Social Intelligence and Burnout among Post Graduate Students

Pratiksha Rani[a]*, Manju Khokhar[b]

[a&b]*Department of Psychology, Meerut College, Meerut, U.P., India*
E-mail: pratikshabaliyan248@gmail.com[a], khokharmanju559@gmail.com[b]

Abstract

This study was aimed to identify the effect of social intelligence on the academic burnout among college students who were studying in different faculties (Science, Commerce, Arts). The data was collected from different colleges situated in Meerut city. A total 300 students studying different colleges under CCS University were participated. Burnout was measured by Copenhagen(2012)'s Burnout Scale while Social Intelligence by Chadda and Ganeshan (2009). Multiple Regression was used to find our predictors for the burnout among college students. Regression Analysis revealed that social intelligence was emerged as important predictor of burnout. Further T test also revealed significance difference between groups. It was found that female students were having more burnout problems as compare to male participants. Students' social intelligence is a Type a perceiving ability to understand social cues and effectively navigate social situations. It is ability to cope with burnout or stressors and maintain balance between academic and personal life. In this paper the present study has social applied application Academic Achievement, Mental health and general wellbeing can all be affected by social intelligence. Thus the present study is to examine low social intelligence affects college's student abilities to handle their burnout problems.
Key Words: *Burnout, Social Intelligence, Educational Policies.*

1. INTRODUCTION

In the context of higher education, postgraduate students often face intense academic pressure, social expectations, and future career uncertainties, leading to increased psychological strain. Burnout—characterized by emotional exhaustion, depersonalization, and a reduced sense of accomplishment—is now recognized as a significant issue among Indian college students (Kumar &Bhukar, 2013). Research in India highlights that excessive academic workload, lack of coping resources, and limited social support are key contributors to student burnout (Singh & Jha, 2011).On the other hand, social intelligence, defined as the ability to understand and manage interpersonal relationships, plays a protective role in students' mental well-being. Indian researchers like Chadda and Ganesan (2009) have emphasized the role of social intelligence in helping students navigate social pressures and adapt to academic environments. Students with high social intelligence are better equipped to handle stress, build support systems, and maintain balance between academic and personal life (Rani & Arora, 2017).Understanding the interplay between social intelligence and burnout is crucial in the Indian educational context, where competition and performance anxiety are prevalent. This study aims to explore how social intelligence can serve as a buffer against academic burnout among postgraduate students in India.

1.1. Burnout

Over the past few decades, the concept of "burnout" has garnered significant attention in the fields of psychology and education. In recent years, there has been an increased interest among researchers to examine the detrimental effects of burnout. Burnout syndrome is a chronic ailment characterized by extreme fatigue of one's own energy and intense frustration with duties linked to one's job (Leiter, Maslach, & Schaufli, 2001).One study by Levecque et al. (2017) high academic demands, financial stress, and a lack of social support were found to be important predictors of burnout in an investigation of the frequency and drivers of burnout among college students. Similarly, a meta-analysis by Reis et al. (2020) uncovered the main risk factors for student burnout in a variety of academic contexts, including perfectionism, workload, and a lack of flexibility.

A study by Dyrbye et al. (2010) discovered that burnout has a significant negative impact on mental health outcomes, with medical students who were experiencing it more likely to report symptoms of depression, substance misuse, and suicidal thoughts. Salanova et al. (2021) found that student burnout had a negative correlation with academic success, and that burnout was a strong predictor of lower grades and a greater dropout rate. Researchers have looked into a number of interventions to lessen the impacts of student burnout in response to the growing concern over it. Salmela-Aro et al. (2019) studied the efficacy of student well-being interventions and discovered that the most successful tactics for fostering resilience and lowering burnout were those that emphasized stress management, mindfulness, and social support. Additionally, a study by Hakanen et al. (2022) emphasized the value of institutional support in averting student burnout and the part that peer mentors, academic advisors, and other campus resources play in creating a welcoming learning environment. The body of research on the subject emphasizes the necessity of all-encompassing strategies to deal with student burnout, including initiatives to

lessen the burden of coursework, strengthen social support systems, and support students' wellbeing throughout their academic careers.

