

# Emotional intelligence and its impact on Burnout and Happiness: A study on Police Officers of Chandigarh Police, India

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## ABSTRACT

**Purpose:** The research was carried out to investigate the relationship between emotional intelligence, burnout, and happiness on police officers of Chandigarh police, India. The difference between socio-demographic variables in retain to emotional intelligence of Chandigarh police officers was also studied. The human in "Khaki" is the one who toils for 24/7, just to maintain law and order and helps in making the citizen responsible toward their society. It is our duty to save the lives of the one who save us all.

**Design/Methodology/Approach:** By judgemental sampling method, 120 police officers who were currently posted in Chandigarh, India, were selected for the study. The data was collected from survey method through standardised scale of different variables i.e., Wong and Law's (2002) scale of Emotional intelligence, Burnout by Maslach Burnout Inventory-GS, and Happiness by The Oxford Happiness Questionnaire (2002). Socio-demographic variables were analyzed by ANOVA and t-test. For relationship and impact among variables, Pearson correlation and Regression analysis were carried out.

**Findings:** The results showed a significant positive relationship between emotional intelligence and happiness ( $r=.525$ ) and a significant negative relationship between emotional intelligence and burnout ( $r=-.322$ ). The study also finds out the significant difference between age and EI and experience of police officers and EI.

**Research limitations:** The research is limited to only one union territory with limited sample size ( $n=120$ ), so the results cannot be generalized to a larger extent.

**Practical implications:** Achieving a high score in EI may hold a key to a greater happiness and helps in diminishing burnout level in police officers. Police departments should invest in promoting EI by implementing developmental programmes. Encourage employees to celebrate their free time with family and friends so that stress can be reduced.

**Originality value:** The study offers value to police organization as it focuses on police officials, and explores their EI level and its subsequent effect on Burnout and on happiness.

## 1. Introduction

The changing work roles, expectations and policies are making the jobs more complex and highly demanding in both physical as well as mental terms. The competitive environment has made the stress an inevitable part of every profession. Policing has been regarded as a highly stressful occupation than other occupations (Mostert & Joubert, 2005). In India, police workforce has to work for more than 11 hours a day without getting weekly off even once a month. We enjoy our festivals because they guard us. Even in the absence of basic amenities, the human in 'khaki' stands strong against all odds and protect us 24/7. In the year 2013, Bureau of Police Research and Development (BPRD) and Administrative Staff College of India (ASCI), released a report named "National Requirement of Manpower for 8-hour Shift in Police Stations" which revealed that 90% of police officers have to work for more than eight hours a day and 73% police personnel didn't get a weekly off even once a month and were called for emergency duty if they got off from duty.

The situation nowadays is not so different from then. Their long working hours adversely affect their quality of policing and their busy exhaustive work schedule keeps them away from their family also. They remain under constant severe pressure which sometimes leads to suicides and in India there is no

dearth of these suicidal cases of police personnel. This kind of chronic and prolonged stress at work leads to burnout (Levert et al., 2000). As burnout is defined "it is a persistent, negative, work-related state of mind in 'normal' individuals that is primarily characterised by exhaustion, accompanied by distress, a sense of reduced effectiveness, decreased motivation, and the development of dysfunctional attitudes and behaviours at work" (Schaufeli & Enzmann, 1998, p.36)

A profession that is mentally and physically challenging and demanding than to fulfil those requirements there is a need of a strong psychological concept to help them in coping. The concept of emotional intelligence is one of the best concepts that aids in mastering emotions, as policing is not just about physical strength, one has to be mentally strong enough to tackle the consequences. The ability to recognize and manage emotional of self as well as the others is known as Emotional intelligence. Mayer & Salovey (1990) defined it as "the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions (p.189). (Dette 2008) reported emotional intelligence to be a significant factor in reducing stress and burnout and improve mental health, job satisfaction, job performance and happiness level. It also helps in maintaining the balance between work-family lives. (Dette 2008) revealed in the study that emotionally healthy individuals

were found to handle, understand and use of emotions with more patient which consequently leads to less experience of burnout. Therefore, this concept can be considered as the desired element for police officers to cope up with their stressful work environment. Further, emotional intelligence has recognized as an essential life skill to create strong and committed interpersonal relationships that can lead to happiness. Therefore this study aims to identify the relationship of emotional intelligence and burnout among police officers of Chandigarh police and how emotional intelligence predicts happiness among police officers. The study aims to answer these questions in the context of police officers of Chandigarh police, India.

