Haigazian University

Thesis

The Relationship Between Trait Emotional Intelligence and Burnout Among Workers in the Humanitarian Sector in Lebanon

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CHAPTER I: Introduction

1.1. Background of the topic

The COVID-19 pandemic hit the world's economy hard as poverty and inequality soared while livelihoods deteriorated (Goldin, 2020). As a result of this inequality, along with subsequent crises facing the world, the pressure on the humanitarian field increased (United Nations News, Economic Development, 2020). Whilst standing at the frontlines of this pandemic, they had to adapt their intervention in a COVID-friendly way, making it even more challenging to meet the exponentially increasing needs of the communities (Driss, 2020; Poole et al., 2020). In the case of Lebanon, on top of the COVID-19 pandemic, the country has been facing unprecedented economic and social crises (World Bank, 2022). This situation was followed by the explosion of Beirut on August 4th, 2020 (Human Rights Watch, World Report 2021, "Lebanon events 2020" section). Various sectors had to adapt differently – some are burdened more than ever, others are facing a different challenge. Thus, it is bound by various constructs, be it occupational, emotional and, social, among others. With many life changes occurring concurrently followed by the increase in occupational burdens two constructs prevail: Emotional Intelligence and Burnout rate.

By definition, Emotional Intelligence (EI) is the ability to understand, acknowledge and manage one's own feelings, and those of the other, allowing them to build on each other's common goals in a constructive and transparent environment and establishing positive relationships (Goleman, 1995). In organizational studies, Emotional Intelligence (EI) has been found to be a predictor of several organizational pillars, such as job performance, job satisfaction, organizational ownership, and organizational commitment (Gong Z. et al., 2019; Khalid et al., 2018; Bahrani, 2017; Rexehpi et al., 2017; Alferaih, 2015; Baloch et al., 2014; Seo et al., 2012; Brackett et al., 2011). Specifically, EI has been linked positively with supervisors to subordinates strategies of

handling conflict, positive work attitudes, work outcomes, altruistic behaviors, cooperation, commitment and creativity (Aziz et al., 2020; Kim & Park, 2020; Jain & Duggal, 2018; Ahmad et al., 2017; Bahrani, 2017; Carmeli, 2003; Rahim et al., 2002; Cherniss, 2001). Moreover, 90% of the difference between excellent performance leaders and other average leaders is attributed to EI skills (Walter et al., 2011). Studying the concept of EI, several models were developed of which the Trait EI developed by Petrides and Furnham (2001). Trait EI (or emotional self-efficacy) refers to a constellation of behavioral dispositions and self-perceptions concerning one's ability to recognize, process, and utilize emotion-laden information (Petrides, Frederickson, & Furnham, 2004). The model includes 4 different subscales: Well-Being (WB), Self-Control (SC), Emotionality (EMO) and Sociability (SO) (Trait EI – TEIQue Test, K.V. Petrides 2010; Petrides, K. V., Furnham, A., & Mavroveli, S., 2007; Petrides, 2001). WB refers to feelings across time based around achievements, self-regard, and expectations (Trait EI - TEIQue Test, K.V. Petrides 2010). Self-Control (SC) refers to regulating and having control over emotions, impulses, and stress (Trait EI - TEIQue Test, K.V. Petrides 2010). Emotionality (EMO) refers to the ability to perceive, express, and connect with emotions in self and others, which can be used in creating successful interpersonal relationships (Trait EI - TEIQue Test, K.V. Petrides 2010). Sociability (SO) refers to being socially assertive and aware, managing others' emotions, and effectiveness in communication and participation in social situations (Trait EI - TEIQue Test, K.V. Petrides 2010). Trait EI stands out from other models of EI because it is rooted in personality domain rather than cognitive and social domains included in other models. Additionally, the different aspects of Trait EI relate to the constructs of happiness, optimism, adaptability, and well-being; associated with positive psychology (Li, C., & XU, J., 2019; Wachtel, 2016).

Therefore, since organizations nowadays are encouraging employees and managers to improve performance and efficiency, Trait Emotional Intelligence is to be set at the center of their strategies. It constitutes a relevant skill in organizations with continuously changing behaviors and motivations, especially with COVID-19 (Melinda, 2021).

On the other hand, to improve performance, adapt to changes or achieve organizational goals some employees and/or managers overwhelm and overwork themselves. In other words, they put themselves at the risk of "Burnout". By definition, "Burn-out is an expectational mediated, job-related, dysphoric and dysfunctional state in an individual without major psychopathology who has (1) functioned for a time at adequate performance and affectual levels in the same job situation and who (2) will not recover to previous levels without outside help or environmental rearrangement. (Brill, 1984). It is classified into three dimensions: feelings of energy depletion or exhaustion; increased mental distance from one's job, or feelings of negativism or cynicism related to one's job; and reduced professional efficacy (World Health Organization, 2019).

Despite, Burnout not being considered as a health condition or an illness, it can best be described as an "Occupational Phenomena". As burnout likelihood augments feelings and practices of depersonalization, inefficiency and negative aspects increase concurrently. In general, highly demanding jobs or pejorative work environments may deplete both physiological and psychological aspects of employees leading to burnout (Xanthopoulou, D. et al.,2007). Furthermore, when managers fail to support employees, and working environments are too challenging and demanding, employees become stressed, their motivation may decline. Hence, they would feel dissatisfied, depressed and burnout (Lee, J. J., & Ok, C., 2012). This situation was topped with the COVID-19 pandemic, switching to remote working, and leading to a work-life

imbalance as offices shifted home, thus, augmenting the likelihood of burnout (Kniffin et al., 2021; Bapuji et al., 2020; Hayes et al., 2020; Ayyala et al., 2020; Wilke et al., 2020).

Among professional sectors most prone to Burnout are humanitarian workers (NGOs) (Jachens et al., 2018; Eriksson et al., 2013; Connorton, Perry, Hemenway, & Miller, 2011). The humanitarian sector is defined as organized entities or voluntary groups that are functionally independent of, and do not represent, a government or state, that are normally devoted to humanitarian, policy reform and human rights causes (Relief Web Glossary of Humanitarian Terms, 2008). Examples consist of Non-Governmental Organization (NGOs,) International NGOs, UN agencies, Development Agencies and the European Union. These actors share a mandate to aid, support and protect vulnerable and marginalized people in some of the world's most challenging political, social, economic, and technological environments. Subsequently, the nature of humanitarian work itself is associated with the pressures and challenges that may result in chronic stress and eventually burnout (Ager et al., 2012; Eriksson et al.,2013).

Examining the above, it is critical to highlight that there exists a correlation between TEI and burnout rates, and it is a negative one. Trait Emotional Intelligence has increasingly been considered as a helpful way to enhance stress resilience, mental health and was directly linked to positive psychology (Wachtel, 2016; Kong et al., 2013; Augusto et al., 2010; Mikolajczak et al., 2007; Brackett & Katulak, 2006; Liu et al., 2003). Meaning, that higher trait emotional intelligence leads to lower risks of burnout. Employees with high trait emotional intelligent have a better self-perception of social ability and more successful interpersonal relationships with less interpersonal aggression and problems (Siegling et al., 2014; Kong et al., 2013; Augusto et al., 2010; Mayer et al., 2008). These skills help employees relate and understand their colleagues and customers

thereby making them less prone to burnout from interpersonal relationships (Li et la., 2019; Mayer et al., 2008).

1.2.Problem Statement

Due to contextual changes, 2020 has been characterized with an increase in burnout rates standing at 72% post-pandemic compared to 42% pre-pandemic on a global level (Lesser A.L., Limeade Institute, 2020), hence leading to a negative impact on job performance be it on managerial or non-managerial levels. However, there is a dearth in research on burnout in Lebanon. From an organizational perspective, if EI impact employees' performance, motivation and job satisfaction positively, then it is worth examining how EI and in particular TEI can affect burnout rates among managers and non-managers (Lopez & Extremera, 2017; Lee, J. J., & Ok, C., 2012; Zeidner, Matthews, & Roberts, 2012). This study was subject to the current contextual changes in order to better understand the reasons and mitigation for the current increase in burnout rates (Lesser A.L., 2020; Vlachou et al., 2016; Njoroge & Yazdanifard, 2014; Malik, 2013; Brackett et al., 2011; Zampetakis & Moustakis, 2011, Bratton et al., 2011, Davis, 2011).

In this study, we used TEI for three key reasons. First, the ability EI has been criticized as problematic due to methodological issues, since individual levels cannot be easily or consistently interpreted (Furnham et al., 2021; Freudenthaler and Neubauer, 2007; Petrides et al., 2007; Brody, 2004). Second, ability EI predicts the selection of emotion used, whereas trait EI predicts how effective the individual is at portraying their emotions (Furnham et al., 2021; Davis and Humphrey, 2012). Third. TEI is linked to Positive Psychology and has been understudied as it first received broad recognition in 2007 (Wachtel, 2016). Thus, the purpose was to explore the effect of TEI on the total burnout rate among managers and non-managers in the humanitarian field in Lebanon.

The study related TEI to burnout, whilst controlling for status (managerial and non-managerial) and working from home. The study targeted managers and non-managers in the humanitarian field in Lebanon. The dependent variable was defined as "burnout is a syndrome conceptualized as resulting from chronic workplace stress that has not been successfully managed. (World Health Organization, 2019). It is characterized by three dimensions: Emotional Exhaustion (EE), Depersonalization (DP) and personal accomplishment (PA) (World Health Organization, 2019). EE refers to feelings of energy depletion or exhaustion. DP refers to increased mental distance from one's job, or feelings of negativism or cynicism related to one's job. PA refers to reduced professional efficacy (PA). The independent variable was defined as TEI. TEI (or emotional self-efficacy) refers to a constellation of behavioral dispositions and self-perceptions concerning one's ability to recognize, process, and utilize emotion-laden information (Petrides, Frederickson, & Furnham, 2004). The model includes 4 different subscales: Well-Being (WB), Self-Control (SC), Emotionality (EMO) and Sociability (SO). (Trait EI - TEIQue Test, K.V. Petrides 2010; Petrides, K. V., Furnham, A., & Mavroveli, S., 2007; Petrides 2001). WB refers to feelings across time based around achievements, self-regard, and expectations (TEI - TEIQue Test, K.V. Petrides 2010). Self-Control (SC) refers to regulating and having control over emotions, impulses, and stress (TEI - TEIQue Test, K.V. Petrides 2010). Emotionality (EMO) refers to the ability to perceive, express, and connect with emotions in self and others, which can be used in creating successful interpersonal relationships (Trait EI - TEIQue Test, K.V. Petrides 2010). Sociability (SO) refers to being socially assertive and aware, managing others' emotions, and effectiveness in communication and participation in social situations (Trait EI - TEIQue Test, K.V. Petrides 2010).

1.3. Research Questions

From here the research question is does TEI affect burnout as a total score among both managers and non-managers in the humanitarian field in Lebanon whilst controlling for the effects of status and working from home experience?

Specifically, what subscales of TEI have the largest impact on burnout as total score? What subscales of TEI have the largest impact on the various subscales of burnout? Thus, testing the following major hypothesis for managers and non-managers:

H1*: There is an inverse relationship between TEI and burnout as total score. The higher the TEI score, the lower is the burnout score*

H2*: There is an inverse relationship between TEI and Emotional Exhaustion (EE) dimension of Burnout. The higher the TEI score, the lower is EE*

H3*: There is an inverse relationship between TEI and Depersonalization (DP) dimension of Burnout. The higher the TEI score, the lower is DP.*

H4*: There is a direct relationship between TEI and Personal Accomplishment (PA) dimension of Burnout. The higher the TEI score, the higher is PA*

1.4.Operational definitions of terms

In this study, TEI (or emotional self-efficacy) was defined as a constellation of behavioral dispositions and self-perceptions concerning one's ability to recognize, process, and utilize emotion-laden information (Petrides, Frederickson, & Furnham, 2004). The model includes 4

different subscales: Well-Being (WB), Self-Control (SC), Emotionality (EMO) and Sociability (SO). (TEI - TEIQue Test, K.V. Petrides 2010; Petrides, K. V., Furnham, A., & Mavroveli, S., 2007; Petrides 2001). WB refers to feelings across time based around achievements, self-regard, and expectations (TEI - TEIQue Test, K.V. Petrides 2010). Self-Control (SC) refers to regulating and having control over emotions, impulses, and stress (TEI - TEIQue Test, K.V. Petrides 2010). Emotionality (EMO) refers to the ability to perceive, express, and connect with emotions in self and others, which can be used in creating successful interpersonal relationships (TEI - TEIQue Test, K.V. Petrides 2010). Sociability (SO) refers to being socially assertive and aware, managing others' emotions, and effectiveness in communication and participation in social situations (TEI - TEIQue Test, K.V. Petrides 2010).

Burnout was defined as an expectational mediated, job-related, dysphoric and dysfunctional state in an individual without major psychopathology who has (I) functioned for a time at adequate performance and affectual levels in the same job situation and who (2) will not recover to previous levels without outside help or environmental rearrangement (Brill, 1984). It is characterized by three dimensions: EE, DP and PA (WHO, 2019; Maslach, C., & Jackson, S. E., 1986). Emotional Exhaustion (EE) is the state of feeling emotionally worn-out and drained as a result of accumulated stress from personal or/and work lives (WHO, 2019; Maslach, C., & Jackson, S. E., 1986). Depersonalization (DP) is defined as the increased mental distance from one's job, or feelings of negativism or cynicism related to one's job (WHO, 2019; Maslach, C., & Jackson, S. E., 1986). Reduced Personal Accomplishment (PA) is defined as the tendency to negatively evaluate the worth of one's work, feeling insufficient regarding the ability to perform one's job, and a generalized poor professional self-esteem (WHO, 2019; Maslach, C., & Jackson, S. E., 1986).

1.5. Importance of the study

Examining the literature, TEI model has not been recognized as much as other emotional intelligence models (Wachtel, 2016). Moreover, there exists a gap in establishing and understanding the nature of the relationship between TEI and its effect on burnout rates among managers and non-managers in the humanitarian field within the currently changing context in Lebanon. Knowing that previous studies solely focused on the individual relationship of TEI and burnout (for the same person) with no particular interest in the humanitarian field nor adaptation to the COVID-19 pandemic, while other studies solely explored the relationship between EI and Learning in NGOs in Lebanon (Abou Moussa et al., 2016). Hence, this study filled in the gap. Controlling for socio-demographic factors and COVID-19 situation, the outcomes provided a steppingstone for management particularly in the humanitarian field to attune burnout among their respective teams. Adding on, there is a current ongoing debate on whether burnout can be calculated as a total score (Doulougeri et al., 2016; Chironetal, 2010; Golembiewski & Munzenrider, 1981) or can be calculated only through its three dimensions (Maslach and Jackson, 1986), the study compared the scores and provided insights for literature on whether in the humanitarian field burnout can be calculated as a total score. The implications of the findings can be directly put into practice in the workplace and later linked to a General Management, Human Resource Management level as well as Business Psychology levels.

1.6. Limitations of the study

Throughout the literature analysis, certain limitations lied on several level notably: objectively measuring TEI and Burnout, sample size and externalities in the case of Lebanon. The TEI and Burnout tests are self-reporting ones in the majority of the literature, hence a social desirability

bias was considered, as it is possible that respondents would not respond honestly to questions - unknowingly. According to Mayer el al., (2008), using self-assessment when measuring TEI can reduce objectivity. Another potential limitation was generalizing the results of the study based on a random sampling data collection method for a segment that is not representative of the humanitarian sector. A scarcity of studies addressed the probability of the effects of socio-demographic variables, COVID-19 and other externalities when the relationship between TEI and burnout, from here a special attention was given to the case of Lebanon as the country is passing through subsequent crises. Lastly, the length and time needed to conduct the questionnaire might affect the quality of responses among participants. As participants can become fatigued and answer for the sake of answering. Thus, a short yet comprehensive questionnaire was developed and used.

