

---

**| RESEARCH ARTICLE**

**Burnout and Emotional Intelligence: Their Relationship to Work Performance of Tourism Management Graduates**

**Liwliwa B. Lagman**

*Associate Professor 1, Tourism Management of College of Hospitality Education, University of Mindanao, Davao City Philippines*

**Corresponding Author:** Liwliwa B. Lagman, **E-mail:** [liwliwa\\_lagman@umindanao.edu.ph](mailto:liwliwa_lagman@umindanao.edu.ph)

---

**| ABSTRACT**

This paper aimed to examine the correlation between burnout, emotional quotient and work performance of Tourism Management graduates working in a tourism-related establishment. A descriptive-correlational quantitative research design was used, and data were gathered from N=100 Tourism graduates through random sampling using a structured survey questionnaire adapted to standard instruments to measure burnout, emotional intelligence, and work performance. Spearman's Rho was used to understand the strength of the relationship between variables. The results uncover that the respondents' levels of burnout are low while their levels of emotional intelligence and work performance are high. The study further reveals that burnout and the emotional intelligence of the respondents are significant and negatively correlated. The results also show a significant relationship between emotional intelligence and work performance. This implies that a high level of emotional intelligence reduces the likelihood of experiencing emotional fatigue and disassociation and has a positive impact on the worker productivity of the respondents.

**| KEYWORDS**

Work performance, emotional intelligence, burnout, tourism, graduates

**| ARTICLE INFORMATION**

**ACCEPTED:** 20 November 2023

**PUBLISHED:** 10 December 2023

**DOI:** 10.32996/jths.2023.1.2.3

---

**1. Introduction**

Tourism is widely recognized as a vital source of employment and necessitates a large workforce. According to (Robinson et al., 2019), tourism is a significant employer globally, with a higher proportion of women employed in the sector compared to men. Kronenberg and Fuchs (2021) emphasize the need to consider the human dimension in tourism sustainability. They argue that placing the tourism workforce at the center of sustainability and development discourse is crucial, as it has often been neglected in the literature. Different countries compete in the global tourism industry with the aim of expanding their tourism sector, creating job opportunities, and improving their economic market share (Obong & Etim, 2019). Working conditions in the tourism business create a range of expectations and pressures that become sources of stress (Mohamed, Mohamed, & Essmat, 2020). Low income, severe job demands, inconsistent work schedules due to seasonality, limited breaks, intensive customer engagement, and quick change characterize it. In addition, exhaustion, a poor working environment, job insecurity, and excessive working hours have all contributed to the incidence of job burnout in the tourism industry (Mohamed, 2020). Employee burnout is a significant concern for business organizations. According to a Gallup poll of nearly 7,500 full-time employees, 23% claimed they were frequently or constantly burned out at work, while 44% indicated they were burned out occasionally (Kelly & Hearld, 2020). In terms of turnover intention, studies have shown that burnout is associated with a higher likelihood of employees seeking new job opportunities (Zhang et al., 2021). On the other hand, for employees who stay, it leads to lower job satisfaction and communication with management regarding performance objectives (Alrawadieh & Dinçer, 2021). Furthermore, recent research shows that service professionals in the tourism industry are more likely to experience burnout due to the nature of their profession (Ustunel et al.,

2021). In other words, the job requires a lot of interpersonal interactions with clients and coworkers, which can be demanding; as a result, personnel must respond swiftly to high job demands.

Burnout has been theorized to have a significant impact on both physiological and psychological well-being (Cho & Jeon, 2019). Furthermore, job burnout can quickly lead to indifference toward others, which can be detrimental to individuals and businesses (Siyum, 2022). Similarly, emotional intelligence may predict job performance, as individuals with higher emotional intelligence may be more effective in managing their emotions and interacting with others. (Knežević et al., 2020). On the other hand, emotionally intelligent people manage life's problems and job stress better, resulting in improved psychological and physical health (Soto-Rubio et al., 2020). They further state that EI aids in the management of job stress and enhances adaptability to demanding environments, hence avoiding distress or burnout. Emotional intelligence capabilities, improved performance, leadership effectiveness, and star performer retention are the pillars of high-performance enterprises. It is an important part of workplace success. For example, employee ability, knowledge, and expertise are twice as predictive of excellent performance as emotional intelligence (Cardenas, 2022). Employees are a component of any business whose workplace activities impact organizational performance and success, and as such, they must be recognized (Baporikar 2020).

Education and training must be strengthened to reflect the importance of emotional intelligence in successful service delivery and to ensure that future tourism and hospitality workers have the necessary abilities (Koc, 2019). In tourism, the relationship between burnout, emotional intelligence, and employee performance still needs to be studied. The findings of this article are vital for the college's tourism program to enhance its curriculum by including activities to help students strengthen their emotional intelligence. Furthermore, this study aimed to investigate the correlation between burnout and emotional intelligence in the work performance of UM tourism management graduates working in a tourism-related establishment. Specifically, this study aims to determine (1) the level of burnout of UM Tourism Management graduates who are working in tourism-related establishments when analyzed according to emotional exhaustion, depersonalization, and personal achievement; (2) the level of emotional intelligence when analyzed according to self-awareness, managing emotion, motivation, empathy, social skills; (3) the level of the work performed and (4) the significant association linking burnout, emotional intelligence, and work performance of UM Tourism Management graduates working in tourism related establishments. The outcome of the burnout and emotional intelligence level of the tourism management graduates will provide the tourism management program with ideas on how the graduates are coping in their work areas, while the level of work performance will provide data on how the tourism establishments gauge the job performance of their employees. The overall findings will provide actual information that will help in the enhancement of the tourism management program and alumni and tourism establishment partnerships.