## 2. Statement of the Problem

The present study focuses on the relationship of emotional intelligence with burnout and happiness among selected police officers of Chandigarh police, India.

## 3. Significance of the research

Policing is one of the toughest, stressful and dangerous jobs. Every day police officials have to risk their lives just to sustain harmony among society. To cope up with the challenges of this stressful profession there is a need of a strong psychological concept and emotional intelligence is found to be the best. Emotional intelligence has been found significant in reducing stress-related factors like burnout and improving happiness among employees. This issue is essential to be studied since it can contribute to a more comprehensive understanding of emotional intelligence, burnout and happiness with respect to police officers of Chandigarh police since these variables serve relatively novel fields of study. The study contributes towards the knowledge of emotional intelligence, burnout, and happiness by adding literature to the Indian studies and possible suggestions for remedies.

## 4. Literature Review and Hypothesis Formation

### *Emotional intelligence*

**Adeyemo (2008)** reported gender and work experience to have significant impact on emotional intelligence. In addition to it, male and female respondents were reported significantly different with respect to emotional intelligence where females were found to be high on EI than male respondents. **Kumar and Muniandy's (2012)** study revealed that the level of emotional intelligence was improved among respondents with their age, teaching experience, grade, and education. However, gender and work experience were not found to be the contributing factors among lecturers of the selected polytechnic colleges. **Saeid et al., (2013)** found only education and salary to be significantly associated with self-management that is one of the components of emotional intelligence among nurses of selected military hospitals. **Vanishree (2014)** proved marital status to be the best predictor of emotional intelligence for the employees who were working in IT sector, India. **Pooja & Kumar 's (2016)** study investigated demographic variables with respect to emotional intelligence among employees of Indian service sector. The analysis of the results proved female employees to be high on EI score than male employees. The age of respondents was also found to be significant factor for confirming the level of EI, as the respondents belonged to the

age group of 51– 60 years were found to score highest in the level of EI in comparison to other groups. Further, education was also reported to be a significant factor in attaining a good level of EI. Therefore, employees who didn't have any technical education were proved to be more emotionally intelligent than their counterparts with technical education. In addition to it, employees with 16-20 years of experience were reported emotionally stronger than employees with less experience.

Based on Previous research and literature by **(Adeyemo 2008; Kumar and Muniandy 2012; Saeid et al., 2013; Pooja and Kumar 2016; Vanishree 2014)** following hypotheses are proposed:-

***H<sub>1</sub>: There exists a significant difference in emotional intelligence with respect to socio-demographic variables namely Age, Gender, Marital status, Experience, Education and Designation of selected police officers of Chandigarh police.***

### *Studies on Emotional Intelligence and Burnout*

**Dette (2008)** conducted a study on police constables of South African police services in the Western Cape to check the relationship between emotional intelligence and burnout. The results showed that when police constables were more self-regulated, self-aware, motivated, empathetic and socially inclined than they were less likely to experience burnout and vice-versa. Further, among police officer, self regulation was found to be the only significant and reliable predictor of burnout. **Ortiz-Acosta & Beltran-Jimenez (2011)** investigated medical interns to check their perceived emotional intelligence and burnout. The results of the study showed a negative relationship between emotional attention and exhaustion. The study also reported that low level of emotional attention and unclear emotions were the identifiers of burnout among undergraduate interns. Emotional repair was found to be associated negatively with exhaustion and depersonalization whereas it was positively to self-fulfilment. **Nastasa & Farcas' (2015)** study proved a negative but significant relationship between emotional intelligence and personal accomplishment (one of the dimension of burnout). **Kwon & Kim (2015)** examined the impact of emotional intelligence and emotional labor on the burnout among psychological nurses. Results reported a negative correlation between burnout and emotional intelligence and a positive correlation between burnout and emotional labor. The study concluded with some suggestions like organizing intervention programme to reduce burnout and manage emotional intelligence that will lead to the reduction in emotional labor among psychological nurses. **Ko & Mee (2015)** conducted a cross-sectional study to explore the impact of stress for the relations between emotional intelligence and burnout. The study was done among students of nursing college. The findings revealed emotional intelligence to be a negative and significant predictor of stress and burnout. A positive impact of Stress was observed on burnout and stress was also found to mediate the relationship between emotional intelligence and burnout. **Hanafi (2016)** analysed the impact of emotional intelligence on emotional exhaustion (one of the dimensions of burnout) on 200 nurses and patients. The findings of study revealed a negative impact of emotional

intelligence on emotional exhaustion. The study also reported a positive impact of emotional intelligence on the quality of nursing care. Emotional exhaustion negatively affects the quality of nursing services. **Przybylska (2016)** found a significant and negative relationship between emotional intelligence and burnout symptoms, and EI was found to be a significant and positive predictor of job satisfaction among teachers. **Lee (2017)** revealed emotional regulation to be significantly and negatively correlated to burnout. Further, a positive and relationship was found between emotional self-awareness and job satisfaction.

