberg was the first one to mention the concept of Burnout. He used the concept to describe the physical and mental state that he observed among young volunteers working in the clinic. Many studies have been done on this topic and one such study in the US showed that 54 per cent of absenteeism happens due to stress-related issues (**Elkin & Rosch, 1990**). Maslach, with her colleague, Michael Leiter, named the antithesis of burnout

as Engagement. **Pines & Maslach (1978)** describe job burnout as a syndrome of somatic and psychological exhaustion, with multiple classifications. Studies, related to Job Burnout, have been conducted over the last 40 years on several groups such as Doctors, Nurses, Teachers, Trainers, etc., and the studies were very helpful in identifying and solving the problem of Dysphoria. According to **Maslach & Jackson (1985)**, Job Burnout can be described as a subjective feeling of dysphoria that impacts the physical and emotional side of one's comfort/success, and eventually leading to reduced behavioural activity and motivation, and weakens one's efforts to perform. With increasing workloads, competition and high job demands, the level of Job Burnout has raised sky-high, which affects a person physically as well as mentally. Mental health problems are caused by worries that are experienced in our day-to-day life, which bring physical health problems as well. Job Burnout can also cause immense pressure on the employee. Previous research provides evidence that tension and nervous pressures arose from unsuitable condition of work, resulting in exhaustion. In this condition, the job loses its importance. It is found that professional employees experience Job Burnout in many professional divisions and Job Burnout is getting more common due to increasing competition, increasing workload and pressure, etc. **Maslach et al. (2001)** consider this condition an illness that spreads gingerly and causes people psychological depression from which it is difficult to recover. Therefore, realizing the concept of Burnout should be the primary purpose of every individual so as to achieve both self as well as organisational goal. **Templeton & Satcher (2007)** found that organizational variables such as work setting, severity of disability of clients and caseload size, could cause burnout in rehabilitation counsellors. **Templeton & Satcher (2007)** also found that burnt out employees have higher rates of absenteeism, low productivity, deliver poor client services,

ineffective and may ultimately look for other work (turnover).

2.3 Emotional Intelligence and Job Burnout

As individuals progress in an organisation, Emotional Intelligence of individuals becomes a crucial factor in dealing with Job Burnout. If employees are not able to manage Emotional Intelligence, then it becomes an arduous task for individuals to sustain their good performance and prevent Job Burnout. High Emotional Intelligence is more effective on team performance and team leadership (Rice, 1999) and more adaptable to stressful events (Nikolaev, 2002). A person, high on Emotional Intelligence, will be able to manage his/her emotions as well as others' emotional state quite well. If a person is not able to do so, he/she would get stressed, depressed and frustrated, which would lead to a Job Burnout. There have been many studies on the relationship between Emotional Intelligence and Job Burnout. Around 30 years ago, it was not given much attention but over the last decade, this relationship has become a cardinal part of human being's life. However, the positive message is that individual's emotional intelligence is prone to betterment (Alavinia, 2012). Employees who can effectively tune emotions, will be easily able to reduce burnout and improve job satisfaction. The risk of burnout is high for people working in professions that are emotionally intensive (Thomas & Lankau, 2009; Templeton & Satcher, 2007).

There are several studies on the relationship between Burnout and Job Satisfaction. Many investigators have found out that if employees were burnt out, they were also dissatisfied with their job. One such study was done by Maslach (1982). A study was conducted to examine the relationship between Emotional Intelligence and Job Burnout, among 104 teachers of an Iranian EFL, with respect to demographic variables. The results showed that correlations between Emotional Intelligence and

Job Burnout, age and teaching experience were significantly negative and correlations between Emotional Intelligence of teachers, age and teaching experience were positive (Shahin & Nasser, 2011). Another research was conducted by Marca et al. (2010) that examined the relationship between Emotion Regulation Ability, Job Satisfaction and Job Burnout, among British secondary school teachers ($N=123$). The result showed that ERA had a positive association with job satisfaction, principal support, and personal accomplishment. Both these studies indicated that there was some kind of relationship between Emotional Intelligence and Job Burnout.