## **2. Literature Review**

### **2.1 Burnout**

Job burnout is a chronic stress disorder with three symptoms: emotional exhaustion, depersonalization, and reduced personal accomplishment (Kumareswaran, 2023). Research on burnout has concentrated on the service industry, where employees must interact with others. Burnout is characterized by annoyance and anxiety as one's emotional resources wane, a destructive and counterproductive coping mechanism focused on preserving one's distance from others, and a sense of inadequacy (Mheidly et al. 2020).

### **2.2 Emotional intelligence and work performance**

Emotional intelligence (EI) has a positive and significant relationship with work efficiency (Sugiono & Nurhasanah, 2022). The ability to cope with stress without losing control is classified as emotional intelligence in the stress management sector (Riopel, 2019). Emotional culture influences employee satisfaction, burnout, teamwork, and even sophisticated measures like financial performance and absenteeism. Several empirical research indicate that emotions significantly impact how individuals accomplish tasks, are engaged and creative, are committed to their organizations, and make decisions (Prayetno & Marwan, 2020). Employees with higher emotional intelligence (EI) have been found to have higher job satisfaction and organizational commitment, which in turn reduces their likelihood of leaving their jobs (Giao et al., 2020). Emotional intelligence capabilities, improved performance, leadership effectiveness, and star performer retention are the pillars of high-performance enterprises. It is an important part of workplace success. For example, employee ability, knowledge, and expertise are twice as predictive of excellent performance as emotional intelligence (Cardenas, 2022). Per Bandura's theory of self-efficacy, emotional intelligence may effectively control an individual's mood and foster self-efficacy development. While emotional intelligence plays a regulatory role between psychological capital and organizational citizenship behavior, emotional intelligence and psychological capital can predict work performance and job burnout (Gong et al. 2019). Employees are a component of any business whose workplace activities impact organizational performance and success, and as such, they must be recognized (Baporikar 2020). Work-related stress appears to be more widespread among newly employed and young employees in the tourism business since they are more forceful and vulnerable, making them more susceptible to work stress (Hemmati et al., 2020). The tourism and hospitality curriculum emphasizes

professional skills and standard operating procedures. Employers, on the other hand, seek "work-ready plus" graduates who have gained crucial soft skills such as emotional intelligence (Koc, 2019).

### **2.3 Burnout and its effect**

The previous study has indicated that job burnout has been identified as having negative impacts on employees, including decreased work performance, decreased job satisfaction, and increased absenteeism (Dai et al., 2020). Burnout, a state of chronic physical and emotional exhaustion, has been recognized as a significant issue in various industries, including tourism, since it reduces service quality, increases employee turnover and diminishes morale (Tibebu et al., 2021). Moreover, burnout among employees has significant organizational costs, as burned-out employees are more likely to take sick leave and seek new job opportunities (Kelly & Hearld, 2020). Unsurprisingly, the consequences of burnout extend beyond the workplace and can impact various aspects of individuals' lives. Burnout is acknowledged as one of the most common problems faced by those working in the tourism sector (Alrawadieh & Dinçer, 2021). In short, employee burnout can contribute to a negative cycle pattern in employee and strategic performance. Staff turnover, customer satisfaction, loyalty, productivity and profitability are factors that affect employee performance (Sawant & Biwal, 2021). Employee performance is critical in a service organization as they are the public face of the organization and customers typically assess the effectiveness of a service firm by relating it to the behavior and attitudes of its staff.

### **3. Methodology**

Respondents were Tourism Management program graduates who work in the tourism and hospitality sectors. The contact information came from the alumni office. There were 180 TM graduates on the list, with only 55 working in the tourism and hospitality sectors. In addition, random sampling was used, with a survey conducted via a Google form. Due to the pandemic, the researchers utilized an online sample size calculator to calculate the required sample size.

Out of 180 graduates, the researcher has come up with 97 as an ideal sample size with an 85 percent confidence level and a 5% margin of error. The identified participants acted as informants to identify others who qualified for inclusion in the sample, which, in turn, led to reaching 100 total participants. The demographic aspects of the respondents were evaluated using frequency and percentage, considering age, gender, duration of service, and employment status. 24% were 22 years old, 20% were 23 years old, 19% were 24 years old, and 13% were 25 years old. Regarding gender, 74% are female, 22% are male, and 4% are LGBTQ. In terms of years of service, 23% have two years, 21% have one year, 19% have three years, 10% have four years, 4% have five years, 4% have six years, and 19% have less than a year. In employment, 73% of participants are permanent employees, 24% are on probation, and 3% are part-time employees.

#### **3.1 Materials and Instrument**

The research instrument used to assess participants' burnout is based on Maslach Burnout Inventory (MBI) it is widely recognized as the most extensively used tool for measuring burnout developed by Maslach and Jackson in 1981. There are three scales in the inventory: emotional exhaustion (EE), depersonalization (DE), and decreased sense of personal accomplishment (PA) (Lawrence et al., 2021). It is made up of 21 statements regarding personal emotions or attitudes. Using a seven-point Likert scale (0 = never to 6 = every day), each item was answered based on the frequency with which the respondents experienced these feelings. Higher mean scores on the emotional exhaustion and depersonalization subscales indicate a higher level of exhaustion. In contrast to the other two subscales, lower mean scores on the personal achievement subscale are linked to a higher level of experienced burnout. The most widely used measure for self-assessment of emotional intelligence is

Goleman's Emotional Competency Inventory (ECI). Daniel Goleman created it, and The Consortium for Research on Emotional Intelligence produced and refined it. Belinda Davies (n.d.) turned it into a questionnaire to test participants' emotional intelligence. The inventory comprises five dimensions: self-awareness (SA), managing emotions (ME), motivation (MO), empathy (EM), and social skills (SS). Each dimension consists of ten statements about the various emotional intelligence competencies that apply to the participants. Each item is measured in frequency using a five-point Likert scale (1 = does not apply to 5 = always applies), with which the respondents relate to the competency. High scores generally indicate a well-adjusted individual with high social and emotional capacity. In contrast, low scores indicate an individual with a weakness concerning social and emotional capacity.