CHAPTER II: Literature Review

This chapter builds on existing theories underlining TEI, burnout and the relationship between them, then presents the respective literature review. It highlights previous research and insights on each variable as well as it explicitly and deeply examines the relationship between TEI and burnout on an organizational level. Hence, several examples were taken from the humanitarian sector along with recommendations. Finally, the chapter presents the conceptual framework explaining the connection between the different variables; independent, dependent and control.

2.1. Theoretical Foundation

As the world was facing disturbances due to the COVID-19 pandemic, people had to adapt. In the case of Lebanon, the country was facing unprecedented social and economic crises (World Bank, 2020). This situation was followed by the explosion of Beirut on August 4th, 2020 (Human Rights Watch, World Report 2021, "Lebanon events 2020" section). Subsequently, two constructs prevailed: TEI and burnout rates, both constructs have been studied singularly and jointly from business, social and psychological perspectives since 1964 (Goleman D., 1995) and 1974 respectively (Maslach C. & Jackson S., 1968). Accordingly, the sub-section below presents prominent models of EI, and Burnout developed by Daniel Goleman, John Mayer, Furnham and Petrides, Bar-On, Christina Maslach and Susan Jackson. For these models constitute a solid basis for the study of TEI and burnout independently and conjointly until date.

2.1.1. EI Models

Positive Psychology was inspired from the humanistic movement that became popular in 1960 (Bar-on, 2010). The movement resulted with a shift from a focus on psychopathology to focusing on enhancement of human development, which constitutes the basis of Positive Psychology nowadays. Positive Psychology is linked to building strengths in life that contribute

to the flourishing of individuals, communities and societies (Li, C., & XU, J., 2019; Maddux, 2002; Seligman and Csikszentmihalyi, 2000). It flourished with its main topic of "well-being" as it offers an expanded dimension to the continuity of well-being (Li, C., & XU, J., 2019; Bar-On 2010). According to the Positive Psychology Center, positive psychology is defined as "the scientific study of positive characteristics and strengths that enable individuals to thrive. It is based on the belief that people want to lead meaningful and fulfilling lives, to cultivate what is best within themselves and to enhance their experiences of love, work and play." (Positive Psychology Center, 2009). Thus, it includes self-regard, self-acceptance, the ability to understand others' feelings, emotional self-control and the capacity for interpersonal interaction (Positive Psychology Center, 2009; Gable & Haidt, 2005; Seligman et al., 2005) Afterwards, Seligman (2011) developed the well-being positive psychology-based theory by proposing the five-dimensional PERMA model of well-being: Positive emotions, Engagement, Relationships, Meaning and Accomplishment. Hence a degree of overlap and link between Positive Psychology and EI was identified.

It was in 1964 that the concept of EI first appeared (Beldoch 1964), but it was until 1995 that it became popular with the publishing of the Daniel Goleman's best-selling book Emotional Intelligence. In his book, Goleman defines EI as "the ability to understand, acknowledge and manage one's own feelings, and those of the other, allowing them to build on each other's common goals in a constructive and transparent environment and establishing positive relationships. The most recent definition of emotional intelligence was given by McPheat (2011) in his book for Emotional Intelligence stating that EI "involves a combination of competences which allows a person to be aware of, to understand and to be in control of their own emotions, to recognize and understand the emotion of others, and to use this knowledge to foster their success and the success of others". In the past 25 years, studies on EI emerged (Goleman et al., 2017; Goleman, 2011;

Petrides et al., 2010; Mayer et al, 2008; Petrides et al., 2007; Petrides et al., 2003; Cherniss et al., 2001; Petrides et al., 2001) a focus was shifted towards job performance, behavior, positive psychology and organizational studies. EI has been found an important predictor of several crucial organizational pillars such as job performance, job satisfaction, organization ownership, organization commitment and leadership skills, even though no causal relationships have been shown (Aziz et al., 2020; O'Connor et al., 2019; Gong Z. et al., 2019; Jain & Duggal, 2018; McCleskey, 2014; Seo et al., 2012; Brackett et al., 2011). In particular, the role of emotional intelligence was attributed to the success or failure of leadership in preference to experience, knowledge, and competency (Williams, 2013). These theories strongly position EI as an essential skill contributing to the advancement of a person on both professional and personal levels. In parallel, various critics addressed EI and debated on whether it is a real intelligence, and whether it is valid compared to IQ and the personality trait tests. Thus, putting EI to test and encouraging more studies in the field henceforth EI became the center of attention in business specifically on managerial levels to better understand its effect, contribution, and dimensions. As a result, metanalysis found that different dimensions and subconstructs of EI are valid even when controlling for IQ and personality traits (O'Connor et al., 2019; Koutsimani et al., 2019), leading to more examination and studies in the former field.

In parallel, since 1964 onwards, scientists among others dived deeper in the concept of EI, conducted social and neurological experiments and developed several models to measure EI. Namely, there exists three distinct EI models: ability model, mixed model and the trait model. The original ability model was developed by Peter Salovey and John Mayer in 2003. The model views EI as an intelligence and contains several abilities (i.e., skills). Mixed models were developed by several others (Bar-On (1997), Goleman (2005) among others.) who incorporated both cognitive

and non-cognitive abilities and qualities such as personality and motivational traits in their formulations. Trait model was developed by Konstantinos V. Petrides and Furnham in 2001 and is based on the assumption that personality traits are directly related to emotional functioning and views EI as a global trait inherent to one's personality**.**

Among all three models, the TEI was the least studied and was only given attention in 2007 (Wachtel, 2016). TEI stands out from other models of EI because it is rooted in personality domain rather than cognitive and social domains included in other models. Additionally, its different aspects relate to the constructs of happiness, optimism, adaptability, and well-being; associated with Positive Psychology particularly its well-being aspect (Li, C., & XU, J., 2019; Wachtel, 2016)**.** Recognizing the major role of EI in well-being, particularly since well-being is one of the four subscaleS of TEI, there exists a link between Positive Psychology and TEI. TEI (or emotional self-efficacy) is defined as a constellation of behavioral dispositions and self-perceptions concerning one's ability to recognize, process, and utilize emotion-laden information (Petrides, Frederickson, & Furnham, 2004). The model includes 4 different subscales: Well-Being (WB), Self-Control (SC), Emotionality (EMO) and Sociability (SO). (TEI - TEIQue Test, K.V. Petrides 2010; Petrides, K. V., Furnham, A., & Mavroveli, S., 2007; Petrides 2001). WB refers to feelings across time based around achievements, self-regard, and expectations (TEI - TEIQue Test, K.V. Petrides 2010). Self-Control (SC) refers to regulating and having control over emotions, impulses, and stress (TEI - TEIQue Test, K.V. Petrides 2010). Emotionality (EMO) refers to the ability to perceive, express, and connect with emotions in self and others, which can be used in creating successful interpersonal relationships (TEI - TEIQue Test, K.V. Petrides 2010). Sociability (SO) refers to being socially assertive and aware, managing others' emotions, and effectiveness in communication and participation in social situations (TEI - TEIQue Test, K.V. Petrides 2010).

Since TEI is conceptuality different from other EI models and social intelligence, several studies explored the relationship between TEI, work, leadership and psychology. On a psychology level, TEI was positively linked with well-being, mood regulation, mental health and life satisfaction via positive effect (Li, C., & XU, J., 2019; Kong et al., 2013; Augusto et al., 2010; Mikolajczak et al., 2007; Liu et al., 2003). On an organizational and leadership level, TEI was positively associated with job satisfaction and task efficacy (Kafetsios & Zampetakis 2008). Moreover, on leadership level, TEI was positively associated with leadership self-efficacy (Villanueva et al., 2007). In particular, leaders reported significantly higher TEI scores than non-leaders (Siegling, A. B., Nielsen, C., & Petrides, K. V. 2014). Lastly, TEI was negatively associated with levels of work interfering with family life and family life interfering with work (Biggart et al., 2010), which can be explored within the context of the COVID-19 pandemic.

2.1.2. Burnout Models

The term burnout was firstly studied in 1974 by Herbet Freudenberger an American Psychologist. Burnout was characterized by a set of symptoms including but not limited to exhaustion, physical pain, quickness to anger and closed thinking. Adding on, it was evident that those burned-out experiences actions and looks similar to those who are depressed. Furdenberger work triggered the interest in burnout specifically in occupational burnout. It was in 1981 that Christina Maslach described burnout as a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who work with people in some capacity. (Maslach, C. & Jackson, S.E., 1981).

The theory bases burnout on stress in the work environment and imbalances and is derived from three models: Job Demands-Resources (JD-R), Conservation of Resources (COR) and Areas of Work life (AW) (World Psychiatry, 2016). The JD-R and COR models state that burnout

emerges from experiencing perpetual job demands accompanied with insufficient resources deemed essential to complete the job. The models focus on job characteristics (Vogt et., al, 2016; Halbesben, 2014), hence, if employees face difficult characteristics that do not align with their needs, then they will be less motivated, burnout and quit their jobs (Moon et al., 2013; Hobfoll, 2011). Whereas the AW model highlights six key areas for imbalance leading to burnout: workload, control reward, community, fairness, and values. All of which when missing, negatively affect organizational outcomes such as job performance, social behaviors, and personal wellbeing (Maslach et al., 2016; Sora et al., 2013).

Following, Maslach and Susan Jackson developed an instrument to assess this burnout in all its dimensions and named it the Maslach Burnout Inventory (MBI) (Maslach, C. & Jackson, S.E., 1981). Consequently, the MBI has been adapted as a worldwide instrument to measure and understand burnout specifically in professions including human service and interaction since Burnout still may be a greater problem in occupations where employees are more in interaction with other people (clients, customers, etc.) rather than dealing with things and information (Maslach et al., 2001). Currently, the World Health Organization defines burnout as follows: "Burn-out is a syndrome conceptualized as resulting from chronic workplace stress that has not been successfully managed. It is characterized by three dimensions: feelings of energy depletion or exhaustion; increased mental distance from one's job, or feelings of negativism or cynicism related to one's job; and reduced professional efficacy (World Health Organization, 2019). Despite, burnout not being considered as a health condition or an illness, it can best be described as an "Occupational Phenomena". Adding on, it is worth highlighting that burnout and depression are two different constructs that and it differentiate in their respective subdimensions, hence they cannot be treated similarly even though there exists a correlation between both (Koutsimani et al.,

2019). Being an occupational phenomenon resulting from a prolonged period of excessive work-related stress, burnout became a topic of interest on an organizational level. Mainly as burnout likelihood augments feelings and practices of depersonalization, inefficiency and negative aspects increase concurrently, thus affecting performance and productivity. Employees become careless, manifesting lower energy, constant delays and feelings of being overwhelmed. This decline in the quality and quantity of work is costly for both the employee and the employer (Maslach et al., 2016). Thus, organizations started looking more in depth about the causes, symptoms, effects and treatments of burnout in order to prevent and attune its impact. Moreover, some theories suggest that Burnout can be calculated as an overall total score (Doulougeri et al., 2016; Chironetal, 2010; Golembiewski & Munzenrider, 1981), while other literature recommend calculating burnout according to its singular dimensions (Maslach and Jackson, 1986).

2.1.3. The relationship between TEI and Burnout

Literature offers various information and examination of both concepts: TEI and burnout, inter- and intra- linking them to organizational dimensions. When the manager cherishes emotions, so will the employees. Consequently, if the manager feels happy, innovative, empathetic and enthusiast, then the employees most probably will mirror or reflect the same emotions. If the employees feel the former feelings, then most probably outcomes and customers would reflect similar ones. Several studies examined TEI, and nowadays findings highlight more its linkage with job satisfaction and efficacy (Furnham et al., 2021; Kafetsios & Zampetakis 2008; Petrides et al., 2007; Villanueva et al., 2007; Petrides 2003). TEI has been linked positively with positive work attitudes and work outcomes, job satisfaction, efficacy, affective commitment and productivity (Furnham et al., 2021; Clarke et al., 2017; Kafetsios & Zampetakis 2008; Petrides et al., 2007; Petrides 2003). Generally, TEI was also linked with positive attitude, well-being, mood regulation,

enhanced mental health and Positive Psychology (Li, C., & XU, J., 2019; Kong et al., 2013; Augusto et al., 2010; Mikolajczak et al., 2007; Liu et al., 2003). On the other hand, there exists limited literature stating that there is no direct or significant relationship between TEI and different aspects of job performance and team cohesiveness (Quoidbach et al., 2009).

On a managerial level, 90% of the difference between senior level leaders with excellent performance and other average leaders is attributed to EI skills (Walter et al., 2011). Managers influence their employees and their decision of whether to stay or leave an organization namely, employees leave when they do not think that their respective managers appreciate their work and treat them fairly (Celik, 2013; Fisher, 2013). From here, being a virtuous, efficient, and effective manager requires EI and in particular TEI skills and capabilities especially nowadays (Miao et al., 2018; Li et al., 2018; Mikolajczak et al., 2012; Brackett et al., 2011; Bratton et al., 2011; Davis, 2011). Meta analysis showed that managers TEI significantly predicts subordinates' job performance, as well as inspirational motivation and individualized consideration (Mia et al., 2018; Barling et al., 2000). Moreover, Siegling et al., (2014) found that high TEI is a common characteristic among managers. In addition, Mikolajczak et al., (2012) discovered that managers with low TEI had difficulties putting their emotions aside compared to their average and high TEI peers, hence affecting subordinates' relationship and motivation. From here, since organizations nowadays are constantly pushing employees and managers to improve performance and efficiency, EI is to be set at the center of their strategies. It constitutes a vital skill in organizations with continuously changing behaviors and motivations. With COVID-19, TEI is critical, according to Cherniss & Goleman et al. (1998) "even when you work in a solitary setting, how well you work has a lot to do with how well you discipline and motivate yourself".

On the other hand, to improve performance, adapt to changes or achieve organizational goals some employees and/or managers overwhelm and overwork themselves. In today's workplace employees are willing to go beyond their terms of refences and job requirement to improve performance and their positions (Adams et al., 2002). In other words, put themselves at the risk of "burnout". In general, highly demanding jobs or pejorative work environments may deplete both physiological and psychological aspects of employees leading to burnout, whereas encouraging motivation, positive attitudes, understanding and well-being would reduce the impact of high job demand and the respective physiological and psychological consequence like burnout (Xanthopoulou, D. et al., 2007, Demerouti et al., 2001). Meaning that when managers fail to support employees, and working environments are too challenging and demanding, employees become stressed, their motivation may decline. Hence, they would feel dissatisfied, depressed and burnout (Lee, J. J., & Ok, C., 2012). A prominent example of demanding work environments catalyzing burnout is the humanitarian (NGOs) field (Wood et al., 2020; Jachens et al., 2018; Eriksson et al., 2013; Connorton, Perry, Hemenway, & Miller, 2011). The nature of this field is directly linked with pressure, unexpected situation and workload that would result in chronic stress eventually leading to burnout (Ager et al.,2012; Eriksson et al., 2013). Not only this, but going beyond the humanitarian context and challenging encounters, NGOs play a key role in social workers burnout as budgets, culture, human resources policies and practices are concerned (Ehrenreich, 2006; Ager et al., 2012; Pigni, 2014). Literature showed that employees – in this case humanitarian field workers– who recurrently suppress their real emotions or fake them to follow rules and regulations usually suffer a continuing discrepancy between inner feelings and outward expressions (Grandey, 2000). In its turn, this emotional discrepancy results with emotional discomfort and stress which consequently leads to burnout and specifically job dissatisfaction

(Cheung and Tang, 2009). This situation was amplified with the COVID-19 pandemic, switching to remote working, and leading to a work-life imbalance as offices shifted home. Thus, augmenting the likelihood of burnout.