1.2. Social Intelligence

Another important predictor in the present research investigation is social intelligence. David Wechsler defined "social intelligence is just general intelligence, applied to social situations". In this view no concrete or general intelligence enters into social intelligence. The old view social intelligence as the application of general intelligence to social situations – a largely cognitive aptitude. But when common people were asked to list what make a person intelligent, social Competence emerged as prominent natural category. But psychologists emphasis were on verbal and problem solving skills but new concept of social intelligence defines it interpersonal talent (Sowmyashree & Sreenivasa, 2019). Social intelligence refers to the ability to read other people and understand their intentions and motivations. It is basically the capacity to effectively negotiate complex social relationships and environments(Ganaie & Mudasir, 2015).

The concept of social intelligence is, content-wise, very closely related to emotional intelligence. The close relationship between social and emotional intelligence was pointed out by Bar-On (2006) who claims that they are labels of two aspects of the same construct and that the majority of the existing definitions of social and emotional intelligence contains one or more of the following abilities: 1. To understand and constructively express emotions 2. To understand the experiencing of other people and create cooperative interpersonal relationships 3.To manages and regulates emotions effectively 4. To cope with the new situations realistically and solve problems of a personal or interpersonal nature, to be optimistic, positively charged and internally motivated to formulate and reach goals(Frankovský & Birknerová, 2014).

1.3. Significance of the Study

The purpose of the present research work is to investigate the relationship between social intelligence and burnout in higher education institutions, the current research work aims to investigate academic burnout. At the same time, some investigation strategies work to determine the extent to which male and female college students experience high and low levels of burnout. The majority of studies on burnout should focus on stressors connected to the workplace and how they are related to burnout. It is important to investigate student burnout, particularly among college students, because there are not many researches on the demand that students have for a significant amount of work, which may cause them to get exhausted.

2. METHODOLOGY

The study specifically focused on the widespread problem of student burnout, which has been thoroughly studied in recent years and has been shown to have a large prevalence and impact among post graduate students. This is done to support the research purpose based on the information presented in the introduction. Some goals have been developed in light of the research gaps in the areas of social intelligence and burnout.

2.1. Objectives

- To identify social intelligence as a predictor of burnout among post graduate students.
- To identify gender as a predictor of Burnout among post graduate students.

2.2. Hypothesis

Keeping in mind the objectives of the present study following hypothesis were formulated.

- ▪ Social intelligence would significantly affect the Burnout scores of post graduate students.
- ▪ Male and Female of post graduate students would significantly different with respect to their burnout.

2.3. Variables and Research Design

Our goal was to determine the link between the independent and dependent variable as well as the predictor of students' burnout. Social intelligence and gender were regarded as independent variables (as predictors), while students' burnout was the dependent variable. Using two independent variables as a baseline, correlation analysis was found to be an excellent research method for predicting dependent variables. Our goal in the current study is to determine the relationship between independent and dependent variables while also examining the impact of social intelligence on burnout.

2.4. Relationship Model between IVs & DV
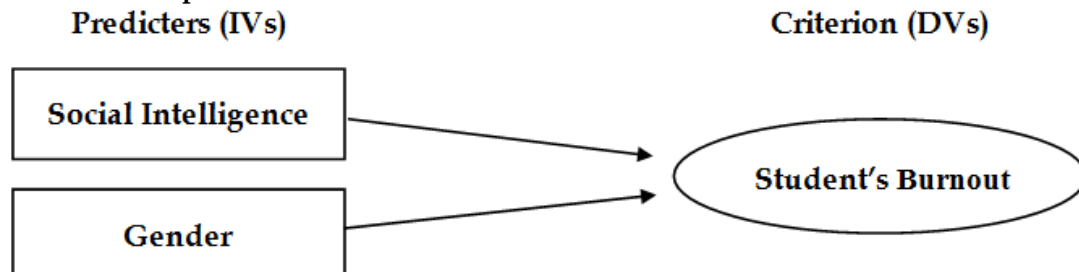
2.5. Sample

Postgraduate students between the ages of 20 and 25 who were both male and female participated in the current study. The sample was selected from three faculties humanities, science, and commerce from the postgraduate college located in Meerut city proper, which is part of CCS University. The sample was chosen at random and matched based on caste, religion, urbanity, and rurality to ensure an impartial outcome.