The study adopted the FY16 Performance Review Form for Employees and modified it with minor revisions to make it appropriate and relevant to the study. The form consists of four subscales, namely, personal accountability (PE), professionalism (PF), functional expertise (FE), and service excellence (SE). Each subscale comprises five items describing the core competencies the employees are expected to manifest. Every item is measured in terms of meeting expectations using a five-point Likert scale (1 = poor to 5 = outstanding). Employers declined to participate in the survey as the tourism establishment was forced to close due to the COVID-19 outbreak. It has led the study to use a five-point Likert scale instead, which ranges from 1 (strongly disagree) to 5 (strongly

agree). Higher mean scores (3.44–5.0) indicate that work performance exceeds expectations, while low mean scores (1.0–2.6) indicate that work performance needs improvement.

**3.2 Design and procedure**

The research instrument used to assess participants' burnout is based on Maslach Burnout Inventory (MBI). It is widely recognized as the most extensively used tool for measuring burnout developed by Maslach and Jackson in 1981. There are three scales in the inventory: emotional exhaustion (EE), depersonalization (DE), and decreased sense of personal accomplishment (PA) (Lawrence et al., 2021). It is made up of 21 statements regarding personal emotions or attitudes. Using a seven-point Likert scale (0 = never to 6 = every day), each item was answered based on the frequency with which the respondents experienced these feelings. Higher mean scores on the emotional exhaustion and depersonalization subscales indicate a higher level of exhaustion. In contrast to the other two subscales, lower mean scores on the personal achievement subscale are linked to a higher level of experienced burnout. The most widely used measure for self-assessment of emotional intelligence is

Goleman's Emotional Competency Inventory (ECI). Daniel Goleman created it, and The Consortium for Research on Emotional Intelligence produced and refined it. Belinda Davies (n.d.) turned it into a questionnaire to test participants' emotional intelligence. The inventory comprises five dimensions: self-awareness (SA), managing emotions (ME), motivation (MO), empathy (EM), and social skills (SS). Each dimension consists of ten statements about the various emotional intelligence competencies that apply to the participants. Each item is measured in frequency using a five-point Likert scale (1 = does not apply to 5 = always applies), with which the respondents relate to the competency. High scores generally indicate a well-adjusted individual with high social and emotional capacity. In contrast, low scores indicate an individual with a weakness concerning social and emotional capacity.

The study adopted the FY16 Performance Review Form for Employees and modified it with minor revisions to make it appropriate and relevant to the study. The form consists of four subscales, namely, personal accountability (PE), professionalism (PF), functional expertise (FE), and service excellence (SE). Each subscale comprises five items describing the core competencies the employees are expected to manifest. Every item is measured in terms of meeting expectations using a five-point Likert scale (1 = poor to 5 = outstanding). Employers declined to participate in the survey as the tourism establishment was forced to close due to the COVID-19 outbreak. It has led the study to use a five-point Likert scale instead, which ranges from 1 (strongly disagree) to 5 (strongly agree). Higher mean scores (3.44–5.0) indicate that work performance exceeds expectations, while low mean scores (1.0–2.6) indicate that work performance needs improvement.

**4. Results and Discussion**

**4.1 Descriptive for burnout indicators among Tourism Management graduates**

Mean, and standard deviation was used to tally the respondents' answers to examine the graduates' burnout, emotional intelligence, and work performance level. With this aim, the descriptive statistics of MBI, EI, and WP and their subscales were presented in the following table. Table 1 shows the MBI subscales of emotional exhaustion (m = 2.47, SD = 1.31) and depersonalization (m = 1.98, SD = 1.16). It implies a low level of burnout despite the two items in the emotional exhaustion subscale EE1. I feel emotionally drained by my work (m = 2.89), and EE2 interacting with people all day long needs a great deal of effort (m = 3.7). It conveys a moderate and high level of burnout, respectively. It means the respondents have experienced moderate work fatigue and a high sense of detachment, leading to cynicism and a negative attitude towards guests and colleagues.

**Table 1: Descriptive statistics for burnout indicators among Tourism Management graduates**

<b>Variable</b>	<b>mean</b>	<b>SD</b>	<b>Descriptive level</b>
Emotional exhaustion	2.47	1.31	Low
Depersonalization	1.98	1.16	Low
Personal achievement	5.14	0.94	High
Burnout	2.2	1.17	Low

In contrast to the other subscales, lower mean values on the personal achievement scale are associated with higher degrees of experienced burnout. The personal achievement result (m=5.14, SD=0.94) indicates that respondents have a high level of competence and achievement in their work. Burnout MBI (m=2.20, SD =1.17) indicates a low level of burnout among UM tourist management graduates, based on the overall data. Burnout occurs when the first two scales are high and the last scale is low (Koutsimani et al., 2019). A high level of emotional exhaustion is more likely to result in high burnout, depersonalization, and low personal accomplishment (Brady et al., 2020). The study also found that while the majority of people had high levels of emotional weariness, low levels of depersonalization, and high levels of personal accomplishment, they had low levels of burnout (Bocheliuk et al., 2020).