2.4 Emotional Intelligence and Demographic Variables

The ability models consider EI as a form of intelligence, embracing capability to handle emotions effectively (Mayer & Salovey, 1997). Demographic variables like Age and Gender also play a vital role in deciding the level of emotional intelligence of a person. Various studies have been done on the relationship between emotional intelligence and demographic variables. One such study by Hosseini and Rao (2013), shows that the level of emotional intelligence was the highest among age group 31-40 years and the lowest score was recorded by the age group 51-60 years and Emotional Intelligence varied with the gender of the employees as well. Other study done on 162 lecturers by Kumar and Muniandy (2012) asserts that emotional intelligence did not vary with the gender and the level of emotional intelligence was the highest among the age group 41-50 and the lowest among the age group of the lecturers less than 30 years. The results of the study, on teachers in Oman, by Hans, Mubeen and Rabani (2013) reveal that both male and female were emotionally matured. Therefore, it was concluded that the Emotional Intelligence was not affected by the gender of the teachers. The same study shows that the

Emotional Intelligence did not record linear relationship with the age. All age groups recorded almost similar levels of emotional intelligence (**Figure-1**).

2.5 Job Burnout and Demographic variables

Aronson and Pines (1988) described job burnout as a state of physical, mental and emotional exhaustion, caused by long-term involvement in situations that are emotionally demanding. Studies have shown that there is relationship between demographic factors and job burnout. **Maslach and Jackson (1981)** illustrated that younger people scored higher than older people on Emotional Exhaustion and Depersonalisation whereas older people scored higher on Personal Accomplishment. Studies conducted by **Schaufeli and Enzmann (1998)**, **Maslach, Schaufeli and Leiter (2001)**, disclose that job burnout decreased with age. Job burnout was affected by gender also. **Lackritz (2004)** maintained that the male faculty members scored lower on emotional exhaustion compared to their female counterparts. Study by **Maslach et al. (1996)** revealed that females were higher on emotional exhaustion and depersonalisation whereas males were higher on personal accomplishment. On the other hand, studies by **Unterbrink et al. (2007)** and **Cushway, Tyler, Nolan (1996)**, showed that emotional exhaustion and depersonalisation were higher among female employees and personal accomplishment was high among males. Some researchers like **Rice (1998)** and **Zhongying (2008)** noted that there was no impact of gender on job burnout (**Figure-2**).

3. Need of the Study

The terms emotional intelligence and job burnout, achieved popularity over the past decades. Research has demonstrated that the constructive outcomes of emotional intelligence can make organizations build up a culture of commitment at work, as individuals with

emotional intelligence manage and use emotions intelligently. Although there is much research about both emotional intelligence and job burnout, little is known about the impact of demographic variables on emotional intelligence and job burnout, with reference to middle level managers in India. Due to paucity of research on this area, the current study will be relevant for private sector organizations in particular and Indian private and public sector in general.

4. Statement of the Problem

The private sector organizations are experiencing lots of turnover in terms of increased job burnout due to lack of ability of individuals to manage their emotions intelligently. Researches point out emotional intelligence to be associated with relatively lower reported stress levels. Also there is dearth of literature available on the impact of demographic variables on emotional intelligence and job burnout. The current study proposes to explore the impact of demographic variables, namely, age and gender on emotional intelligence and job burnout.

5. Research Objectives

The objective of this study was to understand the impact of Demographic Variables on the level of Emotional Intelligence and Job Burnout. Keeping the primary purpose in mind, following relationships were examined:-

1. Relationship between demographic variables (Age and Gender) and EI dimensions (Self Management, Social Skill, Empathy and Self Awareness)
2. Relationship between demographic variables (Age and Gender) and Job Burnout dimensions (Exhaustion and Disengagement)

6. Hypotheses Development

H1- There exists a relationship between demographic variables (Age, Gender) and EI dimensions (Self Management, Social Skill, Empathy and Self Awareness)

H2- There exists a relationship between demographic variables (Age, Gender) and Job Burnout dimensions (Exhaustion and Disengagement)

7. Research Methodology

7.1 Sample Selection

The sample consisted of middle-level managers of private sector organizations. The employees were both male and female employees. There were 127 males (77.9% of the sample) and 36 females (22.1% of the sample). The age range of participants was 25-60 years, with a mean of 44.30 years. This range was further grouped into three age categories: (25-36 years), (37-48 years) and (49-60 years).