Based on previous literature and research by (**Dette 2008; Ko & Mee 2015; Agustina Hanafi 2016; Przybylska 2016; Kwon, Kim 2015; Ortiz-Acosta & Beltran-Jimenez 2011**) the following hypothesis are framed:-

**H<sub>2</sub>: There exists a significant negative relationship between Emotional intelligence and Burnout among selected Police officers of Chandigarh police.**

**H<sub>3</sub>: There exists a significant impact of Emotional intelligence on Burnout among selected Police personnel of Chandigarh police.**

#### **Studies on Emotional Intelligence and Happiness**

**Hafen, Singh and Laursen (2010)** found that emotional intelligence mediates the association between big five personality traits and happiness and these results were true for female students only who belonged to a technology University, India. **Sasanpour, Khodabakhshi and Nooryan (2012)** reported a significant positive relationship between emotional intelligence, happiness and mental health of medical students of Isfahan University. Students with high emotional intelligence were proved to be happier and mentally healthier. **Bai and Niazi's (2014)** study proved a significant positive relationship between EQ and its dimensions (Social skills, Self-awareness, Unanimity, Self-control, and Self motivation) and happiness. Further the findings also showed that dimensions of EQ significantly predict the happiness. **Khordzanganeh et al., (2014)** investigated the relationship between Emotional intelligence, happiness, resilience and mental health among students of a high school at Ramhormoz city. The study sample contained 365 students (223 girls and 142 boys). The results reported a negative relationship between emotional intelligence and mental health. It was found that students who were high on emotional intelligence level could manage stress and emotions in a better way. Happiness and mental health were related negatively to each other.

Based on the above research and literature by (**Hafen, Singh and Laursen 2010; Sasanpour, Khodabakhshi and Nooryan 2012; Bai and Niazi 2014; Khordzanganeh et al., 2014**), following hypothesis are framed:-

**H<sub>4</sub>: There exists a significant positive relationship between Emotional intelligence and Happiness among selected Police officers of Chandigarh police.**

**H<sub>5</sub>: There exists a significant impact of Emotional intelligence on Happiness of selected Police officers of Chandigarh police.**

#### **5. Objectives of the Study**

1. To study and explore Emotional Intelligence among selected police officers of Chandigarh police.
2. To study Emotional intelligence with respect to socio-demographic variables namely Age, Gender, Marital status, Experience and Qualification of selected police officers of Chandigarh police.
3. To study the relationship between Emotional intelligence and Burnout among selected police officers of Chandigarh police.
4. To study the impact of Emotional intelligence on Burnout among selected police officers of Chandigarh police.
5. To study the relationship between Emotional intelligence and Happiness among selected police officers of Chandigarh police
6. To study the impact of Emotional intelligence on Happiness among selected police officers of Chandigarh police.
7. To suggest possible solutions for increasing the level of emotional intelligence and happiness and decreasing the level of burnout among police officers of Chandigarh police.

#### **6. Hypothesis of the study**

Based on the literature review, the present research investigates the relationship among emotional intelligence, burnout and happiness. The followings are the main hypotheses of the present study-

**H<sub>1</sub>:** There exists a significant difference in the level of Emotional intelligence with respect to socio-demographic variables namely Age, Gender, Marital status, Education, Experience and Designation of selected police officers of Chandigarh police.

**H<sub>1a</sub>:** There exists a significant difference in the level of Emotional intelligence with respect to age of selected police officers of Chandigarh police.

**H<sub>1b</sub>:** There exists a significant difference in the level of Emotional intelligence with respect to gender of selected police officers of Chandigarh police.

**H<sub>1c</sub>:** There exists a significant difference in the level of Emotional intelligence with respect to marital status of selected police officers of Chandigarh police.

**H<sub>1d</sub>:** There exists a significant difference in the level of Emotional intelligence with respect to education of selected police officers of Chandigarh police.

**H<sub>1e</sub>:** There exists a significant difference in the level of Emotional intelligence with respect to experience of selected police officers of Chandigarh police.