Examining the above, it is critical to highlight that there exists a correlation between TEI and burnout rates, and it is a negative one. TEIhas increasingly been considered as a helpful way to enhance stress resilience, mental health and was directly linked to positive psychology (Wachtel, 2016; Kong et al., 2013; Augusto et al., 2010; Mikolajczak et al., 2007; Brackett & Katulak, 2006; Liu et al., 2003). Meaning, that higher TEI leads to lower risks of burnout. Since employees with high TEI have a better self-perception of social ability and more successful interpersonal relationships with less interpersonal aggression and problems (Siegling et al., 2014; Kong et al., 2013; Augusto et al., 2010; Mayer et al., 2008). These skills help employees relate and understand their colleagues and customers thereby making them less prone to burnout from interpersonal relationships (Li et la., 2019; Mayer et al., 2008). Adding on, previous literature and research featured the effects of TEI on decreasing occupational stress, reducing negative moods, and sensing positive emotional states – decreasing risks and rates of burnout (Wachtel, 2016; Siegling et al., 2014; Kong et al., 2013; Augusto et al., 2010; Mikolajczak et al., 2007; Brackett & Katulak, 2006; Liu et al., 2003). On a managerial level, it has been shown that managers with high TEI can use different emotions to tackle day-to-day problems and challenges, hence offsetting dissatisfaction most efficiently in work (Nastasha and Farcas, 2015; Siegling et al., 2014; Kong et al., 2013). In 2018, Edwin Naharire examined the relationship between EI and burnout among the humanitarian sector workers, the results showed a negative correlation between EI and burnout, as well as EI and stress. Lastly, there exists no literature on the effect of TEI on burnout in the

humanitarian sectors in particular in light of the COVID-19 pandemic and turmoil in Lebanon, hence the contribution of this study.

2.3. Conceptual Framework

Summarizing the above literature, there exists a negative relationship between EI and burnout in all their respective dimensions. However, no literature examining how TEI can affect burnout rates of both managers and non-managers in the humanitarian sector in Lebanon in light of the COVID-19 pandemic has been found. Studying the previously mentioned relationship within the current contextual change from COVID-19 and increasing stress on both the humanitarian sector can result with increasing and insightful answers, which in turn leads to a better understanding of reasons and mitigation for spikes in burnout rate. Thus, the purpose of this study was to analyze the relationship between TEI and burnout rates among managers and non-managers. The theory related burnout rate to trait emotional intelligence, controlling for status (managerial and non-managerial) and working from home. The study targeted both managers and non-managers in the humanitarian sector in Lebanon. The dependent variable was defined as "burnout" and is characterized by three dimensions: Emotional Exhaustion (EE), Depersonalization (DP) and Reduced Personal Accomplishment (PA). The independent variable was defined as TEI with four dimensions: well-being (WB), self-control (SC), emotionality (EMO), and sociability (SO) and the control and intervening variable(s), will be status (managerial and non-managerial), and working from home.

The conceptual framework for this research is as follows:

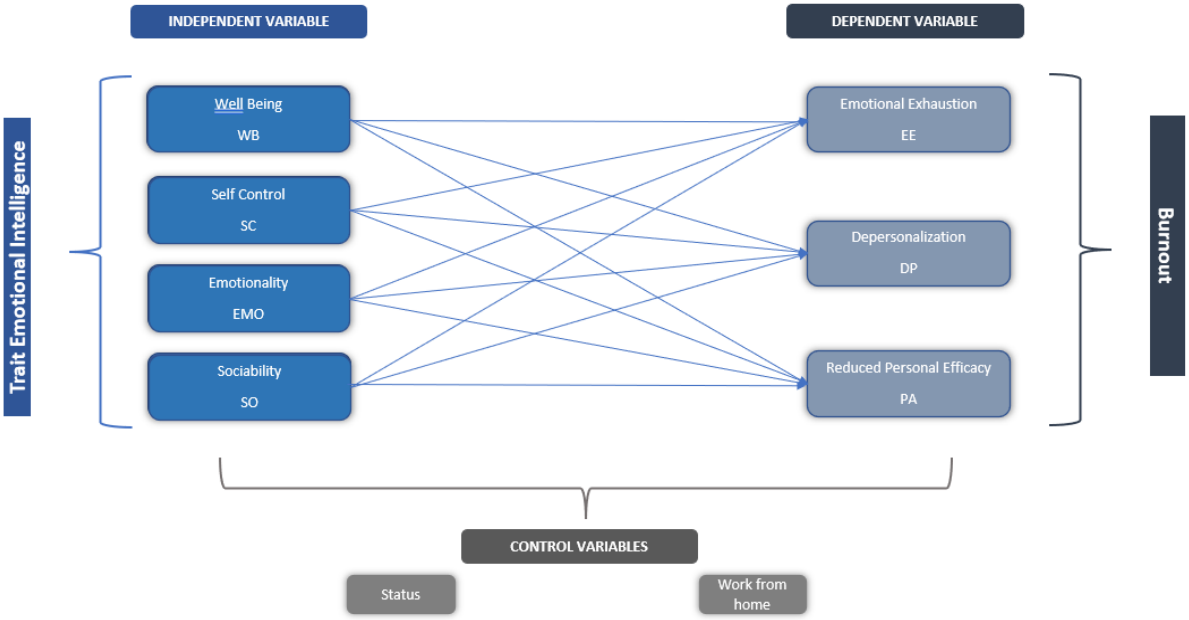

Figure 1 Conceptual Framework

The table below (table 1) represents the hypothesis and alternative hypothesis to be tested respective to each dimension of TEI and Burnout:

Research Question	Hypothesis
What is the effect of TEI on Burnout as a total score among both managers and employees in the humanitarian field whilst controlling for the effects of status and work from home experience?	**H1** *There is an inverse relationship between TEI and burnout as total score. The higher the TEI score, the lower is the burnout score*
What is the effect of TEI's subscales on EE?	**H2***: There is an inverse relationship between TEI and EE* **H2.A***: There is an inverse relationship between WB and EE* **H2.B***: There is an inverse relationship between SC and EE* **H2.C***: There is an inverse relationship between EMO and EE* **H2.D***: There is an inverse relationship between SO and EE* **H2.E***: There is an inverse relationship between all TEI four subscales and EE*
What is the effect of TEI's subscales on DP?	**H3***: There is an inverse relationship between TEI and DP* **H3.A***: There is an inverse relationship between WB and DP* **H3.B***: There is an inverse relationship between SC and DP* **H3.C***: There is an inverse relationship between EMO and DP* **H3.D***: There is an inverse relationship between SO and DP* **H3.E***: There is an inverse relationship between all TEI four subscales and DP*
What is the effect of TEI's subscales on PA?	**H4***: There is a direct relationship between TEI and PA* **H4.A***: There is a direct relationship between WB and PA* **H4.B***: There is a direct relationship between SC and PA* **H4.C***: There is a direct relationship between EMO and PA* **H4.D***: There is a direct relationship between SO and PA* **H4.E***: There is a direct relationship between all TEI four subscales and PA*

Table 1 Hypotheses to be tested

CHAPTER III: Research Methodology

First, this chapter presents the overall research methodology, the targeted research population – workers in the humanitarian sector in Lebanon, as well as the sampling technique applied. Second, it explores the data collection instruments and procedures whilst ensuring validity and reliability. Third, the chapter introduces the quantitative data analysis tools to test the hypotheses and alternative hypotheses.

3.1. Target Population and Sampling Method

The COVID-19 pandemic impact led to significant changes, around the world (Goldin, 2020). Particularly Lebanon was not only impacted by the pandemic but was hit by different crises (Human Rights Watch, World Report 2021, "Lebanon events 2020" section). Hence, leaving the population to deal with extra burden on physio- and psycho-logical levels. Workers in the humanitarian fields were the impacted by this situation (United Nations News, Economic Development, 2020; Driss, 2020; Poole et al., 2020). They are required to put in longer hours of work, facing exponentially increasing work volume and pressure, hence becoming more prone to burnout (Kniffin et al., 2020; Bapuji et al., 2020; Hayes et al., 2020; Ayyala et al., 2020; Wilke et al., 2020). In the case of Lebanon, there exists two prominent civil society networks: the Lebanon Humanitarian and Development Forum (LHDF) and the Lebanon Humanitarian INGO Forum (LHIF) whose members are respectively active NGOs and INGOs, yet it does not include all registered organizations in the country. However, there is no official number from the Ministry of Interior on the registered humanitarian actors working. The closest estimate of active humanitarian organizations is that of Daleel Madani: A civil society platform used by working NGOs, INGOs, development agencies and UN agencies in Lebanon. The platform includes 1,221 active

humanitarian organization of which 1,058 are registered and 163 are not (Daleel Madani, 2021, "Civil Society Directory" section). These numbers align with other existing numbers presented by the American University of Beirut (AUB) NGO and International NGO directory, (AUB, 2021, Lebanon Research Guide: "NGOs, IGOs: Home" section), and the Arab NGO Portal (Arab NGO Portal, 2021, "NGO directory: Lebanon" section).

The population of interest in this study are workers in the humanitarian sector in Lebanon who are currently employed or have been employed since March 31st, 2020, or earlier - coinciding before the COVID-19 pandemic lockdown. According to literature, the humanitarian field constitutes a challenging work environment linked with pressure on different levels, hence it exacerbates burnout among employees (Ager et al.,2012; Eriksson et al.,2013). With the current situation in Lebanon, humanitarian workers are facing increasing stress, thus examining the situation would result with insightful answers and solutions for burnout in the field. Example of humanitarian workers are all employees working with non-profit, non-governmental organizations (classified under the Lebanese Law of Associations). Here to mention that employees of multi-lateral organizations were excluded from this study; hence the total number of remaining humanitarian organization is 883 (Daleel Madani, 2021, "Civil Society Directory" section). Example of such organization include but are not limited to United Nations organization, European Commission representatives, Development Agencies, since such entities have their existing policies and structures to measure and mitigate employees' burnout. The sampling targeted both managers and non-managers. Managers were defined as those with a management position formally established in the organizational hierarchy managing at least 2 individuals. Non-managers were defined as those who are supervised by managers and have no official management position. Those two positions are typically discernible through organizational titles. According to

Bartlett (2001), it is recommended to collect 5 responses per statement in the questionnaire, hence, based on the number of statements measuring the independent (30 statements) and dependent variables (22 statements) we aimed to reach 255 responses as a final sample size using the stratified random sampling technique (Ajay S. & Micah B., 2014).

3.2. Data Collection Instrument and Procedure – validity and reliability

First, we asked the permission of humanitarian sector organizations working in Lebanon for their employees to take part in this research by explaining the purpose of the research, sending the survey a priori and consenting through email. The organizations were contacted through the two humanitarian networks in Lebanon; the Lebanon Humanitarian and Development Forum (LHDF) and the Lebanon Humanitarian INGO Forum (LHIF) whose members are respectively active NGOs and INGOs, and the Daleel Madani platform civil society directory.

To collect the data, we used pre-existing scales to measure Trait EI and Burnout through Likert scale questions survey developed on Survey Monkey. When piloting the survey, we modified some wordings for the respondents to better understand the statements, the average duration of the survey was reduced to 9-minutes and demographic information were put towards the end of the survey to ensure that participants would complete the survey and to avoid response fatigue bias. Adding on, the survey isa self-reporting, self-reflection one and anonymous to ensure objectivity in answering questions. Hence, it was shared through a unique usage link in both English and Arabic, via email directly sent to the HR, then shared with the different employees and participants were given a period of 2 weeks to share their responses. The survey included demographics at the end that aims to collect demographic data and the control variables: work from home and status (managerial or non-managerial).

To measure TEI, we used the Trait Emotional Intelligence Questionnaire - TEIQue SF - (K.V. Petrides, 2009; Petrides and Furnham, 2001) consisting of a set of 30 statements of which 8 statements measuring EMO of which 5 were reverse coded, 6 statements measuring SO of which 3 were reverse coded, 6 statements measuring SC of which 3 were reverse coded, 6 statements measuring WB of which 2 were reverse coded and 4 statements measuring EI in general of which 2 were reverse coded. Respondents stated their level agreement on a Likert-scale from 1 to 7 such that "Completely Disagree (1) to Completely Agree (7). The TEIQue test measures expansively the TEI and has been cited in more than 2,000 academic studies, with wide-ranging evidence supporting its reliability and validity (Andrei et al., 2016). However, a small backfall of this test is that we can have response error since it is a self-reporting one, from here the survey responses are kept anonymous to avoid social desirability of the respondents. (Tett et al., 2012). Although there exists a long and a short version of the TEIQue, in this research we used the shorter version as it has a better completion rate than the longer one (Bowling et al., 2020; Dr. Berdie, 1973), and has proved to be significantly reliable, valid and accurate (Pérez-Díaz, P. A., et al., 2021; Andrei et al., 2016; K.V. Petrides 2009; Petrides and Furnham, 2003). For language sensitivity and ensuring that respondents were comfortable with the language, we used the Arabic version from the TEIque website, this version was developed by Maria-Jose Sanchez-Ruiz (2017) (Lebanese American University) and has been previously used in EI studies.

To measure burnout, we used the Burnout Maslach Inventory (MBI HSS) test consisting of 22 statements asking for how frequently the respondent experiences the statement, according to the following six-point Likert-scale: Never, Rarely (few times a year), Sometimes (few times a month), Frequently (few times a week) and Always (every day). The test covered all three sub dimensions of Burnout: Emotional Exhaustion (EE), Depersonalization (DP), and Personal

Accomplishment (PA). Out of the 22 statements: 9 statements cover EE, 5 cover DP and 8 cover PA (all 8 were reverse coded). There is discrepancy in how to calculate burnout. In some cases, burnout was calculated as a total score (Doulougeri et al., 2016; Chironetal, 2010; Golembiewski & Munzenrider, 1981) while the scale developers Maslach and Jackson (1986) advise not to use an overall scoring for burnout instead score singular scores for each dimension according to the below cut-off scores. For the MBI HSS, we used S. Nasrawi & F. Ben Zerwal (2017) version and went for a professional translator to adjust the statements.

LEVEL	EE	DP	PA
HIGH	27+	13+	39+
MODERATE	17-26	7-12	32-38
LOW	0-16	0-6	0-31

Table 2 Burnout Maslach Inventory (MBI HSS) Scoring reference

This instrument was used because of its validity and reliability: 0.80 alpha range evident in literature (Wheeler et a., 2011; Schepman and Zarate, 2008; Schaufeli & Enzmann, 1998; Maslach et al., 1997).

From an ethical perspective, we ensured to align with set criteria of ethical research. This compliance was assured by asking for consent from organizations and individuals prior data collection and the right/freewill to take part or to withdraw from the survey as convenient. Hence, an email was sent to the HR for approval of the survey via email and employees were given the freedom of choice to participate or not in the survey. Participants were assured that responses provided or abstaining from participation would not affect their jobs. Adding on, privacy, anonymity, and confidentiality of respondents' inputs was ensured since results were presented in aggregate format.

To check the full survey and emails shared with organizations and individuals please see Appendices I, II and II.

3.3. Testing the Hypotheses and Data Analysis

Our general research question: **What is the effect of TEI on burnout as a total score among both managers and non-managers in the humanitarian field whilst controlling for the effects of status and work from home experience?"**

To test the hypotheses, first, we used simple linear regression to regress TEI and burnout total scores for managers and non-managers respectively. Similarly, we conducted simple linear regression to test the effect of WB, SC, EMO and SO on EE, DP, and PA respectively. Then we ran multiple linear regression to examine the relationship of all subscales of the independent variable TEI on all the dimensions of the dependent variable burnout, to see which subscale had the largest magnitude. Second, to compare the scores of TEI and burnout across work from home and status (managerial or non-managerial) and burnout dimensions we conducted the independent t-test. Third, we conducted the two-way ANOVA test to measure differences within subscales of TEI and subscales for burnout for managers and non-managers, and from working from.

3.4. Chapter Summary

This chapter outlined the process and steps implemented in this study in order to examine the effect of TEI on burnout among managers and employees. The sampling process, data collection and analysis tools were presented in detail. The necessary ethical and practical consideration were put in place as well. The subsequent chapter will analyze the results obtained from the data collection along with the implications.

CHAPTER IV: Data Analysis

This chapter presents the results of the data analysis. It starts with data screening and reliability analysis results. Then, it summarizes the descriptive measures of the data. Finally, the chapter presents the results of the hypotheses tested using regression analysis.