7.2 Data Collection and Period of Study

Participants were chosen through convenient sampling method, from various private sector organizations, across different departments. Standardized measurements were used to improve the quality and reliability of the instruments. Out of 187 questionnaires, 163 usable responses were obtained from private sector organizations, located in Delhi and NCR. The period of survey was two months, from March 2015 to April 2015.

7.3 Tools used for the Study

Using Factor Analysis, four factors of Emotional Intelligence i.e., Self Management, Social Skill, Empathy and Self Awareness, and two factors of Job Burnout i.e., Exhaustion and Disengagement were identified. ANOVA test and Independent Sample t-test were used to find the relationship between various Demographics and Emotional Intelligence and Job Burnout.

7.4 Scaling Instruments

Two instruments were used in the study to assess the relationship between Emotional Intelligence, Job Burnout and Demographic Variables. Emotional Intelligence and Job Burnout were conceptualized as dependent

variables whereas Demographic Variables as the independent variable. Both the Emotional Intelligence Scale and Oldenberg Burnout Inventory met the reliability criteria, where its value was more than 0.7. This indicated that the instrument was a reliable tool to measure the two constructs consistently (Nunnally, 1978).

7.4.1 Emotional Intelligence Scale

The Emotional Intelligence Scale (Schutte, et al., 1998) is one of the most widely used EI scales in the literature. It measures the level of emotional intelligence of an individual. To evaluate the emotional intelligence of the respondents, Emotional Intelligence Scale was (Schutte, et al., 1998). This Scale consisted of 33 items, on a 5-point Likert Scale, ranging from strongly disagree to strongly agree.

7.4.2 Oldenberg Burnout Inventory

As mentioned earlier, the burnout of the participants was measured by using Oldenberg Burnout Inventory. The Oldenberg Inventory (Demerouti et al. 2003) was originally developed in Germany. It includes positively and negatively framed items to assess the two core items of burnout: exhaustion and disengagement. The Scale consisted of 16 items and employed a 4-point response scale, ranging from strongly disagrees to strongly agree. It contained both positively and negatively worded items. It included only the core dimensions of burnout. Oldenberg Burnout Inventory is a good alternative for the assessment of burnout. Oldenberg Burnout Inventory talks about Exhaustion as feelings of emotional emptiness, overtaxed with work, strong need for rest and a state of physical exhaustion, and Distancing from work (8) as distancing oneself from one's work, negative attitude and behaviour toward work in general, work contents and object.

8. Result Analysis

As per the **Table 1**, the result shows that no statistically significant relationship was

found between demographic variables, namely, age and emotional intelligence dimensions of self-management, social skill, empathy and self awareness. For self management, social skill, empathy, self awareness and age, the p values (.743>.05), (.142>.05), (.143> .05) and (.446>.05) were more. Hence there was no statistically significant relationship between emotional intelligence dimensions and age.

As per the **Table 2**, there was no significant relationship between gender and emotional intelligence dimensions of self management, social skill, empathy and self awareness. For self management, social skill, empathy, self awareness and age, the p values (.483>.05), (.446>.05), (.904> .05) and (.808>.05) were more. In other words, there was no statistically significant relationship between emotional intelligence dimensions and age. Thus, the hypothesis H1 is not accepted.

The results from **Table 3** indicate the P values for exhaustion and age (.634>.05) and for disengagement and age (.334>.05) were more and hence it is inferred that there was no statistically significant relationship between age and job burnout dimensions.

Since, the P values for exhaustion and gender (.974>.05) and for disengagement and gender (.182>.05) were more, there was no statistically significant relationship between gender and job burnout dimensions, as displayed in **Table 4**. Therefore, hypothesis 2 is not accepted.

9. Findings and Suggestions

This study showed that there was no significant relationship between Emotional Intelligence and Job Burnout with respect to demographic variables, namely, age and gender. Hence reject the hypotheses 1 and 2 and the null hypotheses that there exists no statistically significant relationship between demographic variables, emotional intelligence and job burnout. A study, on 162 lecturers by **Kumar and**