**H<sub>1f</sub>:** There exists a significant difference in the level of Emotional intelligence with respect to designation of selected police officers of Chandigarh police.

**H<sub>2</sub>:** There exists a significant negative relationship between Emotional intelligence and Burnout among selected Police officers of Chandigarh police.

**H<sub>3</sub>:** There exists a significant impact of Emotional intelligence on Burnout among selected Police officers of Chandigarh police.

**H<sub>4</sub>:** There exists a significant positive relationship between Emotional intelligence and Happiness among selected Police officers of Chandigarh police.

**H<sub>5</sub>:** There exists a significant impact of Emotional intelligence on Happiness among selected Police officers of Chandigarh police.

## 7. Research Methods

### Participants

Judgemental sampling method was used to select the sample size of 120 police officers from Chandigarh police. Assistant Sub-inspector (A.S.I), Sub-inspector (S.I) and Inspector rank officers were included in the study for data collection.

### Measure

- A demographic questionnaire containing information related to the gender, age, educational qualification, marital status, designation (A.S.I, S.I, Inspector) and years of experience was used for data collection.
- The scale developed by **Wong and Law (2002)** of Emotional Intelligence Questionnaire, was used for assessing Emotional intelligence. The 16-item "Emotional Intelligence Questionnaire" was grouped into 4 of 4 questions to measure the different dimensions of emotional intelligence. Participants rated the items on a seven-point Likert scale (1=strongly disagree, 7=strongly agree). Cronbach's alpha for this scale was 0.94 in the current sample.

- Burnout was measured using the Maslach Burnout Inventory-General Survey by (**Schaufeli et al., 1996**). It consists of 16 items and is scored on a seven-point Likert scale, ranging from 0 (*never*) to 6 (*every day*). Cronbach's alpha for this scale was 0.83 in the current sample.
- **Hills and Argyle's** the Oxford Happiness Questionnaire (2002) was used for assessing Happiness. It included 29 questions, and are scored on a 6 point Likert scale, ranging from 1) strongly disagree to 6) strongly agree Cronbach's alpha for this scale was 0.91 in the current sample.

## 8. Results and Hypothesis Testing

The target respondents in the study are the police officers who are currently serving in Chandigarh police in India. Total sample size is 120 police officers.

Table 1 below shows the characteristics of the respondents of the study. Within the sample, 57.5% were male respondents and 42.5% were females. 45.0% respondents were quite young and belonged to the age group of 25-35yrs, and 33.3% respondents were graduates and 35.0% respondents were educated till 12<sup>th</sup> class. 64.2% of respondents were married while 35.8% respondents were singles. 42.5% of the respondents belonged to the designation of S.I and 28.3% came in the category of A.S.I. 45.8% respondents were having the work experience of 5-10 yrs. The data collected for the study was found to be normally distributed and the tests applied were parametric in nature.

**Table 1. Descriptive Statistics of Socio-demographic variables**

Sr. No.	Socio-Demographic Variables	Frequency	Percentage	
1.	Age	25-35 yrs	54	45
		35-45 yrs	23	19.2
		45-55 yrs	29	24.2
		55-65 yrs	14	11.7
2.	Gender	Male	69	57.5
		Female	51	42.5
3.	Marital Status	Single	77	64.2
		Married	43	35.8
4.	Total years of Experience	5-10 yrs	55	45.8
		11-15 yrs	26	21.7
		16-20 yrs	23	19.2
		21-25 yrs	16	13.3
5.	Designation	Sub Inspector (S.I)	34	28.3
		Assistant Sub Inspector (A.S.I)	51	42.5
		Inspector	35	29.2
6.	Educational Qualification	12th	42	35
		Diploma	17	14.2
		Graduate	40	33.3
		Post graduate	21	17.5

**Table 2 Means, standard deviation and t-value/f-value for Emotional intelligence among police officers with regard to socio-demographic variables**