4.1.Data Screening

4.1.1. Missing Data and Response Rate

The survey was sent out in an email to 31 NGOs, INGOs and Networks of NGOs. 17 different organizations replied positively and agreed on taking part in the study, 3 organizations provided negative responses and 12 organizations did not reply. Hence, 278 responses were collected from 17 participating NGOs/INGOs in both Arabic (79 respondents) and English (199 respondents) over a period of 3 weeks.

SPSS was used to compile, clean, and analyze the data. First, the data was cleaned from incomplete responses to ensure a more accurate and reliable data. After cleaning, the total number of responses stood at 239 respondents (85.9% of the data collected) of which 113 respondents were non-managers and 106 were managers. Second, we labeled, and reverse coded the questionnaire (when applicable). Refer to Appendix IV for recoded statements.

Third, the questionnaire included demographic information related to participants specifically: Gender, Age, Educational Level, Employment Level, Working from Home status. Hence, to better present and analyze the demographic data, dummy variables were generated.

Fourth, the subscales and total scores for TEI and BO were generated respectively. To calculate TEI, we summed up all 30 statements and divided the score by 30 for an average. For WB we summed up all 6 statements and divided by 6. For SC we summed up all 6 statements and

divided by 6. For SO we summed up all 6 statements and divided by 6. For EMO we summed up all 8 statements and divided by 8. To calculate EE we summed up all 9 statements, to calculate DP we summed up all 5 statement and to calculate PA we reverse coded all 8 statements and summed up. To calculate BO: BO = EE + DP + PA. Refer to Appendix III for calculations.

Finally, outliers in variables were explored. Outliers were identified in 8 different variables. Eight outliers corresponded to the same individual. The difference between the mean value and 5% trim mean varied between 0.1 and 0.17. When the outliers were removed, few reliability changes occured, but there was no noticeable improvement. Since it is advisable not to touch outliers, and to avoid the further decrease in the number of respondents, the outliers were not removed from the final data (Mourao-Miranda et al., 2011, Zijlstra et al., 2011.). The descriptive measures and reliability analysis results will be presented in the following section.

4.2. Descriptive Analysis

4.2.1. Descriptive Statistics

In this section, we present a profiling of the respondents pertaining to their demographics and status (managerial, non-managerial).

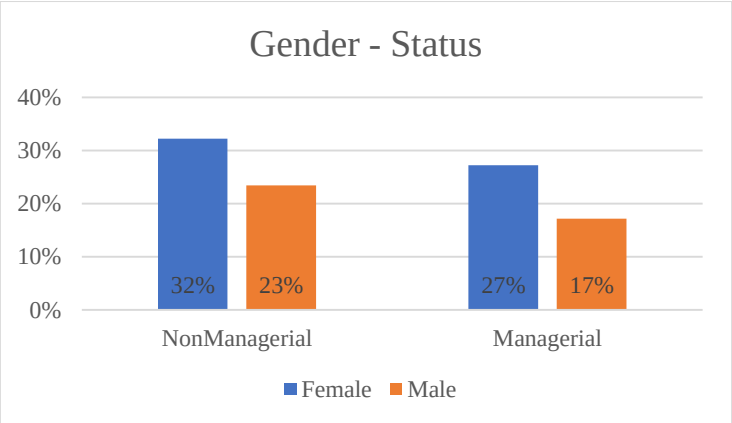

Figure 2 Gender - Status

As presented in figure 2, 77 (32.22%) of the respondents are females in non-managerial positions and 56 (23.43%) are males in non-managerial positions. 65 (27.19%) of the respondents are female managers and 41 (17.15%) are male managers. Most of the respondents are females 142 (59.4%) and 97 (40.6%) are males. Respondents in non-managerial positions 133 (55.64%) surpassed those who are in managerial positions 106 (44.35%).

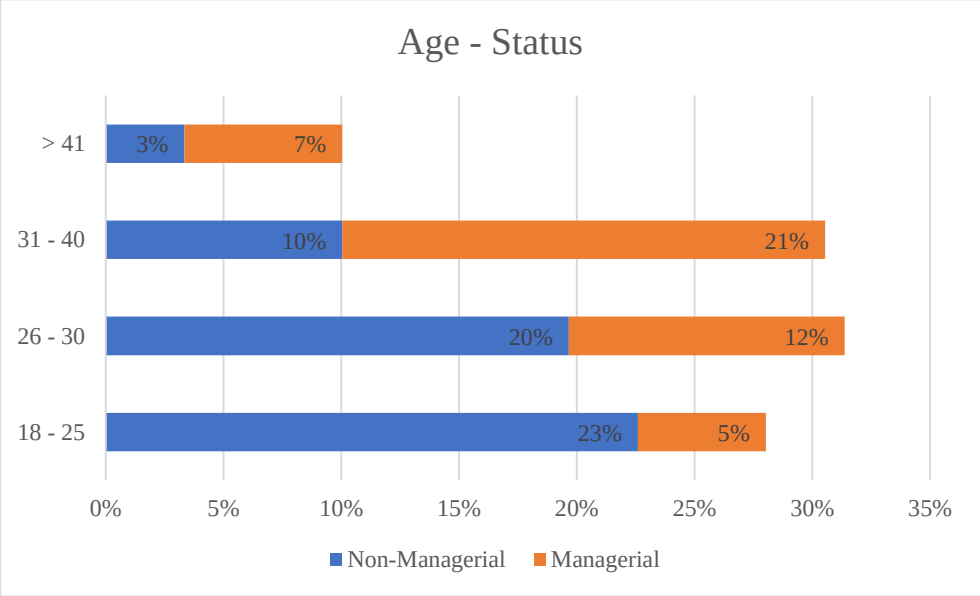

Figure 3 Age - Status

As per figure 3, 67 (28%) respondents are between the age 18 and 25 years with the majority being non-managers. Seventy five (31.4%) are between 26 and 30 years old with the majority being non-managers, 73 (30.5%) are between 31 and 40 years old of which 49 are managers, leaving 24 (11.1%) of the respondents over the age of 41 of which 16 are managers. Thus, the respondents are relatively young with 59.4% still characterized as youth and young adults according to the UN (Definition of Youth, Fact Sheet, 2013).

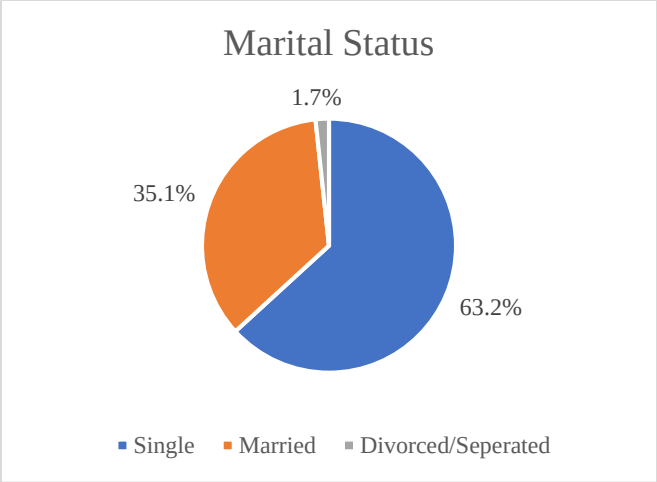

Figure 4 Marital Status

As per figure 4, 151 (63.2%) respondents are single, 84 (35.1%) are married and 5 (1.7%) are divorced/separated.

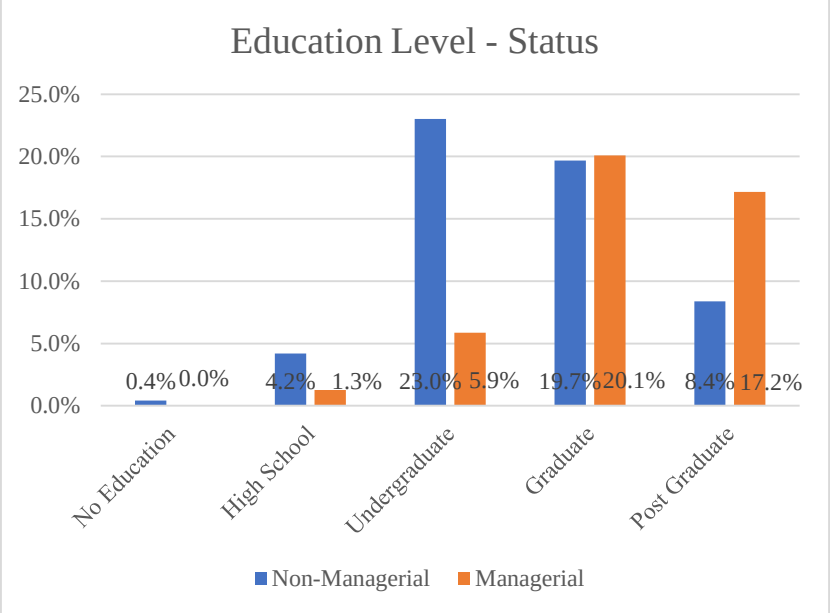

Figure 5 Education Level - Status

As per figure 5, 69 (28.9%) respondents have an undergraduate degree with the majority being non-managers, 95 (39.7%) respondents have a graduate degree with 48 being managers, and a relatively high number 61 (25.5.%) respondents have a post graduate degree of which 41 are managers.

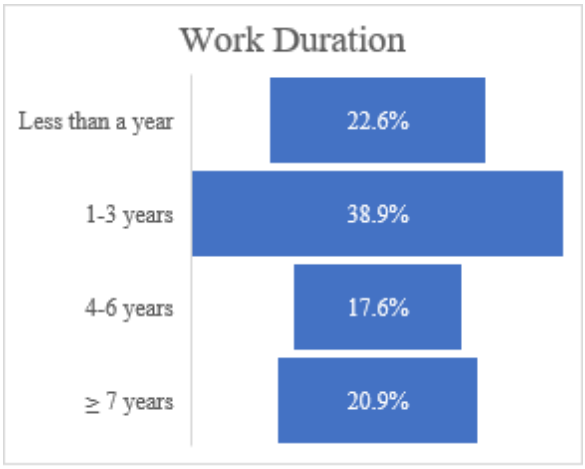

Figure 6 Work Duration at Organization

As presented by figure 6, 54 (22.6%) have been working for less than a year, 93 (38.9%) respondents have been working for 1 to 3 years with their organization, only 42 (17.6%) have been working between 4 to 6 years with their organization and 50 (20.9%) have been working for more than 7 years.

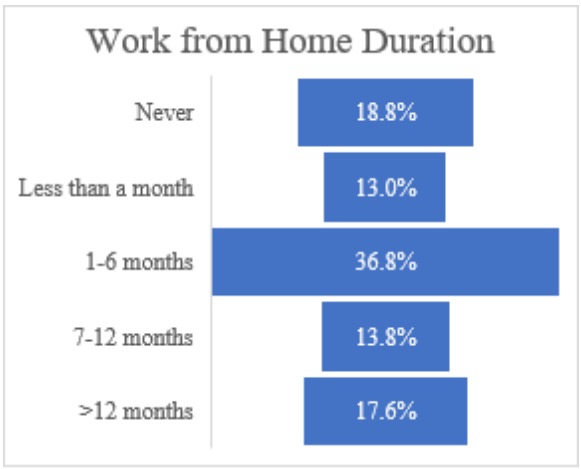

Figure 7 Work from Home Duration

As presented in figure 7, during the past period, 45 (18.8%) respondents have never worked from home, 31 (13%) worked from home for less than a month, 88 (36.8%) worked home between 1 and 6 month, 33 (13.8%) worked from home between 7 and 12 months, and 42 respondents (17.57%) worked from home for more than a year.

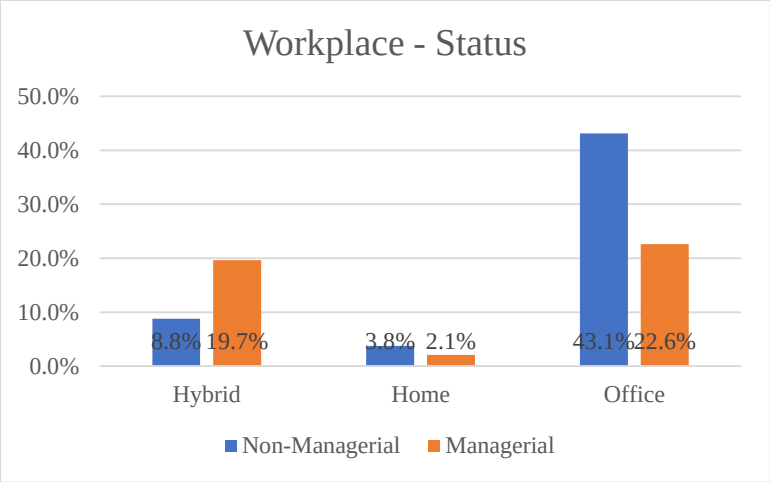

Figure 8 Workplace – Status

According to figure 8, currently 157 (65.69%) respondents work from the Office of which 54 are managers and 103 are non-managers, 68 (28.45%) respondents work Hybrid of which 47 are managers and 21 are non-managers and only 14 (5.86%) respondents work from home of which 9 are non-managers.

The average TEI score for 239 respondents was 4.59 over 7.

- SC: 4.37
- EMO: 4.68
- WB: 4.87
- SO: 4.49

The average BO subscale scores were:

- EE: 19.88 over 54
- DP: 7.08 over 30
- PA (Reverse Coded): 14.62 over 48

4.2.2. Reliability Analysis

To measure the reliability of the scale and subscales we ran the Cronbach's Alpha test for BO, EE, DP and PA and, TEI, EMO, WB, SC and SO respectively.

Scale/Subscale	Cronbach's Alpha
BO	.879
EE	.864
DP	.740
PA	.801
TEI	.867
EMO	**.573**
SC	**.531**
SO	.644
WB	.704

Table 3 Cronbach's Alpha

For a scale to be reliable, its alpha value should be larger than .61 (Taber, K.S., 2018). Referring to the table above (table 3), BO and its subscales EE, DP and PA are reliable with respective scores of .879 (22 items), .864 (9 items), .740 (5 items) and .801 (8 items) which aligns with previous reliability results of the scale (Doberty, A.S. et al., 2021, Gomez Garcia et al., 2019). As for the TEI scale and subscales, TEI, SO and WB are reliable with respective scores of .867 (30 items), .644 (6 items) and .704 (6 items). On the other hand, EMO and SC are unreliable with respective scores of .573 (8 items) and .531 (6 items). Only few studies (Feher et al. 2019; Siegling et al. 2015) reported results on reliability and validity on both levels the overall scale and the subscale. Compared to previous studies, EMO and SC have a lower alpha value than SO, WB and TEI yet they remain reliable (Zampetakis, 2011). Hence, the results align with previous ones.

4.3.Hypothesis Testing and Research Question Results

SPSS was used to test the hypotheses presented previously, hence simple linear regression for each hypothesis was ran to answer the research question. The following table summarizes the results of the hypothesis testing. Overall, out of 19 hypotheses, 15 were supported with significant results and 4 not supported.