Muniandy (2012), reveals that Emotional Intelligence did not vary with the gender and the level of Emotional Intelligence was higher among older lecturers than the younger ones. In this study, there was no significant relationship between job burnout and demographic factors. Some researchers like **Rice (1998)** and **Zhongying (2008)**, also found that there was no impact of gender on job burnout. **Das and Sahu (2014)**, in their paper, "Relationship between Age and Emotional Intelligence of Bank Employees-An Empirical Study", examined the relationship between age and emotional intelligence, with reference to bank employees and explained that the level of emotional intelligence among bank employees was average and there existed statistically insignificant relationship between age and emotional intelligence, which was similar to the findings of the present study as well. Whereas other demographic variables, namely, educational qualification, marital status, income and work experience had very low and moderating effects on the relationship between age and emotional intelligence, which was statistically insignificant too. **Badawy & Magdy (2015)** reported that gender did not have a significant effect on Emotional Intelligence or Job Satisfaction. Older employees recorded higher levels of Emotional Intelligence. Gender did not moderate the Emotional Intelligence-Job Satisfaction relationship. The relationship was significantly positive for the younger generation of employees whereas for the older generation employees, it was insignificant and negative. Many previous researches show that consequences of burnout could emerge in various forms such as increase in absenteeism, commitment mitigation, increasing employee turnover, decline in productivity and decrease in human consideration (**Cordes & Dougherty, 1993; Maslach & Pines, 1977; Maslach, 1978**). **Maslach et al. (2001)** illustrate two consequences of burnout - job performance and health aspects. Burnout leads to job withdrawal,

absenteeism, intention to leave and turnover, with respect to job performance of an individual. Individuals, who keep on working despite the burnout, face problems of decline in productivity and effectiveness. They also demonstrated that burnout was accompanied by decline in job satisfaction as well as decline in organizational commitment. Burnout can cause mental dysfunctions which can lead to anxiety, depression and decline in self-esteem in terms of individual's health and well-being (Maslach et al. 2001).

10. Managerial Implications

Proper training should be given to the employees so that their emotional intelligence quotient is enhanced and job burnout is reduced. As the results suggest, the age group 37-48 recorded slightly more emotional intelligence than the rest and employees of age group 25-36 faced more job burnout than the employees of age group 37- 48 and 49-60. It implies that the younger lot need to be trained to enhance their emotional intelligence and curb job burnout. At the time of hiring employees, employers must also conduct a test to check the Emotional Intelligence and Job Burnout among the candidates. The level of emotional intelligence among the female employees was higher than that of male employees working in NTPC Ltd. Therefore, male employees need attention so as to enhance their level of emotional intelligence and help them to be more productive for the organisation.

Organizations should focus on introducing interventions to reduce the job burnout among employees. Such intervention can focus on either individual orientation, organizational orientation or a combination of both. Individual interventions could improve the job competencies, increase individual's skills, social support or relaxation exercises. The organizational interventions are restructuring, autonomy and empowerment over job and involving employees in decision-making. The negative consequences of job burnout can

prove to be costly for organizations and therefore, it is necessary to control this phenomenon in organizations sincerely and formulate plans to decrease its associated costs.

Goleman (1995) found signs of emotional intelligence in children even from their infant stage and these observations are in line with the present study. **Seher and Engin (2008)** demonstrated that age did not affect emotional intelligence. This could be due to drastic changes taking place in the society where some people are becoming quite insensitive, dishonest and indifferent towards self and others whereas young people are more sensitive, kind-hearted, caring and value-driven towards themselves and others. The reasons may possibly be due to the difference in the socioeconomic, family and cultural background in which these people were brought up. The findings from the present study assert that there exists no significant relationship between age and emotional intelligence. Thus the old belief that "wisdom comes with age" is hyped. Result shows that the relationship between emotional intelligence and age was insignificant, which signifies that the young people also could score higher levels of emotional intelligence than their older counterparts. Also, there was no significant difference between males and females on emotional intelligence, as the relationship between emotional intelligence and gender was not significant. Therefore, organisation should not discriminate employees on the basis of gender for imparting emotional intelligence training.

11. Limitations & Future Scope of the Study

This study employed validated instruments to measure Emotional Intelligence and Job Burnout. The use of validated questionnaire also helped in increasing the reliability of the results. The sample size was small and therefore, significant relationships from the data could not be found as statistical

tests require larger sample size for a generalized result. *Secondly*, more demographic variables could have been taken for effective results. *Thirdly*, this research study used two self-report measures that may contain biased responses. *Fourthly*, the respondents may also not feel comfortable in revealing their details. In future, comparison of public with private sector organizations could be examined, with more representative sample size from the organizations.