**4.2 Descriptive statistics for emotional intelligence indicators among Tourism Management graduates**

The results of five emotional intelligence subscales are shown in Table 2; motivation, self-awareness, social skills, and empathy scored high. Motivation (m= 4.24, SD=0.676) and self-awareness (m= 4.12, SD=0.73) were the most highly rated subscales, indicating a very high level of ability that enables respondents to make an effort and keep going despite challenges and disappointments. A high level of ability for respondents to recognize what they feel, understand their habitual emotional responses to events and recognize how their emotions affect their behavior and performance. Social abilities came next (m=4.06, SD=0.760), indicating a high ability to control, influence, and inspire others' emotions. Finally, while empathy (m=4.01, SD=0.776) and emotion management (m=3.69, SD=0.79) show a high level, the two items in this subscale received a moderate result, showing that respondents had an average ability to stay focused and think even when experiencing overpowering emotions.

**Table 2. Descriptive statistics for emotional intelligence indicators among Tourism Management graduates**

<b>Variable</b>	<b>mean</b>	<b>SD</b>	<b>Descriptive Level</b>
Self-awareness	4.12	0.73	Very High
Managing Emotion	3.69	0.79	High
Motivation	4.24	0.676	Very High
Empathy	4.01	0.776	High
Social Skills	4.06	0.76	High
Emotional Intelligence	4.03	0.62	High

When students' emotional intelligence and all subscale scores of emotional intelligence increase, their achievement ratings decrease (MacCann et al., 2020). The overall results of this study demonstrate emotional intelligence EI (m=4.03, SD=0.620), indicating that UM tourism management graduates have a high level of emotional intelligence. Emotional intelligence as a skill can be incredibly beneficial for service employees at various levels of an organization, not just for dealing with customers but also for achieving better work outcomes with co-workers (Koc and Boz 2019, p.36). Workers with higher emotional intelligence are more successful, productive, and less likely to engage in unproductive work practices (Sanchez and Bres0 2020, p.2). Furthermore, individuals with higher EI demonstrated higher engagement, less burnout, and a lower intention to quit than their colleagues. Employees with high levels of EI can effectively use antecedent- and response-focused emotional maturity to master their interactions with others. Antecedent-focused emotion regulation has been found to improve employee performance and result in more favorable evaluations and larger tips from customers compared to response-focused emotion regulation (Reeck & Onuklu, 2022).

**4.3 Descriptive statistics for work performance among Tourism Management graduates**

As presented in Table 3, the descriptive statistics in terms of 4 subscales of work performance. Personal accountability, professionalism, functional expertise, and service excellence are indicators. The results show a very high level of work performance in terms of professionalism (m=4.52, SD=0.523) and personal accountability (m=4.48, SD=0.550). This indicates the respondent's behavior frequently exceeds expectations regarding respect and workplace civility and exceed expectations regarding commitment to quality, safety consciousness, punctuality, reliability, and dependability. There is also a very high level of work performance in terms of functional expertise (m=4.40, SD=0.637) and service excellence (m=4.40, SD=0.640) which means that the respondents highly regard job knowledge, learning agility, and problem-solving. Decision-making skills, policy awareness, and resourcefulness. Lastly, the respondents denotes that they consistently exceed expectations regarding the ability to properly treat others, quality service orientation, communication, productivity, and ability to respond and adapt to change.

**Table 3. Descriptive statistics for work performance among Tourism Management graduates**

<b>Variable</b>	<b>Mean</b>	<b>SD</b>	<b>Descriptive Level</b>
Personal Accountability	4.48	0.55	Very High
Professionalism	4.52	0.523	Very High
Functional Expertise	4.4	0.637	Very High
Service Excellence	4.4	0.64	Very High
Work Performance	4.45	0.506	Very High

The notion that work-engagement toward other people is a fundamental component of interpersonal connection suggests that displaying good emotions is related to a high likelihood of success at work (Barreiro and Treglown). It supported the overall work performance ( $m=4.45$ ,  $SD=0.51$ ), which shows a very high level of work performance for UM tourism management graduates. Furthermore, work performance is positively connected with other job attitudes and high levels of work performance generate the notion that the company is a source of future success, which can improve commitment to the organization. Work performance is more visible and quantifiable than quality and is more likely to be observed and acknowledged inside the organization (Rivaldo and Nabella, 2023).

**4.4 Significant relationship between burnout and emotional intelligence**

Table 4 presents the significant relationship between burnout and emotional intelligence among tourism management graduates. The complete list of correlations between burnout subscales and emotional intelligence subscales is also presented below. Spearman's Rho was run between the subscales to determine the relationship between burnout and emotional intelligence. The value of  $r_s$  was calculated as  $r_s(98) = -.23$ , which shows a substantial ( $p < .01$ ) less significant and negative relationship between burnout and emotional intelligence. Therefore, the study rejects the null hypothesis. There was a negative correlation between emotional intelligence and burnout subscale's emotional exhaustion  $r_s(98) = -.47$ , and depersonalization  $r_s(98) = -.52$ . There was a positive correlation between emotional intelligence and personal achievement  $r_s(98) = .38$ ; while the variables burnout, self-awareness, and empathy were moderate negatively correlated,  $r_s(98) = -.19$ ,  $r_s(98) = -.25$  respectively; also, the variables burnout and managing emotions were found to be negatively correlated,  $r_s(98) = -.37$ . Overall, the results imply that a high level of emotional intelligence lowers the chance of experiencing emotional fatigue and disassociation. The respondents' high degree of emotional intelligence can increase personal achievement. On the other hand, the complete data of correlations between subscales of burnout and subscales of emotional intelligence, as presented below, data depicts a high degree of negative correlation between burnout and emotional intelligence, similar to the findings of Shariatpanahi et al. (2022) study that revealed significant negative correlations between EI and burnout.