Research Question	Hypothesis	Result	Significance *p*=
What is the effect of TEI on burnout as a total score among both managers and non-managers in the humanitarian field whilst controlling for the effects of status and work from home experience?	**H1** *There is an inverse relationship between average score of TEI and burnout as total score. The higher the TEI score, the lower is the burnout score*	Supported	0.000
What is the effect of TEI's subscales on EE?	**H2***: There is an inverse relationship between average score of TEI and EE*	Supported	0.009
	H2.A*: There is an inverse relationship between WB and EE*	Supported	0.004
	H2.B*: There is an inverse relationship between SC and EE*	Supported	0.020
	H2.C*: There is an inverse relationship between EMO and EE*	Not Supported	0.587
	H2.D*: There is an inverse relationship between SO and EE*	Not Supported	0.193
	H2.E*: There is an inverse relationship between all TEI four subscales and EE*	Supported	0.019

Table 4 Hypotheses Testing Results

Research Question	Hypothesis	Result	Significance *p=*
What is the effect of TEI's subscales on DP?	**H3***: There is an inverse relationship between average score of TEI and DP*	Supported	0.005
What is the effect of TEI's subscales on DP?	**H3.A***: There is an inverse relationship between WB and DP*	Supported	0.019
	H3.B*: There is an inverse relationship between SC and DP*	Supported	0.042
	H3.C*: There is an inverse relationship between EMO and DP*	Supported	0.012
	H3.D*: There is an inverse relationship between SO and DP*	Not Supported	0.436
	H3.E*: There is an inverse relationship between all TEI four subscales and DP*	Supported	0.030
What is the effect of TEI's subscales on PA?	**H4***: There is a direct relationship between average score of TEI and PA*	Supported	0.000
	H4.A*: There is a direct relationship between WB and PA*	Supported	0.000
	H4.B*: There is a direct relationship between SC and PA*	Supported	0.000
	H4.C*: There is a direct relationship between EMO and PA*	Not Supported	0.507
	H4.D*: There is a direct relationship between SO and PA*	Supported	0.001
	H4.E*: There is a direct relationship between all TEI four subscales and PA*	Supported	0.000

Table 5 Hypothesis Testing Results Continuation

Question 1: *"What is the effect of TEI on Burnout as a total score among both managers and non-managers in the humanitarian field whilst controlling for the effects of status and work from home experience?"*

We tested H1 using simple linear regression: *There is an inverse relationship between average score of TEI and burnout as total score. The higher the TEI score, the lower is the burnout score*

The regression showed a significant inverse relationship between the average score of TEI and burnout as a total score with a significance of $p = .000$. $r = .262$ and $r^2 = .069$ (all p-values reported in the thesis are two-tailed). Hence, H1 is supported, Such that:

$$BO = 70.347 - 6.259\ (TEI)$$

If the average total score of TEI = 0 then BO = 70.347 on average out of a total score of 132. On a scale of 1 to 7 when the average total score of TEI increases by 1 point, the total score of BO decreases by 6.259 points on average.

Question 2: *"What is the effect of TEI's subscales on EE?"*

We tested H2, H2.A, H2.B, H2.C, H2.D and H2.E respectively by running a simple linear regression.

H2*: There is an inverse relationship between average score of TEI and EE*

The regression showed a significant inverse relationship between the average score of TEI and EE with a significance of $p = .009$. $r = .169$ and $r^2 = .028$. Hence, H2 is supported, Such that:

$$EE = 30.331 - 2.274\ (EI)$$

If the average total score of EI = 0 then EE = 30.331 on average out of a total score of 54, the EE score shows a high level of EE burnout. On a scale of 1 to 7 when the average score of EI increases by 1 point, the total score of EE decreases by 2.274 points on average.

H2.A*: There is an inverse relationship between WB and EE*

The regression showed a significant inverse relationship between the average score of WB and EE with a significance of p = .004. r = .185 and r^2 = .034. Hence, H2.A is supported, Such that:

$$EE = 27.948 - 1.656\ (WB)$$

If the average score of WB = 0 then EE = 27.948 on average out of a total score of 54, the EE score shows a medium level of EE burnout. On a scale of 1 to 7 when the average score of WB increases by 1 point, the total score of EE decreases by 1.656 points on average.

H2.B*: There is an inverse relationship between SC and EE*

The regression showed a significant inverse relationship between the average score of SC and EE with a significance of p = .020. r = .151 and r^2 = .023. Hence, H2.B is supported, Such that:

$$EE = 27.073 - 1.648\ (SC)$$

If the average score of SC = 0 then EE = 27.073 on average out of a total score of 54, the EE score shows a medium level of EE burnout. On a scale of 1 to 7 when the average score of SC increases by 1 point, the total score of EE decreases by 1.648 points on average.

However, since SC low reliability (.531), this hypothesis will not be discussed in the following section.

H2.C*: There is an inverse relationship between EMO and EE*

The regression did not show a significant inverse relationship between the average score of EMO and EE as the significance is p = .587. r = .035 and r^2 = .001. Hence, H2.C is not supported. Adding on, EMO has a low reliability (.573) hence it will not be discussed nor presented in the following section.

H2.D*: There is an inverse relationship between SO and EE*

The regression did not show a significant inverse relationship between the average score of SO and EE as the significance is p = .193. r = .085 and r^2 = .007. Hence, H2.D is not supported.

H2.E*: There is an inverse relationship between all TEI four subscales and EE*

Before conducting a multiple regression to test H2.E., a multicollinearity diagnostic was run. The Eigenvalue varied between .017 and .029 (close to zero), hence there was no collinearity among independent variables (Lee C. et al., 2015, Hill, R. C., &Adkins, L. C., 2001).

The multiple regression showed a significant inverse relationship between the average score of all TEI four subscales and EE with a significance of p = .019, with only WB being the significant variable in predicting WB. R = .221 and R-squared = .049. Hence, H2.E is supported, Such that:

$$EE = 27.258 + .226(SO) - 1.300\ (SC) + 1.310(EMO) - .741(WB)$$

If the average score of all TEI four subscales SO, SC, EMO and WB were 0 then EE = 27.258 on average out of a total score of 54, the EE score shows a medium level of EE burnout. As already stated, TEI and all its subscales are measured on a 7-point Likert-scale. For every 1-point increase in the average score of SO, the total score of EE increases by .226 points on average (p = .799) keeping SC, EMO and WB constant. For every 1-point increase in the average score of SC, the total score of EE decreases by 1.300 points on average (p = .150) keeping SO EMO and WB

constant. For every 1-point increase in the average score of EMO, the total score of EE increases by 1.310 points on average (p = .168) keeping SC, SO and WB constant. For every 1-point increase in the average score of WB, the total score of EE decreases by .741 points on average (p = .017) keeping SC, EMO and SO constant. Overall, the regression equation was significant, yet the only subscale that maintained its significance in estimating EE was WB.

Question 3: *"What is the effect of TEI's subscales on DP?"*

We tested the following hypotheses H3, H3.A, H3.B, H3.C, H3.D, H3.E respectively by running a simple linear regression

H3*: There is an inverse relationship between average score of TEI and DP*

The regression showed a significant inverse relationship between the average score of EI and DP with a significance of p = .005. r = .181 and r^2 = .033. Hence, H3 is supported, Such that:

$$DP = 13.099 - 1.310\,(TEI)$$

If the average total score of TEI = 0 then DP = 13.099 on average out of a total score of 30, the DP score shows a high level of DP burnout. On a scale of 1 to 7, for every 1-point increase in the average total score of TEI, the total score of DP decreases by 1.310 points on average.

H3.A*: There is an inverse relationship between WB and DP*

The regression showed a significant inverse relationship between the average score of WB and DP with a significance of p = .019, r = .152 and r^2 = .023. Hence, H3.A is supported, Such that:

$$DP = 10.636 - .730\,(WB)$$

If the average score of WB = 0 then DP = 10.636 on average out of a total score of 30, the DP score shows a medium level of DP burnout. On a scale of 1 to 7, for every 1-point increase in the average score of WB, the total score of DP decreases by .730 points on average.

H3.B*: There is an inverse relationship between SC and DP*

The regression showed a significant inverse relationship between the average score of SC and DP with a significance of p = .042, r = .131 and r^2 = .017. Hence, H3.B is supported, Such that:

$$DP = 10.434 - .768\,(SC)$$

If the average score of SC = 0 then DP = 10.434 on average out of a total score of 30, the DP score shows a medium level of DP burnout. On a scale of 1 to 7, for every 1-point increase in the average score of SC, the total score of DP decreases by .768 points on average.

However, since SC has a low reliability (.531), this hypothesis will not be discussed in the following section.

H3.C*: There is an inverse relationship between EMO and DP*

The regression showed a significant inverse relationship between the average score of EMO and DP with a significance of p = .012, r = .161 and r^2 = .026. Hence, H3.C is supported, Such that:

$$DP = 11.500 - .966\,(EMO)$$

If the average score of EMO = 0 then DP = 11.500 on average out of a total score of 30, the DP score shows a medium level of DP burnout. On a scale of 1 to 7, for every 1-point increase in the average score of EMO, the total score of DP decreases by .966 points on average.

However, since EMO has a low reliability (.573), this hypothesis will not be discussed in the following section.

H3.D*: There is an inverse relationship between SO and DP*

The regression did not show a significant inverse relationship between the average score of SO and DP as the significance is p = .436, r = .051 and r^2 = .003. Hence, H3.D is not supported.

H3.E*: There is an inverse relationship between all TEI four subscales and DP*

To check for multicollinearity between the variables, we ran the collinearity diagnostic for H3.E equation. The Eigenvalue varied between .017 and .029 (close to zero), hence there was no collinearity among independent variables (Lee C. et al., 2015, Hill, R. C., &Adkins, L. C., 2001).

The multiple regression showed a significant inverse relationship between the average score of all TEI four subscales and DP with a significance of p = .03, R = .211 and R-squared = .044. Hence, H3.E is supported, Such that:

$$DP = 12.391 + .790(SO) - .522\,(SC) - .893(EMO) - .521(WB)$$

If the average score of all TEI four subscales SO, SC, EMO and WB = 0 then DP = 12.391 on average out of a total score of 30, the DP score shows a high level of DP burnout. As already stated, TEI and all its subscales are measured on a 7-point Likert-scale. For every 1-point increase in the average score of SO, the total score of DP increases by .790 points on average (p = .099) keeping SC, EMO and WB constant. For every 1-point increase in the average score of SC, the total score of DP decreases by .522 points on average (p = .281) keeping SO, EMO and WB constant. For every 1-point increase in the average score of EMO, the total score of DP decreases by .893 points on average (p = .81) keeping SC, SO and WB constant. For every 1-point increase in the average score of WB, the total score of DP decreases by .521 points on average (p = .200) keeping SC, EMO and SO constant. Overall, the regression equation was significant, yet the only subscale that maintained its significance in estimating DP was SO.

Question 4: "What is the effect of TEI's subscales on PA?"

We tested the following hypotheses H4, H4.A, H4.B, H4.C, H4.D, H4.E respectively by running a simple linear regression.

H4*: There is a direct relationship between average score of TEI and PA*

The regression showed a significant direct relationship between the average score of TEI and PA with a significance of p = .000, r = .273 and r^2 = .075. Hence, H4 is supported, Such that:

$$PA = 21.083 + 2.675\ (TEI)$$

If the average total score of TEI = 0 then PA = 21.083 on average out of a total score of 48, the PA score shows a low level of PA (high level of PA burnout). On a scale of 1 to 7, for every 1-point increase in the average total score of TEI, the total score of PA increases by 2.675 points on average**.**

H4.A*: There is a direct relationship between WB and PA*

The regression showed a significant direct relationship between the average score of WB and PA with a significance of p = .000, r = .321 and r^2 = .103. Hence, H4.A is supported, Such that:

$$PA = 23.198 + 2.089\ (WB)$$

If the average total score of TEI = 0 then PA = 23.198 on average out of a total score of 48, the PA score shows a low level of PA (high level of PA burnout). On a scale of 1 to 7, for every 1-point increase in the average score of WB, the total score of PA increases by 2.089 points on average**.**

H4.B*: There is a direct relationship between SC and PA*

The regression showed a significant direct relationship between the average score of SC and PA with a significance of p = .000, r = .244 and r^2 = .060. Hence, H4.B is supported, Such that:

$$PA = 24.933 + 1.933\ (SC)$$

If the average total score of TEI = 0 then PA = 24.933 on average out of a total score of 48, the PA score shows a low level of PA (high level of PA burnout). On a scale of 1 to 7, for every 1-point increase in the average score of SC, the total score of PA increases by 1.933 points on average**.**

However, since SC has low reliability (.531), this hypothesis will not be discussed in the following section.

H4.C*: There is a direct relationship between EMO and PA*

The regression did not show a significant direct relationship between the average score of EMO and PA as the significance was p = .507, r = .043 and r^2 = .002. Hence, H4.C is not supported. However, since EMO has low reliability (.573), the results will not be discussed in the following section.

H4.D*: There is a direct relationship between SO and PA*

The regression showed a significant direct relationship between the average score of SO and PA with a significance of p = .001, r = .210 and r^2 = .044. Hence, H4.D is supported, Such that:

$$PA = 26.573 + 1.515\ (SO)$$

If the average total score of SO = 0 then PA = 26.573 on average out of a total score of 48, the PA score shows a low level of PA (high level of PA burnout). On a scale of 1 to 7, for every 1-point increase in the average score of SO, the total score of PA increases by 1.515 points on average**.**

H4.E*: There is a direct relationship between all TEI four*

To check for multi collinearity between the variables, we ran the collinearity diagnostic for H4.E equation. The Eigenvalue varied between .017 and .029, hence there was no collinearity among independent variables (Lee C. et al., 2015, Hill, R. C., &Adkins, L. C., 2001).

The multiple regression showed a significant inverse relationship between the average score of all TEI four subscales and PA with a significance of p = .000, r = .392 and r^2 = .154. Only EMO and WB significantly affect PA. Hence, H4.E is supported, Such that:

$$PA = 24.421 + .784(SO) + 1.130\ (SC) - 2.223(EMO) + 2.191(WB)$$

If the average score of all TEI four subscales SC, SO, EMO and WB = 0 then PA = 24.421 on average out of a total score of 48, the PA score shows a low-level PA (high PA burnout). As already stated, TEI and all its subscales are measured on a 7-point Likert-scale. For every 1-point increase in the average score of SO, the total score of PA increases by .784 points on average (p = .198) keeping SC, EMO and WB constant. For every 1-point increase in the average score of SC, the total score of PA increases by 1.130 points on average (p= .068) keeping SO, EMO and WB constant. For every 1-point increase in the average score of EMO, the total score of PA decreases by 2.223 points on average (p = .001) keeping SO, SC and WB constant. For every 1-point increase in the average score of WB, the total score of PA increase by 2.191 points on average (p = .000) keeping SC, EMO and SO constant. Overall, the regression equation was significant, yet the only subscales that maintained its significance in estimating PA were EMO and WB.

4.4.Independent samples t-test and ANOVA

To explore the difference between females and males, managerial and non-managerial positions, the independent t-test with the BO, TEI and their respective subscales variables was performed. ANOVA test was run to compare the levels of BO and TEI between those working from home (WFH), those working from the office (WFO) and those working hybrid.

Females show a significantly (p=.042) higher TEI score (4.68) than males (4.47). They as well show a significantly (p=.003) higher WB score (5.05) than males (4.6). However, no

significant difference was observed between males and females on any other TEI subscale nor in burnout or its subscales.

Managers show significantly (p=.029) higher PA scores (34.59) than non-managers (32.40). However, no significant difference was observed between managers and non-managers on any other burnout subscales. Moreover, Managers show significantly (p=.001) higher TEI scores (4.77) than non-managers (4.45). They also showed significantly (p=.001) higher WB score (5.15) than non-managers (4.65), significantly higher (p=.003) SC score (4.57) than non-managers (4.20). Lastly, they also show significantly (p=.001) higher SO score (4.68) than non-managers (4.33). However, no significant difference was observed between managers and non-managers on EMO subscale.

We ran the ANOVA for the difference between groups and within groups (working from home, hybrid and office) as presented in the table below

ANOVA	
Variables	**Sig. *p* =**
EI	**.034**
WB	**.024**
SC	.158
EMO	**.004**
SO	.293
BO	**.033**
EE	.065
DP	**.009**
PA	.264

Table 6 ANOVA significance

The results showed no significant difference within groups (working from home, hybrid and office). However, there is a significant different between groups among the following variables: EI, WB, EMO, BO, and DP. The significance ranges between p=.004 *and* p=.034.

We ran the One-Way ANOVA for the difference between home, hybrid and office presented below in the table.