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Figure-1: Demographic Variables Impact on Emotional Intelligence

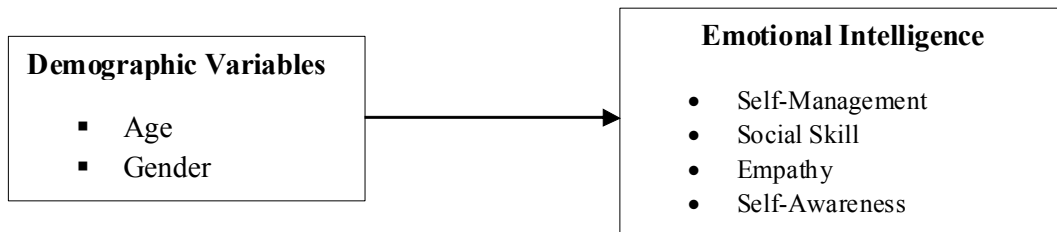


Figure-2: Demographic Variables Impact on Job Burnout

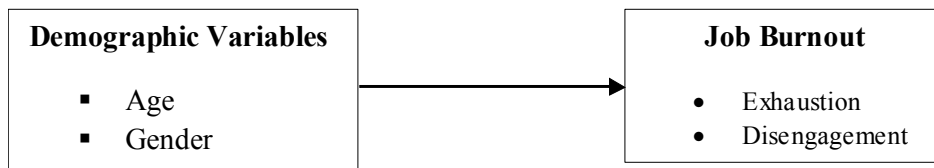


Table 1: Age and EI Dimensions, N=163

ANOVA						
		Sum of Squares	Df	Mean Square	F	Sig.
Self-Management	Between Groups	2216.065	35	63.316	.824	.743
	Within Groups	9761.849	127	76.865		
	Total	11977.914	162			
Social Skill	Between Groups	621.075	35	17.745	1.310	.142
	Within Groups	1720.888	127	13.550		
	Total	2341.963	162			
Empathy	Between Groups	680.668	35	19.448	1.309	.143
	Within Groups	1887.528	127	14.862		
	Total	2568.196	162			
Self-Awareness	Between Groups	361.973	35	10.342	1.023	.446
	Within Groups	1284.076	127	10.111		
	Total	1646.049	162			

Source: Developed by the author on the basis of data collected for the present study, 2015

Table 2: Gender and EI Dimensions, N=163

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
Self-Management	Equal variances assumed	.493	.483	-.905	161	.367	-1.471	1.624	-4.679	1.737
	Equal variances not assumed			-.930	58.703	.356	-1.471	1.581	-4.634	1.692
Social Skill	Equal variances assumed	.583	.446	-.551	161	.582	-.397	.719	-1.818	1.024
	Equal variances not assumed			-.592	62.906	.556	-.397	.670	-1.736	.943
Empathy	Equal variances assumed	.015	.904	-.810	161	.419	-.610	.753	-2.096	.877
	Equal variances not assumed			-.838	59.319	.405	-.610	.727	-2.065	.845
Self-Awareness	Equal variances assumed	.059	.808	-.174	161	.862	-.105	.604	-1.297	1.087
	Equal variances not assumed			-.178	58.230	.859	-.105	.591	-1.287	1.077

Source: Developed by the author on the basis of data collected for the present study, 2015

Table 3: Age and Job Burnout Dimensions, N=163

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Exhaustion	Between Groups	169.168	35	4.833	.634	.940
	Within Groups	967.704	127	7.620		
	Total	1136.871	162			
Disengagement	Between Groups	319.201	35	9.120	1.107	.334
	Within Groups	1046.345	127	8.239		
	Total	1365.546	162			

Source: Developed by the author on the basis of data collected for the present study, 2015

Table 4: Gender and Job Burnout Dimensions, N=163

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
Exhaustion	Equal variances assumed	.001	.974	-1.512	161	.132	-.753	.498	-1.737	.230
	Equal variances not assumed			-1.499	55.712	.139	-.753	.503	-1.760	.253
Disengagement	Equal variances assumed	1.793	.182	-.883	161	.379	-.484	.549	-1.568	.599
	Equal variances not assumed			-1.057	77.336	.294	-.484	.458	-1.397	.428

Source: Developed by the author on the basis of data collected for the present study, 2015