2.6. Test and Tools

The psychological tools were applied for data collection.

Copenhagen Burnout Inventory-Student Version (CBI-S) – (Campos, et al., 2012) will be used for students. It is a Likert type five-point rating scale. This scale contest of 25 items which are divided into four major areas of burnout such as: Personal burnout, Studies related burnout, Friends related burnout, Teacher related burnout.

Social Intelligence Scale (SIS) - Constructed and standardized by Chadda and Ganeshan (2009) will be used to assess the social intelligence of post graduate students. This scale consists of 66 items.

Personal Data Schedule (PDS) - For study socio-demographic variables.

3. STATISTICAL ANALYSIS

The data of the present research work was analyzed with the help of simple descriptive method and simple multiple regression analysis which is the way of studying the influence of several independent variables (predictors) on the dependent variables (criterion variables) and at the same time score finding out correlation between independent and dependent variables. The main importance of the technique is to find out predictors for dependent variable (that is burnout).

Table 1: Showing Correlation of Burnout with Predictor Variables

	Burnout	**Social Intelligence**	**Gender**
Burnout	-	**-.435**** .000	.105 .070
Social Intelligence		-	.087 .134
Gender			-

**= Significant at.01-level

Table 1 shows the correlation coefficients between burnout and various predictors: social intelligence and gender. The correlation coefficients explain the direction and strength of the relationships between burnout and these variables. A significant negative correlation was observed between burnout and social intelligence (r = -0.435, p = 0.000), indicating that as social intelligence increases, burnout levels decrease. This correlation is statistically significant at the .01 level with a p-value of .000. This finding indicates that, within this sample, individuals with higher judgments of social intelligence experienced lower levels of burnout; this finding points toward the probable importance of social skills and abilities for interpersonal relationships for coping with stress and fatigue. The correlation between burnout and gender is weak and positive (r = 0.105, p = 0.070). That being said, this is a small positive correlation, and the p-value of 0.070 is again greater than 0.05, indicating that this relationship is not statistically significant. Therefore, it would appear that there is no strong association between gender and burnout levels in this sample. Social intelligence showed a weak positive correlation with gender (r = 0.087, p = 0.134). Since the p-value (0.134), which is greater than 0.05, indicates that it does not pass the test for statistical significance, then gender does not significantly affect levels of social intelligence in this particular distribution. Correlation between these variables can be further explained by simple multiple regression analysis.

Table 2: Showing Values of Regression Coefficient for Burnout through Predictor Variables

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	**Std. Error**	**Beta**		
Constant (Burnout) (DV)	89.260	6.999		12.754	.000
Social Intelligence	-.391	.046	-.443	-8.470**	.000
Gender	3.206	1.168	.143	2.745**	.006

**= Significant at.01-level.

Table 2 gives the regression coefficients for burnout, using the social intelligence and gender as predictors. The constant (intercept) of the model equates to 89.260: it is the expected burnout score when all predictors are zero. Among the predictors social intelligence has a significant negative effect on burnout (B = -.391, Beta = -.443, t = -8.470, $p < .01$), meaning higher levels of social intelligence are related to lower levels of burnout. The negative value for the Beta coefficient indicates a strong negative relationship in this context. Gender appears to be significantly and positively related to burnout (B = 3.206, Beta = .143, t = 2.745, $p < .01$), implying that differences in gender would be a considerable factor for burnout prediction, with higher rates of burnout in one gender group.