One-Way ANOVA - Multiple Comparisons							
Dependent Variable			Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
TEI	WFH	WFO	.1883530	.2171531	.387	-.239453	.616159
		Hybrid	-.1026611	.2284916	.654	-.552805	.347483
	WFO	WFH	-.1883530	.2171531	.387	-.616159	.239453
		Hybrid	-.2910141*	.1130235	.011	-.513678	-.068350
	Hybrid	WFH	.1026611	.2284916	.654	-.347483	.552805
		WFO	.2910141*	.1130235	.011	.068350	.513678
WB	WFH	WFO	.2500758	.3259099	.444	-.391988	.892140
		Hybrid	-.2125350	.3429271	.536	-.888124	.463054
	WFO	WFH	-.2500758	.3259099	.444	-.892140	.391988
		Hybrid	-.4626108*	.1696291	.007	-.796791	-.128430
	Hybrid	WFH	.2125350	.3429271	.536	-.463054	.888124
		WFO	.4626108*	.1696291	.007	.128430	.796791
SC	WFH	WFO	.3377313	.2697979	.212	-.193789	.869251
		Hybrid	.1067927	.2838852	.707	-.452480	.666066
	WFO	WFH	-.3377313	.2697979	.212	-.869251	.193789
		Hybrid	-.2309386	.1404240	.101	-.507583	.045706
	Hybrid	WFH	-.1067927	.2838852	.707	-.666066	.452480
		WFO	.2309386	.1404240	.101	-.045706	.507583
EMO	WFH	WFO	.2908894	.2597210	.264	-.220778	.802557
		Hybrid	-.1609769	.2732822	.556	-.699361	.377407
	WFO	WFH	-.2908894	.2597210	.264	-.802557	.220778
		Hybrid	-.4518663*	.1351792	.001	-.718178	-.185554
	Hybrid	WFH	.1609769	.2732822	.556	-.377407	.699361
		WFO	.4518663*	.1351792	.001	.185554	.718178
SO	WFH	WFO	.0957689	.2978021	.748	-.490921	.682459
		Hybrid	-.1474090	.3133517	.638	-.764733	.469915
	WFO	WFH	-.0957689	.2978021	.748	-.682459	.490921
		Hybrid	-.2431778	.1549996	.118	-.548537	.062182
	Hybrid	WFH	.1474090	.3133517	.638	-.469915	.764733
		WFO	.2431778	.1549996	.118	-.062182	.548537
*. The mean difference is significant at the 0.05 level.							

Table 7 One-way ANOVA for working for home, office and hybrid

One-Way ANOVA - Multiple Comparisons							
Dependent Variable			Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Burnout	WFH	WFO	12.887*	5.190	.014	2.66	23.11
		Hybrid	14.145*	5.461	.010	3.39	24.90
	WFO	WFH	-12.887*	5.190	.014	-23.11	-2.66
		Hybrid	1.258	2.701	.642	-4.06	6.58
	Hybrid	WFH	-14.145*	5.461	.010	-24.90	-3.39
		WFO	-1.258	2.701	.642	-6.58	4.06
EE	WFH	WFO	6.865*	2.934	.020	1.09	12.65
		Hybrid	6.668*	3.087	.032	.59	12.75
	WFO	WFH	-6.865*	2.934	.020	-12.65	-1.09
		Hybrid	-.197	1.527	.897	-3.21	2.81
	Hybrid	WFH	-6.668*	3.087	.032	-12.75	-.59
		WFO	.197	1.527	.897	-2.81	3.21
DP	WFH	WFO	2.529	1.559	.106	-.54	5.60
		Hybrid	4.426*	1.641	.007	1.19	7.66
	WFO	WFH	-2.529	1.559	.106	-5.60	.54
		Hybrid	1.898*	.812	.020	.30	3.50
	Hybrid	WFH	-4.426*	1.641	.007	-7.66	-1.19
		WFO	-1.898*	.812	.020	-3.50	-.30
PA	WFH	WFO	3.493	2.143	.104	-.73	7.71
		Hybrid	3.050	2.255	.177	-1.39	7.49
	WFO	WFH	-3.493	2.143	.104	-7.71	.73
		Hybrid	-.442	1.115	.692	-2.64	1.75
	Hybrid	WFH	-3.050	2.255	.177	-7.49	1.39
		WFO	.442	1.115	.692	-1.75	2.64
*. The mean difference is significant at the 0.05 level.							

Table 8 One-way ANOVA for working from home, office and hybrid Continuation

For TEI, we can notice that there is a significant difference between those who work from the office and those who work hybrid. Those who work hybrid scored significantly higher than those who work from the office (p=.011) by a difference of 0.291 points.

For WB, we can notice that there is a significant difference between those who work from the office and those who work hybrid. Those who work hybrid scored significantly higher than those who work from the office (p=.007) by a difference of 0.463 points.

For EMO, we can notice that there is a significant difference between those who work from the office and those who work hybrid. Those who work hybrid scored significantly higher than those who work from the office (p=.001) by a difference of 0.452 points.

However, there is no significant in TEI, WB and EMO difference between those working from the office and those working from home.

For Burnout, we can notice that there is a significant difference between those who work from home and those who work from the office. Those work from the office significantly scored a lower burnout score than those who work from home (p=.014) by a difference of 12.887 points.

Moreover, we can notice that there is significant different between those who work from home and those who work hybrid. Those who work hybrid significantly scored a lower Burnout score than those who work from home (p=.010) by a difference of 14.145 points.

For EE, we can notice that there is a significant difference between those who work from home and those who work from the office. Those work from the office significantly scored a lower burnout score than those who work from home (p=.0.20) by a difference of 6.865 points.

Moreover, we can notice that there is significant different between those who work from home and those who work hybrid. Those who work hybrid significantly scored a lower Burnout score than those who work from home (p=.032) by a difference of 6.668 points.

For DP, we can notice that there is a significant difference between those who work from home and those who work Hybrid. Those work hybrid significantly scored a lower burnout score than those who work from home (p=.0.007) by a difference of 4.426 points.

Moreover, we can notice that there is significant different between those who work from the office and those who work hybrid. Those who work hybrid significantly scored a lower Burnout score than those who work from the office (p=.020) by a difference of 1.898 points.

However, there is no significant difference between those working from the office those working from home and those working hybrid for PA.

4.5.Conclusion

This chapter presented the data screening, descriptive analysis and reliability analysis. Then is presented the hypothesis testing results, regression equations, independent samples t-test and one-way ANOVA. 15 hypotheses out of 19 were supported. The results showed a significant inverse relationship between TEI and BO along their respective subscales. Moreover, the results show certain differences in TEI and BO scores and subscales between females and males, managers and non-managers as well as working from home status. The following chapter discusses the results, their significance, and implications.

CHAPTER V: Results and Implications

This chapter presents the summary of the results and findings shared in Chapter IV. At first, the chapter starts with summary of the results. Second, it discusses the implications and practices of these results on an organizational level. Finally, the chapter presents recommendations and limitations for future research.

5.1. Summary of Results

The objective of the research was to explore the relationship between Trait Emotional Intelligence (TEI) and Burnout (BO). Does TEI affect burnout as a total score among both managers and non-managers in the humanitarian field whilst controlling for the effects of status and working from home experience? Specifically, what dimensions of TEI have the largest impact on Burnout as total score? What dimensions of TEI have the largest impact on which dimensions of Burnout?

- Overall, out of 19 hypotheses, 15 were supported with significant results. A significant relationship between average score of TEI and burnout as total score. The higher the TEI score, the lower is the burnout score (H1; p = .000)
- A significant inverse relationship between average score of TEI and EE. The higher the TEI score, the lower is the EE score. (H2; p = .009)
    - A significant inverse relationship between average score of WB and EE, and SC and EE. There is also a significant inverse relationship between all TEI four subscales and EE. (H2.A; p = .004, H2.B; p = .020, H2.E; p = .019)
- A significant inverse relationship between average score of TEI and DP. The higher the TEI score, the lower is the DP score. (H3; p = .005)

- A significant inverse relationship between WB and DP, SC and DP, and EMO and DP. There is also a significant inverse relationship between all TEI four subscales and DP. (H3.A; p = .019, H3.B; p = .042, H3.C; p = .012, H3.E; p = .030)
- A significant direct relationship between average score of TEI and PA. The higher the TEI score, the higher is the PA score. (H4; p = .000). A significant direct relationship between WB and PA, SC and PA, and SO and PA. There is also a significant direct relationship between all TEI four subscales and PA. (H4.A; p = .000, H4.B; p = .000, H4.D; p = .001, and H4.E; p = .000)

Summarizing the independent sample t-test results:

- Females reported higher TEI scores and WB scores on average with no significant difference in BO.
- Managers reported higher PA, WB, SC and SO scores compared to non-managers
- Respondents working hybrid reported higher TEI, WB and EMO scores than those working from the office
- Respondents working from the office reported lower BO and EE scores than those working from home
- Respondents working hybrid reported lower BO, EE and DP scores than those working from home.
- Respondents working hybrid reported lower DP scores than those working from the office
- When tabulating the responses of work from home duration and the work status (managerial and non-managerial) managers worked from home for a longer duration and continue to do so in certain cases. For example, among those who never worked from home

15.56% are managers while 84.44% are non-managers, and among those who worked from home for more than 12 months 61.9% are managers and 38.10% are non-managers.65.69% of respondents do not work from home, 28.45% respondents work Hybrid of which 69% are managers and only 5.86% respondents work from home of which 75% are managers.

5.2. Discussion

Overall, the majority of respondents were youth/young adults, which can be linked to the relatively young population segment in Lebanon with 44% of the population characterized as youth (Government of Lebanon and UN, 2019) and the demanding working environment (Wood et al., 2020). Adding on, the relatively high percentage of respondents with graduate and post graduate degrees can be attributed to the necessity of strong English language in the sector and research skills in certain positions (Crack, 2018). With regard to the work duration, the majority of respondents have been working for less than 3 years at the same organization, this can be attributed to three main factors: the humanitarian sector in Lebanon has been growing in the past 3 years due to the different crises thus reflecting an increase in job opportunities in the sector specifically coupled with an increase in unemployment rate in the country (ILO, 2022), the humanitarian sector is a project based, hence a large turnover as most project last between 1 to 3 years (Daleel Madani, 2021) and lastly, due to the demanding nature of the sector and high risk of burnout, employees tend to switch organizations (Wood et al., 2020; Jachens et al., 2018; Eriksson et al., 2013; Connorton, Perry, Hemenway, & Miller, 2011) and take gap years to compensate. Looking at the work from home duration, the largest percentage of working from home duration was for less than a month. These percentages align with the lockdown measures and nature of the humanitarian sector. In the first month of the pandemic, lockdowns were enforced on all sectors, yet since organizations work in humanitarian and emergency responses, they were given priority to continue

their operations (UNOCHA, April 2020). Lastly, managers worked home for a longer duration than non-managers and they continue to work from home or hybrid. This can be attributed to the nature of tasks, where managers have a larger volume of desk work compared to non-managerial positions who have more field visits.

The results of the hypothesis testing suggest a significant inverse relationship between average score of TEI and burnout as total score. The higher the TEI score, the lower is the burnout score. The significance and reliability of burnout as a total score supports findings by Dolougeri et al. (2016), Chironetal (2010) and Golembiewski & Munzenrider (1981), that burnout can be calculated a total score. Yet it contradicts findings by Maslach and Jackson (1986), suggesting that burnout can only be calculated through its three dimensions. Hence, it is worth to conduct more research and further look into calculating burnout as a total score rather than separate scales thus feeding into the ongoing debates. Moreover, the findings support and aligns with research by Gong et al., 2019; Vlachou et al., 2016; Platsidou, 2010; Mayer et al., 2008; and Chan, 2006 who also found that EI is a crucial factor in mitigating burnout and even has a protective effect against it. They also support findings by Naharire (2018), showing that in the humanitarian sector specifically there exists a negative correlation between EI and burnout.

There is a significant relationship between TEI and BO subscales as well as all four subscales of TEI (SC, SO, WB and EMO) and the different subscales of burnout (EE, DP and PA). This suggests that there is an inverse relationship between average score of TEI and all four subscales of TEI (SC, SO, WB and EMO) and EE and DP respectively, and a direct relationship between average score of TEI and all four subscales of TEI (SC, SO, WB and EMO) and PA. The higher the average score of TEI, the lower is the EE and DP score and the higher the PA score.

These findings support the results of the first hypothesis, as well as align with research by Gong et al. (2019), Mayer et al. (2008) suggesting that higher TEI negatively affects burnout. The results are expected since emotionally intelligent people would have higher perceptions of social support from managers and colleagues, thereby diminishing the consequences of burnout (Mérida-López and Natalio, 2017). Adding on, controlling and managing one's emotions results with better interactions with surroundings and a better environment (Brackett et al., 2010), which in turn might decrease burnout (Njoroge & Yazdanifard, 2014; Malik, 2013).

Based on the results, there is a significant inverse relationship between WB and EE and SC and EE. The magnitude of the effect of WB on EE is larger than the magnitude of the effect of SC on EE, and when running all four subscales jointly, WB is the only variable that has a significant effect on EE. This would suggest that it is important to enhance WB and SC to decrease EE, which is not unexpected as Xanthopoulou, D. et al., 2007, Demerouti et al., 2001 highlighted that WB would reduce the impact of high job demand and the respective physiological and psychological consequences (EE and DP). Moreover, this aligns with the studies on Positive Psychology and linkages between WB and positive emotions (Li, C., & XU, J., 2019). On another hand, self-control (SC) can mitigate feelings of EE (Bolton et al., 2011). However, when combining all four subscales of EI, SC does not have a significant effect on EE, which suggested the need to better explore this relationship and affecting factors. Interestingly, EE was not affected by employment status (manager and non-manager), which was unexpected as it contradicts Bolton et al., 2011 stating that managers are in a better position to understand EE. These results can be attributed to the fact that EE is a subjective measure, hence despite facing different stress and situations both managers and non-managers experience EE. This can be linked to the case of Lebanon, a country passing through unprecedented crises, thus constituting an external factor that can be explored in future

research. Adding on, since results indicate that working from home is associated with higher BO, EE and DP rates, this can be attributed to the fact that managers worked from home for a longer duration and continue to do so in certain cases. For example, among those who never worked from home 15.56% are managers while 84.44% are non-managers, and among those who worked from home for more than 12 months 61.9% are managers and 38.10% are non-managers.

There is also a significant inverse relationship between WB and DP, SC and DP, and EMO and DP. This suggests that better WB, SC and EMO lead to less DP which is not unexpected as since WB would reduce the impact of high job demand and the respective physiological and psychological consequences (EE and DP) (Xanthopoulou, D. et al., 2007, Demerouti et al., 2001). On EMO, high TEIleads to better self-perception of social ability and more successful interpersonal relationships with less interpersonal aggression and problems (Mayer et al., 2008), which leads employees to relate and understand their colleagues and customers thereby making them less prone to burnout from interpersonal relationships (DP) (Gong et al., 2019; Mayer et al., 2008). On SC, high levels of self-control and tolerating stress in difficult situations helps in maintaining personal relationships and demonstrating social responsibility (DP) (Hersing, 2017). The magnitude of the effect of EMO on DP is larger than the magnitude of the effect both WB and SC. This difference in magnitude is expected whereas EMO is defined as the ability to perceive, express, and connect with emotions in self and others, which can be used in creating successful interpersonal relationships (K.V. Petrides, 2009; Mayer et al, 2008; Petrides, 2001) and DP is defined as the increased mental distance from one's job, or feelings of negativism or cynicism related to one's job (Maslach, C., & Jackson, S. E. 1986) – which is the opposite of EMO. Results showed that there is also a significant negative relationship between all TEI four subscales (SO, SC, WB and EMO) and DP, which is expected since DP is counterintuitive for humans (Radek

Ptacek et al., 2013). Even though the model was significant, yet the results did not indicate a significant relation between the four different variables and DP, which was unexpected and can be attributed to a third external factor since the study did not include control variables nor other scores.