**Table 4. Significant relationship between of burnout and emotional intelligence**

Variable	M	SD	1	2	3	4	5	6	7	8	9	10
1. BO	2.2	1.17	—									
2. EE	2.47	1.31	0.87***	—								
3. DEP	1.98	1.16	0.845***	0.83	—							
4. PA	5.14	0.94	0.35***	-0.03	0.11	—						
5. EI	4.03	0.62	-0.284**	-0.469***	0.468***	0.350**	—					
6. SA	4.12	0.73	-0.272**	-.393***	.385***	.200*	0.85***	—				
7. ME	3.69	0.79	-0.414***	-.541***	.456***	0.114	0.81***	0.7	—			
8. Mot	4.24	0.68	-0.105	-.369***	.375***	.516***	0.81***	0.6	0.51	—		
9. Emp	4.01	0.78	-0.258**	-.376***	.411***	.248*	0.92***	0.8	0.73	0.71	—	
10. SS	4.06	0.76	-0.104	-.254*	.307**	.302**	0.76***	0.5	0.4	0.64	0.6	—

\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$ , two-tailed. EE, Emotional Exhaustion; De, Depersonalization; PA, Personal Achievement; SA, Self-Awareness; ME, Managing Emotions; Mo, Motivation; Emp, Empathy; SS, Social Skills

The result is supported by a study that investigated emotional intelligence as a stress and burnout mediator. A continuous inverse connection between emotional control and management as emotional intelligence characteristics and stress and burnout (Lea et al., 2019). Furthermore, developing emotional intelligence may help diminish burnout when chronic stress is experienced (Qutab and Joya, 2022). The respondents' moderate level of self-awareness and empathy lower the chance of feeling burnout. Lastly, the high degree of negative correlation between burnout and the subscale of emotional intelligence, which is managing emotions, means that the respondents' high level of managing emotions lowers the chance of having a burnout.

**4.5 Significant relationship between burnout and work performance**

Table 5 presents a significant relationship between burnout and work performance among tourism management graduates. The value of rs was calculated as rs (98) = 0.05, which shows no significant relationship between burnout and work performance. Therefore, the study failed to reject the null hypothesis. The result contradicts the findings, stating that work performance negatively correlates to burnout (Dai et al., 2020). It indicates no sufficient evidence of a significant relationship between burnout and work performance. While the complete correlations between burnout and work performance subscales are presented below, it must be noted that of all the burnout subscales, there was a positive correlation between personal achievement and the work performance subscale such as personal accountability rs (98) = .26, service excellence rs (98) = .25, also professionalism and functional expertise are significant and positively correlated, rs (98) = .31, rs (98) = .30 respectively.

**Table 5. Significant relationship between burnout and work performance**

Variable	mean	SD	1	2	3	4	5	6	7	8	9
1. BO	2.2	1.17	—								
2. EE	2.47	1.31	0.83***	—							
3. De	1.98	1.16	0.74***	0.86***	—						
4. PA	5.14	0.94	0.33***	-0.10	-0.19	—					
5. WP	4.45	0.51	0.05	-0.07	-0.12	0.26**	—				
6. Pac	4.48	0.55	-0.006	-0.12	-0.15	0.19*	0.88***	—			
7. Pro	4.52	0.52	0.05	-0.09	-0.19	0.31**	0.79***	0.67***	—		
8. FE	4.4	0.64	0.10	-0.01	-0.08	0.30**	0.86***	0.70***	0.61***	—	
9. SE	4.4	0.64	0.12	0.01	-0.01	0.25*	0.87***	0.63***	0.57***	0.74***	—

\*p < .05, \*\*p < .01, \*\*\*p < .001, two-tailed. EE, Emotional Exhaustion; De, Depersonalization; PA, Personal Achievement; WP, Work Performance; Pac, Personal Accountability; Pro, Professionalism; FE, Functional Expertise; SE, Service Excellence.

The result somehow supports that there is a significant association between job satisfaction and sub- dimensions of burnout (Annamalai, 2022). The increase in personal achievement level will increase professionalism and functional expertise among UM tourism management graduates.

**4.6 Significant relationship between emotional intelligence and work performance**

Table 6 shows the significant relationship between emotional competence and work performance among tourist management graduates. The value of rs was calculated as rs (98) = .29, which shows there is a positive correlation between emotional intelligence and work performance. The complete inventory of correlations between subscales of emotional intelligence and work performance, as presented, shows that among the variables of emotional intelligence and work performance, there is a positive correlation between work performance and self-awareness rs (98) = .20, motivation rs (98) = .32, empathy rs (98) = .27; furthermore, there is a positive correlation between motivation and personal accountability rs (98) = .26, professionalism rs (98) = .30, functional expertise rs (98) = .30 and service excellence rs (98) = .26. It present also a positive correlation between empathy and personal accountability rs (98) = .27. There is a positive correlation between work performance subscale professionalism and emotional intelligence subscale empathy rs (98) = .34 and social skills rs (98) = .23. This suggests that the respondent's work performance and functional knowledge are linked to motivation and personal accountability and professionalism somehow associated to empathy and social skills.