Table 3: Gender difference in Burnout of Students

Gender	N	Mean	Std.	t-value
Male	150	54.65	10.109	2.340
Female	150	56.99	12.077	

*Significant at .05 level of significance

Table 3rd is describing that gender emerged as significant predictor for student's burnout it means female post graduate students have more burnout compression male post graduate students. The mean value of male post graduate students is 54.65 and as 56.99 while std. value is 10.109 and 12.097 respectively.
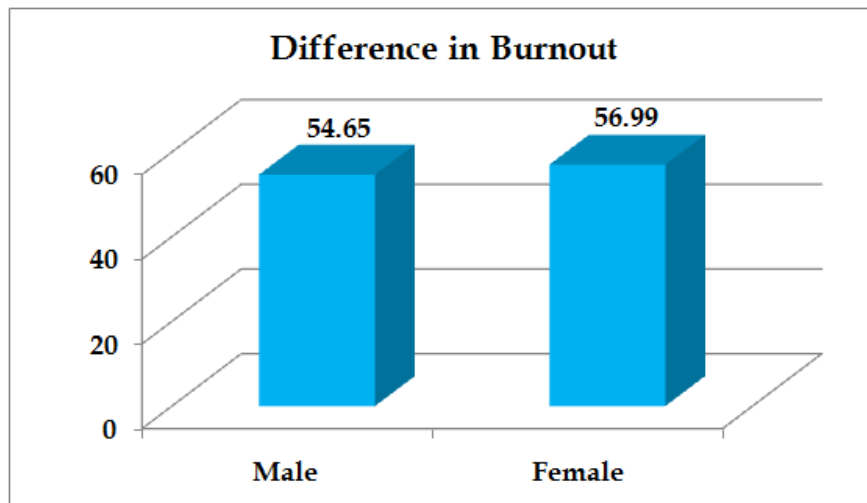
Figure: 1

The t value and std. values are showing that gender the mean and std. longer is the burnout*. In the present research investigation female have more burnout as compared to their counterparts.

4. DISCUSSION

On the basis of above results we can infer from the aforementioned findings that there is meaningful correlation between social intelligence and burnout. This lends credence to the notion that social intelligence could serve as a buffer against burnout. However, in this sample, there is no significant correlation between gender and social intelligence. The capacities to handle social circumstances, comprehend the feelings of others, and react appropriately are all considered aspects of social intelligence. Managing relationship, settling disputes, asking for help, and controlling one's own emotions are all frequently easier for people with high social intelligence. These skills can serve as a protective barrier against pressures and avoid the depersonalization and emotional weariness that define burnout. Gender does not appear to play a significant role in social intelligence. In other words, being male or female does not reliably predict social intelligence here. Suggesting that interventions aimed at improving social intelligence skills could be effective strategies for reducing burnout. Gender does not significantly influence burnout in this study.

Social intelligence consistently emerges as a strong, negative predictor of burnout, based on both correlation and regression analyses. This supports the idea that developing social intelligence can help individuals cope better with stress and avoid burnout. Gender does not show significant correlations with burnout or social intelligence on its own, but becomes significant in regression, that gender-related differences in burnout may be influenced by other variables, like social intelligence. Programs aimed at enhancing social intelligence could be an effective strategy for reducing burnout. Since gender plays a role when adjusted for other factors, further research is needed to explore what specific gender-related aspects contribute to burnout. Similarly, there are

studies that have been conducted with a view to examine burnout and social intelligence or vice versa in fields other than teaching, including nursing (Taormina & Law, 2000), human services (Liang & Hsieh, 2008), and factory work (Gao, 2013). Findings from direct studies on teachers' burnout (different faculty) and social intelligence do not reveal any effect on burnout.

5. IMPLICATIONS

- **Self-Care and Stress Management:** Promoting self-care behaviors among students, such as regular exercise, a balanced diet, enough sleep, and relaxation methods, can help them become more resilient and develop coping mechanisms.

- **Academic Support:** Students can handle academic stress and perform better if they have access to academic resources, study techniques workshops, tutoring, and counseling.

- **Mental Health Services:** Expanding the availability of counseling, therapy, and support groups on campus can help with early intervention, raise public awareness of mental health issues, and de-stigmatize mental illness.

- **Campus Wellness Initiatives:** Stress reduction workshops, peer support networks, mindfulness exercises, and wellness programmers can all be used to create a feeling of community and well-being on campus.

- **Policy Changes:** Reforming rules to support work-life balance ease the burden of coursework, and address structural problems like food and housing insecurity can make college campuses friendlier and more welcoming.

By addressing the multifaceted problems associated with college student burnout, educational institutions can facilitate the intellectual, social, and emotional development of students. In the end, this will support a campus community that is healthier and more resilient.

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