There is a significant direct relationship between WB and PA, SC and PA, and SO and PA. This would suggest that having a higher score of WB, SC, and SO leads to higher scores of PA. These results support previous findings by Behbahani, 2011, EI has been found as a crucial factor in understanding and forecasting professional accomplishments (PA), thus limiting the feelings of dissatisfaction. Moreover, this can be directly linked with Positive Psychology and its objective to building individuals strengths and sense of development (Li, C., & XU, J., 2019). Moreover, Cheung and Tang, 2009, shed light that emotional discrepancy (EE and SC) result with emotional discomfort (WB) and stress which consequently leads to burnout and specifically job dissatisfaction (PA). The results show that SO only had a significant relationship with PA, which suggests that being socially assertive and aware, managing other's emotions and effectiveness in communication and participation in social situations along with human connections can lead to higher PA as suggested by Gong et al., 2019; K.V. Petrides, 2009; Mayer et al., 2008; Petrides, 2001. The magnitude of the effect of WB on PA is larger than the effect of SO and SC on PA. This suggests that being in a healthy physical and emotional status on a personal level, can have a positive effect on feelings of PA. Specifically, managers tend to have higher PA scores compared to non-managers, which can be attributed to having a higher position, salary and influence. Moreover, these findings are also in line with literature reporting managers having higher EI scores compared to non-managers, in particular they have higher WB, SC and SO scores (Aziz et al., 2020; Gong Z. et al., 2019; Jain & Duggal, 2018; Khalid et al., 2018; Bahrani, 2017; Rexehpi et

al., 2017; Alferaih, 2015; Fiori, 2015; Baloch et al., 2014; McCleskey, 2014; Seo et al., 2012; Brackett et al., 2011, Waler et al., 2011, Quoidbach and Hansenne, 2009; Steve, 2004; Janovics and Christiansen, 2001; Bachman et al., 2000; Bar-On, 1997). This suggests that EI, WB, SC and SO are a contributing factor for managers to have higher PA scores and that the latter score is not only affected by positions, salary, and influence. Hence, it would be interesting to further explore the nature of the relationship between TEI, WB, SC, SO and PA, for potential causality. However, when looking at all TEI four subscales and their effect on PA, WB loses its significance, and the effect of EMO on PA becomes significant and indicating an indirect relationship between EMO and PA. This suggests that having a stronger ability to perceive, express and connect with emotions in self and others can decrease feelings of PA, which can be attributed to the fact that emotions are contagious (Desautels, 2016; Desautels, 2014; Cherniss, 2001) – be it negative or positive. Thus, if surrounded by a demanding environment (Wood et al., 2020; Jachens et al., 2018; Eriksson et al., 2013; Connorton, Perry, Hemenway, & Miller, 2011) filled with stress, negative emotions and feelings of un-accomplishment, having a high level of EMO can affect negatively PA.

The results show that those working hybrid reported lower BO, EE and DP scores than those working from home and reported lower DP scores (only) than those working from the office. These results are not unexpected since switching to remote working due to the COVID-19, has led to a work-life imbalance as offices shifted home, thus, augmenting the likelihood of burnout with a specific impact on EE and DP (Kniffin et al., 2021; Bapuji et al., 2020; Hayes et al., 2020; Ayyala et al., 2020; Wilke et al., 2020). A notable result is that those working hybrid also reported lower DP scores and higher TEI, WB and EMO scores than those working from the office. Since working hybrid includes both settings: virtual communication and in person communication, it requires adaptation of one's behavior to the context. Mainly, perceiving, expressing, understanding and

connecting emotions with others and creating successful interpersonal relationships requires different skills and efforts in virtual communication compared to in person communication. As a result, this can be attributed to having higher EMO and TEI scores. Lastly, working hybrid allows room for self-regard and comfort compared to working from the office which can be attributed to higher WB scores.

Moreover, since DP is counterintuitive to humans (Radek Ptacek et al., 2013) and working hybrid leads to more contact with people, conversing and yet ensuring a work-life balance (compared to only working from home or the office) since individuals enjoy a certain level of comfort and flexibility, therefore it may be reasonable to post the association found between working hybrid, higher TEI, WB and EMO and lower DP.

While Craig et al., (2009), Brackett et al., (2004), Mandel et al. (2003), and Cavallo et al., (2002) suggest that females have higher TEI and take better care of their WB, Ahmad et al. (2009), Petrides and Furnham (2000) suggest that females have lower TEI. The results of this study show that females are associated with higher levels of TEI and WB scores on average. This suggests that females have higher TEI and higher WB which can be attributed to females having more empathy (Craig et al., 2009; Kemp et al., 2005) and having better positive relations with others (Matud et al., 2019). Since the TEI test is a self-reporting one, it could be that females reported higher levels of TEI and WB as they experience and acknowledge more emotions relative to men. It can also be attributed to the fact that the 65 (27.19%) of the respondents were female managers compared to 41 (17.15%) of the respondents were male managers - and managers have higher TEI. This contradicting effect contribute to the need for further research on the topic, in particular for differences in scores related to the sample – scores might differ between sectors and positions.

5.3.Implications for Research, Practice and Recommendations

First, on a research level and building on the significant and reliable results of the total burnout score, the study recommends the exploration of developing a unique scale for total burnout score (Doulougeri et al., 2016; Chironetal, 2010; Golembiewski & Munzenrider, 1981). The unique scale will provide a holistic understanding of burnout and facilitate the quantification of the burnout level. Second, being a female was associated with higher TEI and WB average scores than males, hence, it is recommended to conduct further research to form a reliable opinion and explore any contributing factors to such a result. Third, Further analysis to the multiple regression is recommended, specifically as variables change signs, significance with no collinearity. Hence, a third external factor can be controlled for or studied in order to identify the reason.

Fourth, on an organizational level, there are high levels of EE and low levels PA in general in the humanitarian sector. Thus, more frequent recognition, appraisals and appreciations are recommended. In particular, non-managers have lower levels of PA, hence the recommendation is to include non-managers in meetings and public relations with donors and partners, sharing events, highlighting program results, establishing human connections and direct contact with success stories. This would elevate their moral and levels of PA. It is also recommended that frequent organizational level team events and retreats take place highlighting both personal and collective accomplishments. This would lift the team moral up and spread a culture of accomplishment. Moreover, with TEI having the largest effect on PA it is recommended to strengthen TEI for both managers and non-managers (in particular) in the organization. This can happen through trainings, sharing, reading and discussing books, and role plays (Nelis et al. (2009), Elias et al. 1997.

Fifth, out of all TEI four subscales, WB has the largest effect on both PA and EE. Hence, organizations are recommended to give more weight for WB, by not only organizing team retreats,

daily self-check ins and group discussions but also engaging in prosocial activities (Sanchez-Ruiz et al., 2021), allowing time for self-care, integrating sports, art (Verner et al., 2017; Wheatley et al., 2017; Karpavicute et al., 2016)- based activities within the work environment, allowing for extra vacations and individual retreats for staff Nelis et al. (2009). A specific focus to be directed towards male employees with regards to WB and TEI.

During the recruitment and performance evaluation processes, it is recommended to integrate EI and burnout questionnaires. These questionnaires will allow for an inclusive understanding of each employee, needs and tailored support. Complementing the above, it is recommended to have a psychologist in each organization within the HR Department to provide counselling, guidance, and emotional support.

Lastly, in light of the COVID-19 pandemic and the rise of remote working, it is highly recommended to encourage employees to adopt the modality of working hybrid firstly or from the office secondly rather than working from home. The former modalities leave room for work-life balance, personal and human connections as well as social engagement thus decreasing risks of burnout and DP and increasing probabilities of higher TEI, WB and EMO

5.4.Limitations of the study

The situation in Lebanon remains unstable as the country is facing unprecedented crises on social, economic, financial, political and health levels. These crises add to the already burdening work in the humanitarian sector. Since emotions are contagious and the country is going through a period of collective stress and tension, the results of the burnout score can be affected and augmented. However, since the humanitarian sector is being paid in USD compared to the devalued local currency, this can have an attuning effect on burnout rates. The TEI and burnout

tests are self-reporting ones in the majority of the literature, hence a social desirability bias is to be considered, as it is possible that respondents would not respond honestly to questions - unknowingly. Moreover, SC and EMO were not reliable hence affecting the reliability of the multiple regression conducted. Lastly, due to time and accessibility constraints, the data collected was solely quantitative one. Hence, for future research, it is recommended to collect qualitative data that can provide a wider and extensive understanding of burnout and TEI scores and status.

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Appendix I: Email Sample

Dear XX,

Hope that this email finds you well.

My name is Hiba Antoun, and I am currently pursuing my MBA at Haigazian University and working on my thesis entitled: **The Relationship Between Emotional Intelligence and Burnout among workers in NGOs in Lebanon.** With a specific focus on managers and non-managers, as well as the effect of working from home.

The outcomes of the study will provide a stepping stone for management particularly in the humanitarian field to attune burnout among their respective teams.

To conduct the study, I will be collecting data that is anonymous and solely used for the sake of the thesis. Attached is the survey that will be used. The survey will be conducted using Survey Monkey and should take no longer than 10 minutes to complete.

The survey will also be available in both English and Arabic. Your employees' participation in the survey is completely voluntary and all of their responses will be kept confidential.

From here, I am kindly asking if you would be interested in taking part in the study as an organization?

If yes, I can share with you the link via a separate email to be later on shared with your Staff by the HR.

Looking forward to hearing from you and I remain available if you have any questions or if you would like us to schedule a meeting at your convenience.

Best,

Hiba

Appendix II: ENG Survey

The following survey is conducted in order to collect data for a master's student who is working on a thesis entitled "The Relationship between Emotional Intelligence and Burnout among Workers in the Humanitarian Sector in Lebanon". For this survey, **Burnout will be defined as exhaustion of physical or emotional strength or motivation usually as a result of prolonged stress, frustration or an overburdening workload. Emotional intelligence will be defined as the ability to understand, acknowledge and manage one's own feelings, and those of the other.** The survey will be anonymous, and no identifiers will be used. After the completion of the survey, the participants have no other responsibility towards the researcher. The survey consists of 3 sections and takes approximately between 8 and 12 minutes of uninterrupted time to respond to it.

Section 1:
The purpose of this section is to discover how various persons in the human services or helping professions view their job and the people with whom they work closely.

Because persons in a wide variety of occupations will answer this survey, it uses the term **beneficiaries** to refer to the people for whom you provide your service, care, activities, or treatment. When answering this survey, please think of these people as beneficiaries from the activities, service you provide, even though you may use another term in your work. It uses the term **colleagues** to refer to people you work with.

Instructions: On the following pages are 22 statements of job-related feelings. Please read each statement carefully and decide if you ever feel this way about your job. If you have never had this feeling, select the **Never** option. If you have had this feeling, indicate how often you feel it by selecting the option that best describes how frequently you feel that way.

The phrases describing the frequency are:
Never (0)
A few times a year (1)
Once a month(2)
A few times a month (3)
Once a week (4)
A few times a week (5)
Every day (6)

Statement	(0)	(1)	(2)	(3)	(4)	(5)	(6)
1. I feel emotionally drained because of my work	0	1	2	3	4	5	6

2. I feel worn out at the end of a working day	0	1	2	3	4	5	6
3. I feel tired as soon as I get up in the morning and see a new working day stretched out in front of me	0	1	2	3	4	5	6
4. I can easily understand how the beneficiaries and/or colleagues feel about things	0	1	2	3	4	5	6
5. I get the feeling that I treat some beneficiaries and/or colleagues impersonally as if they were objects	0	1	2	3	4	5	6
6. Working with people the whole day is stressful for me	0	1	2	3	4	5	6
7. I deal with beneficiaries' and/or colleagues' problems successfully	0	1	2	3	4	5	6
8. I feel burned out because of my work	0	1	2	3	4	5	6
9. I feel that I influence other people positively through my work	0	1	2	3	4	5	6
10. I've become more uncaring toward beneficiaries and/or colleagues since I have started doing this job	0	1	2	3	4	5	6
11. I worry that this job is hardening me emotionally	0	1	2	3	4	5	6

12. I feel very energetic	0	1	2	3	4	5	6
13. I feel frustrated by my work	0	1	2	3	4	5	6
14. I feel I'm working too hard on my job	0	1	2	3	4	5	6
15. I'm not really interested in what is going on with many of the beneficiaries and/or colleagues	0	1	2	3	4	5	6
16. Being in direct contact with beneficiaries and/or colleagues is too stressful	0	1	2	3	4	5	6
17. I find it easy to build a relaxed atmosphere with beneficiaries and/or colleagues	0	1	2	3	4	5	6
18. I feel excited after working closely with beneficiaries and/or colleagues	0	1	2	3	4	5	6
19. I have achieved many rewarding objectives in my work	0	1	2	3	4	5	6
20. I feel as if I'm at the end of my rope	0	1	2	3	4	5	6
21. In my work, I am very relaxed when dealing with emotional problems	0	1	2	3	4	5	6
22. I have the feeling that beneficiaries and/or colleagues blame me for some of their problems	0	1	2	3	4	5	6

Section 2: This section has 30 statements, please answer each statement below by putting a circle around the number that best reflects your degree of agreement or disagreement with that statement. Do not think too long about the exact meaning of the statements. Work quickly and try to answer as accurately as possible. There are no right or wrong answers. There are seven possible responses to each statement ranging from 'Completely Disagree' (number 1) to 'Completely Agree' (number 7).

1 . . . . . 2 . . . . . 3 . . . . . 4 . . . . . 5 . . . . . 6 7
Completely Disagree **Completely Agree**

23. Expressing my emotions with words is not a problem for m	1	2	3	4	5	6	7
24. I often find it difficult to see things from another person's viewpoint.	1	2	3	4	5	6	7
25. On the whole, I'm a highly motivated person.	1	2	3	4	5	6	7
26. I usually find it difficult to regulate my emotions.	1	2	3	4	5	6	7
27. I generally don't find life enjoyable.	1	2	3	4	5	6	7
28. I can deal effectively with people.	1	2	3	4	5	6	7
29. I tend to change my mind frequently.	1	2	3	4	5	6	7
30. Many times, I can't figure out what emotion I'm feeling.	1	2	3	4	5	6	7
31. I feel that I have a number of good qualities.	1	2	3	4	5	6	7
32. I often find it difficult to stand up for my rights.	1	2	3	4	5	6	7
33. I'm usually able to influence the way other people feel.	1	2	3	4	5	6	7
34. On the whole, I have a gloomy perspective on most things.	1	2	3	4	5	6	7
35. Those close to me often complain that I don't treat them right.	1	2	3	4	5	6	7
36. I often find it difficult to adjust my life according to the circumstances.	1	2	3	4	5	6	7
37. On the whole, I'm able to deal with stress.	1	2	3	4	5	6	7
38. I often find it difficult to show my affection to those close to me.	1	2	3	4	5	6	7
39. I'm normally able to "get into someone's shoes" and experience their emotions.	1	2	3	4	5	6	7
40. I normally find it difficult to keep myself motivated.	1	2	3	4	5	6	7
41. I'm usually able to find ways to control my emotions when I want to.	1	2	3	4	5	6	7
42. On the whole, I'm pleased with my life.	1	2	3	4	5	6	7
43. I would describe myself as a good negotiator.	1	2	3	4	5	6	7
44. I tend to get involved in things I later wish I could get out of.	1	2	3	4	5	6	7
45. I often pause and think about my feelings.	1	2	3	4	5	6	7

46. I believe I'm full of personal strengths.	1	2	3	4	5	6	7
47. I tend to "back down" even if I know I'm right.	1	2	3	4	5	6	7
48. I don't seem to have any power at all over other people's feelings.	1	2	3	4	5	6	7
49. I generally believe that things will work out fine in my life.	1	2	3	4	5	6	7
50. I find it difficult to bond well even with those close to me.	1	2	3	4	5	6	7
51. Generally, I'm able to adapt to new environments.	1	2	3	4	5	6	7
52. Others admire me for being relaxed.	1	2	3	4	5	6	7

Section 3: General Demographic Data

53. What is your gender?
Female
Male
No answer

54. How old are you?
18-25
26-30
31-40
≥ 41

55. What is your marital status?

Single

Married

Widowed

Divorced or separated

56. What is your highest achieved educational level?
No education
High School
Undergraduate
Graduate
Postgraduate

57. How long have you been working at your current job?
Less than a year
1-3 years
4-6 years
≥ 7 years

58. What is your employment level?
Managerial

Non-managerial

59. How long have you worked from home since February 2020?
Never
Less than a month
1-6 months
7-12 months
>12 months

60. Do you currently work from home?
Yes
No
Hybrid (some days from home, others from the office)

Thank you for taking this survey. Your results will be kept confidential and will only be used for the purpose of the thesis solely.