**Table 6. Significant relationship between emotional intelligence and work performance**

Variable	mean	SD	1	2	3	4	5	6	7	8	9	10	11
1. EI	4.03	0.62	—										
2. SA	4.12	0.73	0.82***	—									
3. ME	3.69	0.79	0.80***	0.65***	—								
4. Mo	4.24	0.68	0.77***	0.51***	0.50***	—							

5. Emp	4.01	0.78	0.91***	0.72***	0.70***	0.70***	—						
6. SS	4.06	0.76	0.71***	0.46***	0.36***	0.61***	0.55***	—					
7. WP	4.45	0.51	0.29**	0.20*	0.15	0.32**	0.27**	0.16	—				
8. Pac	4.48	0.55	0.28**	0.20*	0.18	0.26**	0.27**	0.12	0.88***	—			
9. Pro	4.52	0.52	0.28**	0.16	0.11	0.30**	0.34***	0.23*	0.79***	0.76**	—		
10. FE	4.4	0.64	0.19	0.17	-0.006	0.30**	0.18	0.16	0.86***	0.70**	0.61***	---	
11. SE	4.4	0.64	0.20*	0.14	0.09	0.26**	0.16	0.12	0.87***	0.63***	0.57***	--	

\*p < .05, \*\*p < .01, \*\*\*p < .001, two-tailed. EI-Emotional Intelligence; SA, Self-Awareness; ME, Managing Emotions; Mo, Motivation; Emp, Empathy; SS, Social Skills; WP, Work Performance; Pac, Personal Accountability; Pro, Professionalism; FE, Functional Expertise; SE, Service Excellence.

There is an average association between social skills, relationship management, and worker productivity (Bellet et al., 2023). In addition, there is a strong link between emotional intellect and organizational citizenship behavior. It was also discovered that employees' work performance might be considerably predicted based on their emotional intelligence ratings (Sánchez-Gómez & Bresó, 2020). On this basis, the study rejects the null hypothesis. In other words, there is sufficient evidence that there is a significant correlation linking emotional intelligence and work performance.

### 5. Conclusion

This study has drawn the following conclusions based on the results and analysis. The level of burnout of the Tourism Management graduates working in the tourism industry in terms of emotional exhaustion and depersonalization is low, while personal achievement is high; therefore, the overall level of burnout of the graduates is at a low level.

On the other hand, Tourism Management graduates differ in their level of emotional intelligence. In terms of self-awareness and motivation, it is very high, while social skills are at a high level. Furthermore, in terms of empathy and managing emotions, both are at a moderate level. Overall, it shows that tourism management graduates have a high level of emotional intelligence.

As to the work performance aspect, all manifest the same in terms of professionalism, personal accountability, functional expertise, and service excellence, indicating a very high level. This study determined that the tourism management graduate's burnout levels were significantly negatively correlated with emotional intelligence. However, despite the low-level burnout and high-level work performance, the findings still revealed no significant relationship between burnout and work performance. Finally, the outcomes of the study revealed an overall high degree of emotional intelligence and work performance, as well as a significant association between emotional intelligence and work performance.

To ensure burnout is at the minimum level, tourism management graduates are encouraged to be more proactive with their stress-handling capacity. It is possible to be aware of their tipping point of stress, prioritize mental health by following work-life balance as much as possible, use the allotted vacation leave or indulge in self-care, and also maintain socialization with co-workers. For tourism establishments, it is suggested to create fair workloads and initiates training and programs to combat burnout in the workplace. In order to maintain the high emotional intelligence of tourism management graduates, it is recommended that they become more self-aware by knowing and understanding their emotional strengths and weaknesses. Find techniques that help to deal with work-related stress, like hobbies, exercise, and meditation. Maintain a positive, optimistic attitude. Attend training about improving emotional intelligence. The tourism establishment should conduct regular activities that boost employees' emotional quotient, like workshops, seminars, and training.

To ensure a high level of work performance is maintained, it is recommended that tourism establishments provide constant communication to ensure the goals and expectations are clear to employees. Provide an appropriate, efficient, secure, and safe working environment to encourage productivity. Promote effectiveness, and encourage achievements by making the employees perceived as valued and recognized for their efforts. It is also suggested that tourism management graduates invest in training or



courses to advance their self-development further. As the Tourism Management program's way of keeping in touch with its graduates, it is recommended to regularly conduct some alumni activities highlighting stress coping techniques, emotional intelligence enhancement, and work productivity training. As to the partner tourism establishments, it is suggested that the program provide a free workshop about mitigating burnout in the workplace and building emotional intelligence among the key personnel.

**Funding:** This research received no external funding.

**Conflicts of Interest:** The authors declare no conflict of interest.

**ORCID iD:** 0009-0005-9412-2897

**Publisher's Note:** All claims expressed in this article are solely those of the authors and do not necessarily represent those of their affiliated organizations, or those of the publisher, the editors and the reviewers.