Appendix III: ARA Survey

ملحق 2: استطلاع

نجري هذا الاستطلاع بهدف جمع معلومات لطالبة تحضر اطروحة ماجستير بعنوان: "العلاقة فيما بين الذكاء العاطفي والارهاق لدى العاملين في القطاع الانساني في لبنان". في هذا الاستطلاع ، **سنعرف الارهاق على انه استنفاد (انهاك) القوى الجسدية او العاطفية او التحفيز. عادة ما يكون ناتج عن الضغط والاحباط او الحمل الزائد لمقدار العمل خلال فترة زمنية معينة. أما الذكاء العاطفي سيُعرّف على انه القدرة على فهم ، ادراك، وادارة مشاعر الشخص الذاتية ومشاعر الآخرين.** سيكون الاستطلاع مجهول الهوية، دون استعمال اي معرّفات. بعد انهاء الاستطلاع، لا يتحمل المشاركون اي مسؤولية اخرى تجاه الباحث. يتكون الاستطلاع من 3 أقسام ويستغرق ما يقارب /8/ الى/12/ دقيقة من الوقت بدون انقطاع للاجابة عنه.

القسم1 :

الهدف من هذا القسم هو اكتشاف رأي العاملين في المهن الإنسانية أومهن تقديم الخدمات بعملهم، ورأيهم بالأشخاص الذين يعملون معهم عن كثب.

بما ان عدة أشخاص من مهن مختلفة سيجيبون على هذا الاستطلاع، فاننا نستخدم مصطلح **"المستفيدين"** للإشارة إلى الأشخاص الذين تقدم لهم الخدمة، الرعاية، الأنشطة، أو العلاج. عند الإجابة على هذا الاستطلاع، يرجى اعتبار هؤلاء الأشخاص أنهم المستفيدين من النشاط او الخدمة التي تقدمها/ينها، ولو أنك قد تستخدم/ين مصطلحًا آخر في عملك. نستخدم مصطلح **"الزملاء"** للإشارة إلى الأشخاص الذين تعمل/ين معهم.

إرشادات: في الصفحات التالية 22 عبارة تعبّر عن المشاعر المتعلقة بالعمل. يرجى قراءة كل عبارة وتحديد ما إذا كنت قد شعرت بهذه الطريقة اتّجاه وظيفتك. إذا لم يكن لديك هذا الشعور مطلقًا، فحدّد الخيار "أبدًا". إذا كان لديك هذا الشعور، فأذكر عدد المّرات التي تشعر/ين بها عن طريق تحديد الخيار/الرّقم الذي يصف بشكل أفضل مدى شعورك بهذه الطريقة.

العبارات التي تصف عدد المرات التي يتكرّر بها الشّعور هي:

أبدًا (0)

عدة مرات في السنة (1)

مرة في الشهر (2)

عدة مرات في الشهر (3)

مرة في الأسبوع (4)

عدة مرات في الأسبوع (5)

يوميّاً (6)

العبارة	0	1	2	3	4	5	6
1- اشعر ان عملي قد أرهقني عاطفياً	0	1	2	3	4	5	6
2- اشعر بالإنهاك في نهاية يوم عمل	0	1	2	3	4	5	6
3- أشعر بالتعب عندما استيقظ في الصباح وعليّ مواجهة يوم أخر في العمل	0	1	2	3	4	5	6
4- أستطيع أن أفهم بسهولة كيفيّة شعور المستفيدين و/أو الزملاء	0	1	2	3	4	5	6
5- لدي شعور بأنني أعامل بعض المستفيدين و/أو الزملاء بشكل غير شخصي كما لو كانوا أشياء	0	1	2	3	4	5	6
6- العمل مع النّاس طوال اليوم يتسبب لي بالضّغط	0	1	2	3	4	5	6
7- أتعامل مع مشاكل المستفيدين و/أو الزملاء بنجاح	0	1	2	3	4	5	6
8- أشعر انني مرهق(ة) بسبب عملي	0	1	2	3	4	5	6
9- أشعر ان لي تأثيراً ايجابيًا على الاخرين من خلال عملي	0	1	2	3	4	5	6
10- أصبحت غير مكترث/ة تجاه المستفيدين و/أو الزملاء منذ أن بدأت العمل في هذا المجال	0	1	2	3	4	5	6
11- أخشى ان عملي جعلني أكثر قسوة عاطفياً	0	1	2	3	4	5	6
12- أشعر انني ممتلئ (ة) بالطّاقة	0	1	2	3	4	5	6

13- أشعر بالإحباط بسبب عملي	0	1	2	3	4	5	6
14- أشعر بأنني اعمل كثيراً	0	1	2	3	4	5	6
15- لست مهتما(ة) حقا بما يحصل مع بعض المستفيدين و/أو الزملاء	0	1	2	3	4	5	6
16- العمل مباشرةً مع المستفيدين و/أو الزملاء يرهقني	0	1	2	3	4	5	6
17- من السهل عليّ ان أبني جوّاً مريحاً مع المستفيدين و/أو الزملاء	0	1	2	3	4	5	6
18- أشعر بالحماس بعد العمل عن كثب مع المستفيدين و/أو الزملاء	0	1	2	3	4	5	6
19- حققت عدة اهداف قيّمة في عملي	0	1	2	3	4	5	6
20- أشعر وكأنني أقترب من نهايتي	0	1	2	3	4	5	6
21- في عملي، أتعامل مع المشاكل العاطفية بهدوء	0	1	2	3	4	5	6
22- لدي الشّعور أن بعض المستفيدين و/أو الزملاء يحملونني مسؤولية البعض من مشاكلهم/نّ	0	1	2	3	4	5	6

القسم 2: يحتوي هذا القسم 30 عبارة، يُرجى الإجابة على كلٍّ من العبارات التالية عبر اختيار الرقم الذي يعبّر عن مستوى موافقتك أو رفضك للعبارة، ما من إجابة صحيحة أو خاطئة على هذه الأسئلة. يُرجى الإجابة بشكل سريع وعدم الاسترسال بالتفكير في المعنى الدقيق لكلّ عبارة. يُرجى إعطاء الإجابة الأكثر دقّة على كلّ عبارة. يمكنك الاختيار بين سبع إجابات على مقياس من 1 إلى 7 حيث 1= لا أوافق أبداً و7= أوافق تماماً.

لا أوافق أبدًا	1	2	3	4	5	6	7 أوافق تمامًا

.23	لا أجد صعوبة في التعبير عن عواطفي بالكلام	1	2	3	4	5	6	7
.24	غالباً ما أجد صعوبة في رؤية الأمور من منظار الآخرين	1	2	3	4	5	6	7
.25	بشكل عام، أنا شخص مندفع جداً	1	2	3	4	5	6	7
.26	أجد صعوبة عادةً في تعديل عواطفي	1	2	3	4	5	6	7
.27	لا أجد بشكل عام أنّ الحياة ممتعة	1	2	3	4	5	6	7
.28	أستطيع أن أتعامل بشكل فعّال مع الآخرين	1	2	3	4	5	6	7
.29	أميل إلى تغيير رأيي تكراراً	1	2	3	4	5	6	7
.30	في أوقات عديدة لا يمكنني معرفة العواطف التي أشعر بها	1	2	3	4	5	6	7
.31	أشعر أنه لدي العديد من الصفات الحسنة	1	2	3	4	5	6	7
.32	غالبا ما أجد صعوبة في الوقوف مع حقي	1	2	3	4	5	6	7
.33	أستطيع عادة التأثير على شعور الآخرين	1	2	3	4	5	6	7
.34	بشكل عام تكون نظرتي متشائمة حول معظم الأمور	1	2	3	4	5	6	7
.35	يلومني غالباً الأشخاص المقرّبون لي بأني لا أعاملهم جيّدًا	1	2	3	4	5	6	7
.36	غالباً ما أجد صعوبة في التأقلم حسب الظروف	1	2	3	4	5	6	7
.37	أستطيع بشكل عام أن أتعامل مع التوتّر	1	2	3	4	5	6	7
.38	أجد غالباً صعوبة في التعبير عن عاطفتي للأشخاص المقرّبين منّي	1	2	3	4	5	6	7
.39	عادةً أستطيع أن أضع نفسي في مكان الآخرين وأختبر عواطفهم	1	2	3	4	5	6	7
.40	أجد عادةً صعوبة في أن أحافظ على اندفاعي	1	2	3	4	5	6	7
.41	أستطيع عادةً أن أجد طريقة للسيطرة على عواطفي إذا أردت	1	2	3	4	5	6	7
.42	بشكل عام، أنا راضٍ/ية بحياتي	1	2	3	4	5	6	7
.43	أصف نفسي كمفاوض/ة جيّد/ة	1	2	3	4	5	6	7
.44	أميل عادةً إلى التورط في أمور أتمنى لاحقًا لو يمكنني التخلص منها	1	2	3	4	5	6	7
.45	غالباً ما استوقف نفسي وأفكر بمشاعري	1	2	3	4	5	6	7
.46	أعتقد أنّني أتمتّع بالكثير من نقاط القوّة	1	2	3	4	5	6	7
.47	أميل إلى التراجع عن موقفي حتى عندما أعلم انني محق	1	2	3	4	5	6	7
.48	لا يبدو أنه لدي أي تأثير على مشاعر الآخرين بأي شكل	1	2	3	4	5	6	7
.49	أنا أعتقد عموماً بأنّ الأمور ستكون لصالحي في حياتي	1	2	3	4	5	6	7

.50	أجد صعوبة حتى في التواصل مع المقربين مني	1	2	3	4	5	6	7
.51	في شكل عام، أستطيع أن أتأقلم في بيئات جديدة	1	2	3	4	5	6	7
.52	يعجب الآخرون بهدوئي	1	2	3	4	5	6	7

القسم 3 - معلومات ديمغرافية عامة

53- ما جنسك؟

أنثى

ذكر

لا جواب

54- كم يبلغ عمرك؟

25-18

30-26

40-31

≥ 41

55- ما وضعك العائلي؟

أعزب (عزباء)

متزوج(ة)

أرمل(ة)

مطلّق(ة) أو منفصل(ة)

56- ما هو اعلى مستوى دراسي حققته؟

غير متعلّم/ة

المرحلة الثانوية

المرحلة الجامعية (ليسانس)

المرحلة الجامعية (ماجيستر)

دراسات عليا

57- منذ متى وأنت تعمل(ين) في وظيفتك الحالية؟

اقل من سنة

1-3 سنوات

4-6 سنوات

≥7 سنوات

58- ما هو مستوى وظيفتك؟

إداري

غير إداري

59- كم المدة التى عملت فيها من المنزل منذ شباط 2020؟

أبداً

اقل من شهر

1-6 أشهر

7-12 أشهر

>12 شهر

60- هل تعمل(ين) حالياً من المنزل؟

نعم

كلا

مدمج (بعض الايام من المنزل، وغيرها من المكتب)

شكرا لك على هذا الاستطلاع. ستبقى نتائجك سرية ولن تُستخدم إلا لغرض الأطروحة فقط.

Appendix IV: Coding and Calculation

Burnout related statements were labeled as such:

- Burnout – BO
- Emotional Exhaustion – EE
- Depersonalization – DP
- Personal Accomplishment – PA

Example: BO1_EE1, BO2_EE2, BO3_EE3, BO4_PA1, BO5_DP1 etc. – with the first number representing the order of the statement, and the second number representing the order of the subscale related statement.

Emotional Intelligence related statements were labeled as such:

- Emotional Intelligence – EI
- Emotionality – EMO
- Sociability – SO
- Self-Control – SC
- Well-Being – WB
- Not Specified – NS

Example: EI1_EMO1, EI2_EMO2, EI3_NS1, EI4_SC1, EI5_WB1, EI6_SO1 etc. with the first number representing the order of the statement, and the second number representing the order of the subscale related statement.

Referring to Appendix I, the following statements were recoded:

Statement	Code

2. I often find it difficult to see things from another person's viewpoint.	EI2_EMO2_Recoded
4. I usually find it difficult to regulate my emotions.	EI4_SC1_Recoded
5. I generally don't find life enjoyable.	EI5_WB1_Recoded
7. I tend to change my mind frequently.	EI7_SC2_Recoded
8. Many times, I can't figure out what emotion I'm feeling.	EI8_EMO3_Recoded
10. I often find it difficult to stand up for my rights.	EI10_SO2_Recoded
12. On the whole, I have a gloomy perspective on most things.	EI12_WB3_Recoded
13. Those close to me often complain that I don't treat them right.	EI13_EMO4_Recoded
14. I often find it difficult to adjust my life according to the circumstances.	EI14_NS2_Recoded
16. I often find it difficult to show my affection to those close to me.	EI16_EMO5_Recoded
18. I normally find it difficult to keep myself motivated.	EI18_NS3_Recoded
22. I tend to get involved in things I later wish I could get out of.	EI22_SC5_Recoded
25. I tend to "back down" even if I know I'm right.	EI25_SO5_Recoded
26. I don't seem to have any power at all over other people's feelings.	EI26_SO6_Recoded
28. I find it difficult to bond well even with those close to me.	EI28_EMO8_Recoded

Subscale and total scores for EI and BO were calculated as such:

EMO = (EI1_EMO1 + EI2_EMO2_Recoded + EI8_EMO3_Recoded + EI13_EMO4_Recoded + EI16_EMO5_Recoded + EI17_EMO6 _ EI23_EMO7 + EI28_EMO8_Recoded)/ 8

SO = (EI6_SO1 + EI10_SO2_Recoded + EI11_SO3 + EI21_SO4 + EI25_SO5_Recoded + EI26_SO6_Recoded)/6

SC = (EI4_SC1_Recoded + EI7_SC2_Recoded + EI15_SC3 + EI19_SC4 + EI22_SC5_Recoded + EI30_SC6)/6

WB = (EI5_WB1_Recoded + EI9_WB2 + EI12_WB3_Recoded +EI20+WB4 + EI24_WB5 + EI27_WB6)/6

EI = (EI1_EMO1 + EI2_EMO2_Recoded + EI8_EMO3_Recoded + EI13_EMO4_Recoded + EI16_EMO5_Recoded + EI17_EMO6 _ EI23_EMO7 + EI28_EMO8_Recoded + EI6_SO1 + EI10_SO2_Recoded + EI11_SO3 + EI21_SO4 + EI25_SO5_Recoded + EI26_SO6_Recoded + EI4_SC1_Recoded + EI7_SC2_Recoded + EI15_SC3 + EI19_SC4 + EI22_SC5_Recoded + EI30_SC6 + EI5_WB1_Recoded + EI9_WB2 + EI12_WB3_Recoded +EI20+WB4 + EI24_WB5 + EI27_WB6 + EI3_NS1 + EI14_NS2_Recoded + EI18_NS3_Recoded + EI21_NS4) / 30

EE = BO1_EE1 + BO2_EE2 + BO3_EE3 + BO6_EE4 + BO8_EE5 + BO13_EE6 + BO14_EE7 + BO16_EE8 + BO20_EE9

DP = BO5_DP1 + BO10+DP2 + BO11_DP3 + BO15_DP4 + BO22_DP5

PA = BO4_PA1 + BO7_PA2 + BO9_PA3 + BO12_PA4 + BO17_PA5 + BO18_PA6 + BO19_PA7 + BO21_PA8

BO = EE + DP + PA