## References

- [1] Alrawadieh, D. and Dinvar, M. (2021). Emotional labor, quality of work life, and life satisfaction of tour guides: the mediating role of burnout. *Journal of Tourism Leisure and Hospitality*, 3(2), 118-128. <https://doi.org/10.48119/toleho.936766>
- [2] Annamalai, S. (2022). Influence of perceived equity, job enrichment, and burnout among educators in indian private universities on job satisfaction and the desire to quit. *Frontiers in Education*, 7. <https://doi.org/10.3389/feduc.2022.991068>
- [3] Baporikar, N. (2020). Emotional Intelligence a Critical Factor in Organizational Performance. *International Journal of Business Strategy and Automation (IJBSA)*, 1(4), 10-39.
- [4] Barreiro, C. A., & Treglown, L. (2020). What makes an engaged employee? A facet-level approach to trait emotional intelligence as a predictor of employee engagement. *Personality and Individual Differences*, 159, 109892.
- [5] Bellet, C. S., De Neve, J. E., & Ward, G. (2023). Does employee happiness have an impact on productivity?. *Management science*.
- [6] Bloomfield, J., & Fisher, M. J. (2019). Quantitative research design. *Journal of the Australasian Rehabilitation Nurses Association*, 22(2), 27-30.
- [7] Bocheliuk, V. Y., Zavatska, N. Y., Bokhonkova, Y. O., Toba, M. V., & Panov, N. S. (2020). Emotional burnout: Prevalence rate and symptoms in different socio-professional groups. *Journal of Intellectual Disability-Diagnosis and Treatment*, 8(1), 33-40.
- [8] Brady, K. J., Ni, P., Sheldrick, R. C., Trockel, M. T., Shanafelt, T. D., Rowe, S. G., ... & Kazis, L. E. (2020). Describing the emotional exhaustion, depersonalization, and low personal accomplishment symptoms associated with Maslach Burnout Inventory subscale scores in US physicians: an item response theory analysis. *Journal of patient-reported outcomes*, 4, 1-14.
- [9] Cardenas-Perez, Bonilla-Yucailla, D., Balseca-Acosta, A., M.J. and Moya-Ramirez, D., (2022). Emotional intelligence, engagement and academic self-efficacy. Analysis mediation within Ecuadorian universities. *Interdisciplinaria*, 39(2), pp.249-264.
- [10] Cho, E. and Jeon, S. (2019). The role of empathy and psychological need satisfaction in pharmacy students' burnout and well-being. *BMC Medical Education*, 19(1). <https://doi.org/10.1186/s12909-019-1477-2>
- [11] Dai, Y., Zhuang, W., Lu, S., & Huan, T. (2020). Work engagement or job burnout? psychological ownership amongst the employees of international tourist hotels. *Tourism Review*, 76(6), 1243-1259. <https://doi.org/10.1108/tr-03-2020-0087>
- [12] Dai, Y., Zhuang, W., Lu, S., & Huan, T. (2020). Work engagement or job burnout? psychological ownership amongst the employees of international tourist hotels. *Tourism Review*, 76(6), 1243-1259. <https://doi.org/10.1108/tr-03-2020-0087>
- [13] Giao, H. N. K., Vuong, B. N., Huan, D. D., Tushar, H., & Quan, T. N. (2020). The effect of emotional intelligence on turnover intention and the moderating role of perceived organizational support: evidence from the banking industry of vietnam. *Sustainability*, 12(5), 1857. <https://doi.org/10.3390/su12051857>
- [14] Hemmati, F., Dabbaghi, F., & Mahmoudi, G. (2020). Investigating prevalence job stress and illness among hospital staff providing health tourism services (hspts) in iran. *BMC Health Services Research*, 20(1). <https://doi.org/10.1186/s12913-020-05761-x>
- [15] Kant, R. and Shanker, A., (2021). Relationship between Emotional Intelligence and Burnout: An Empirical Investigation of Teacher Educators. *International Journal of Evaluation and Research in Education*, 10(3), pp.966-975.
- [16] Kelly, R. and Heard, L. (2020). Burnout and leadership style in behavioral health care: a literature review. *The Journal of Behavioral Health Services & Research*, 47(4), 581-600. <https://doi.org/10.1007/s11414-019-09679-z>
- [17] Knežević, M. N., Petrović, M. D., Kovarić, S., Mijatov, M., Vuković, D., & Kennell, J. (2020). Acting the part: emotional intelligence and job satisfaction as predictors of emotional labor in travel agencies. *Tourism and Hospitality Research*, 21(2), 183-201. <https://doi.org/10.1177/1467358420965653>
- [18] KOC, E., (2019). Introduction to Emotional Intelligence in Tourism and Hospitality. E. Koc, Emotional Intelligence in Tourism & Hospitality, pp.1-14.
- [19] Koc, E.R.D.O.G.A.N. and Boz, H.A.K.A.N., (2019). Emotions and developing emotional intelligence in tourism and hospitality businesses. Emotional intelligence in tourism and hospitality, pp.15-35.
- [20] Koutsimani, P., Montgomery, A., & Cerasola, E. (2019). The relationship between burnout, depression, and anxiety: a systematic review and meta-analysis. *Frontiers in Psychology*, 10. <https://doi.org/10.3389/fpsyg.2019.00284>
- [21] Kronenberg, K. and Fuchs, M. (2021). The socio-economic impact of regional tourism: an occupation-based modelling perspective from sweden. *Journal of Sustainable Tourism*, 30(12), 2785-2805. <https://doi.org/10.1080/09669582.2021.1924757>
- [22] Kumareswaran, S. (2023). Burnout among employees: a narrative review. *European Journal of Humanities and Social Sciences*, 3(2), 15-20. <https://doi.org/10.24018/ejsocial.2023.3.2.410>
- [23] Lawrence, J. R., Davis, B. A., Corbette, T., Hill, E. V., Williams, D. R., & Reede, J. Y. (2021). Racial/ethnic differences in burnout: a systematic review. *Journal of Racial and Ethnic Health Disparities*, 9(1), 257-269. <https://doi.org/10.1007/s40615-020-00950-0>
- [24] Lea, R., Davis, S. K., Mahoney, B., & Qualter, P. (2019). Does emotional intelligence buffer the effects of acute stress? a systematic review. *Frontiers in Psychology*, 10. <https://doi.org/10.3389/fpsyg.2019.00810>

- [25] MacCann, C., Jiang, Y., Brown, L. E., Double, K. S., Bucich, M., & Minbashian, A. (2020). Emotional intelligence predicts academic performance: A meta-analysis. *Psychological bulletin*, 146(2), 150.
- [26] Mheidly, N., Fares, M.Y. and Fares, J., (2020). Coping with stress and burnout associated with telecommunication and online learning. *Frontiers in Public Health*, p.672.
- [27] Mohamed, H.A.E., Zaki, H.S. and Essmat, W.S.A., (2020). The Impact of Job Burnout on Employees' Commitment in Tourism Enterprises. *Minia Journal of Tourism and Hospitality Research MJTHR*, 10(1), pp.1-26.
- [28] Obong, L. and Etim, O. (2019). Socio-economic analysis of tourism: evidence from calabar metropolis, cross river state, nigeria. *Journal of Tourism Management Research*, 6(2), 184-194. <https://doi.org/10.18488/journal.31.2019.62.184.194>
- [29] Prayetno, B. and Marwan, M. (2020). The effect of family environment, emotional intelligence, and creativity on student entrepreneurial interest in the faculty of economics, universitas negeri padang. *Proceedings of the 4th Padang International Conference on Education, Economics, Business and Accounting (PICEEBA-2 2019)*. <https://doi.org/10.2991/aebmr.k.200305.123>
- [30] Qutab, M. and Joya, S. M. (2022). Correlation between emotional intelligence and burnout amongst medical teachers of a public medical school in lahore. *Health Professions Educator Journal*, 5(1), 14-18. <https://doi.org/10.53708/hpej.v5i1.1253>
- [31] Reeck, C. and Onuklu, N. N. Y. (2022). Interpersonal emotion regulation: consequences for brands in customer service interactions. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.872670>
- [32] Riopel, L. (2019). Emotional Intelligence Frameworks, Charts, Diagrams & Graphs. [online] PositivePsychology.com. Available at: <https://positivepsychology.com/emotional-intelligence-frameworks/>.
- [33] Rivaldo, Y., & Nabella, S. D. (2023). Employee Performance: Education, Training, Experience and Work Discipline. *Calitatea*, 24(193), 182-188.
- [34] Robinson, R., Martins, A., Solnet, D., & Baum, T. (2019). Sustaining precarity: critically examining tourism and employment. *Journal of Sustainable Tourism*, 27(7), 1008-1025. <https://doi.org/10.1080/09669582.2018.1538230>.
- [35] Rodiris, L. J. T. (2021). Tourism as a driver of development: an evidence from selected tourism stakeholders in vigan city. *Tourism and Sustainable Development Review*, 2(1), 39-48. <https://doi.org/10.31098/tsdr.v2i1.39>
- [36] Sanchez-Gomez, M. and Bresó, E. (2020). In pursuit of work performance: testing the contribution of emotional intelligence and burnout. *International Journal of Environmental Research and Public Health*, 17(15), 5373. <https://doi.org/10.3390/ijerph17155373>
- [37] Sanchez-Gomez, M. and Bresó, E., (2020). In pursuit of work performance: Testing the contribution of emotional intelligence and burnout. *International Journal of Environmental Research and Public Health*, 17(15), p.5373.
- [38] Sawant, M. and Biwal, A. (2021). Major factors affecting employee turnover in the tourism industry: with special reference to travel agencies and tour operators of pune city. *Euro-Asia Tourism Studies Journal*, 2(November 2021). <https://doi.org/10.58345/qkym8323>
- [39] Shariatpanahi, G., Asadabadi, M., Rahmani, A., Effatpanah, M., & Ghazizadeh Esslami, G. (2022). The impact of emotional intelligence on burnout aspects in medical students: Iranian research. *Education Research International*, 2022, 1-7.
- [40] Siyum, B. A. (2022). University instructors' burnout: antecedents and consequences. *Journal of Applied Research in Higher Education*, 15(4), 1056-1068. <https://doi.org/10.1108/jarhe-04-2022-0131>
- [41] Soto-Rubio, A., Giménez-Espert, M. d. C., & Prado-Gascón, V. (2020). Effect of emotional intelligence and psychosocial risks on burnout, job satisfaction, and nurses' health during the covid-19 pandemic. *International Journal of Environmental Research and Public Health*, 17(21), 7998. <https://doi.org/10.3390/ijerph17217998>
- [42] Statistics Solutions. (n.d.). Conduct and Interpret a Spearman Rank Correlation. [online] Available at: <https://www.statisticssolutions.com/free-resources/directory-of-statistical-analyses/spearman-rank-correlation/>
- [43] Sugiono, E. and Nurhasanah, S. (2022). The effect of emotional intelligence, competency and financial compensation on performance of employee with job satisfaction. *JPPPI (Jurnal Penelitian Pendidikan Indonesia)*, 8(2), 511. <https://doi.org/10.29210/020221549>
- [44] Tibebe, H., Tibebe, H., Solomon, B., & Diro, T. (2021). A hierarchical model to quantify burnout stage of hotel industry employees in ethiopia". *Biomedical Journal of Scientific & Technical Research*, 39(2). <https://doi.org/10.26717/bjstr.2021.39.006267>
- [45] Ustunel, M., Váeliker, N., & Gvözeller, C. O. (2021). Systematic review of meta-analysis studies in the tourism and hospitality literature. *European Journal of Tourism Research*, 27, 2710. <https://doi.org/10.54055/ejtr.v27i.2145>
- [46] www.linkedin.com. (n.d.). What Is Emotional Intelligence and Why Is It Essential For Business? [online] Available at: <https://www.linkedin.com/pulse/what-emotional-intelligence-why-essential-business-cardenas-ph-d-> [Accessed 17 Dec. 2022].
- [47] Zhang, T., Feng, J., Jiang, H., Shen, X., Pu, B., & Gan, Y. (2021). Association of professional identity, job satisfaction and burnout with turnover intention among general practitioners in china: evidence from a national survey. *BMC Health Services Research*, 21(1). <https://doi.org/10.1186/s12913-021-06322-6>