Sr. NO.	Socio-Demographic Variables		N	Mean	SD	t-value/f-value	Sig(2-tailed)
1.	Age	25-35 yrs	54	61.79	7.38	2.9	.038
		35-45 yrs	23	64.43	6.54		
		45-55 yrs	29	58.34	8.38		
		55-65 yrs	14	62.42	8.27		
2.	Gender	Male	69	61.98	6.83	0.72	0.469
		Female	51	60.94	8.92		
3.	Marital Status	Single	77	61.2	7.93	-0.62	0.531
		Married	43	62.13	7.54		
4.	Total years of Experience	5-10 yrs	55	61.81	7.31	3.11	0.29
		11- 5 yrs	26	64.30	6.56		
		16-20 yrs	23	57.73	9.36		
		21-25 yrs	16	61.56	7.13		
5.	Designation	Sub Inspector (S.I)	34	62.67	6.81	0.6	0.55
		Assistant Sub Inspector (A.S.I)	51	60.78	7.97		
		Inspector	35	61.54	8.42		
6.	Educational Qualification	12th	42	59.90	8.36	0.99	0.39
		Diploma	17	62.70	7.59		
		Graduate	40	62.57	6.58		
		Post graduate	21	61.90	8.73		

**H<sub>1</sub>:** *There exists a significant difference in the level of Emotional intelligence with respect to socio-demographic variables namely Age, Gender, Marital status, Education, Experience and Designation of selected police officers of Chandigarh police.*

For testing **H<sub>1</sub>**, analysis of variance and independent t-test was used to check the significant difference between emotional intelligence and various socio-demographic variables (Age, gender, Marital Status, Education Qualification, Designation, and Experience). Table 2 showed that among demographics only age and experience were found to be statistically significant different with respect to emotional intelligence. The results of One way Anova showed that Age was different ( $F(3,116) = 2.90, p = .038$ ), which was significant at  $p < .038$  which means that age matters in deciding the level of emotional intelligence among police officers. Post hoc comparison using the Tukey HSD test indicated that the means

score for the age group of 35-45 yrs ( $M=64.43, SD=6.54$ ) was significantly different with the age group of 45-55 yrs ( $M=58.34, SD=8.38$ ). These findings supported the **H<sub>1a</sub>**.

Next in the study, experience of work was also found to be significantly different with respect to emotional intelligence, where ( $F(3,116) = 3.11, p = .029$ ), which was  $p < .029$ . Post hoc comparison using the Tukey HSD test indicated that the means score for the experience group of 11-15 yrs ( $M=64.30, SD=6.56$ ) was significantly different with the experience group of 16-20 yrs ( $M=57.73, SD=9.36$ ). Therefore our **H<sub>1e</sub>** of the study stands supported by the findings. However, none other variables such as gender, designation, educational qualification and marital status were not found to be different with respect to emotional intelligence. Therefore our Hypothesis **H<sub>1</sub>** was rejected as only two sub hypotheses **H<sub>1a</sub>** and **H<sub>1e</sub>** have been accepted by the study findings.

**Table 3 Correlation between Emotional intelligence, Burnout & Happiness**

Variables	r	P	N
Emotional Intelligence			
Burnout	-.322**	.000	120
Happiness	.525**	.000	120

\*\*Correlations significant at the 0.01 level (2-tailed)

**Correlation Coefficient**

**H<sub>2</sub>:** *There exists a significant negative relationship between Emotional intelligence and Burnout among selected Police officers of Chandigarh police.*

For testing **H<sub>2</sub>**, Pearson product moment correlation coefficient was computed between emotional intelligence and

burnout. The results are given in the table 3. which shows a statistically significant negative correlation at the  $p < .000$  level between the two variables, where [ $r = -.322, n = 120, p = .000$ ] was obtained. Thus the results imply that higher the person in the level of emotional intelligence lower he/she would feel the burnout and vice versa. Therefore, **H<sub>2</sub>** was retained.

**H<sub>4</sub>:** *There exists a significant positive relationship between Emotional intelligence and Happiness among selected Police officers of Chandigarh police.*

For testing **H<sub>4</sub>**, Pearson product moment correlation coefficient was computed between emotional intelligence and happiness. The results are given in the table 3. which shows a

statistically significant positive correlation at the  $p < .000$  level between the two variables, where  $[r = .525, n = 120, p = .000]$  was obtained. Thus the results which implied that people who were high on EI, proved to be happier and people who were low on EI experience less happiness. Therefore, the findings supported the **H<sub>4</sub>**.

**Table 4 .Brief Regression Model, Analysis of Variance and Statistical Regression of Emotional Intelligence on Happiness and Burnout**

Model	B	SE	$\beta$	t	p
Constant	39.46	5.41		17.25	
Burnout	-.323	.087	-.322	-3.69	.000
R= .322 <sup>a</sup> R <sup>2</sup> =.104 Adjusted R <sup>2</sup> =.096					
Constant	52.52	9.28		5.66	.000
Happiness	1.00	.150	.525	6.69	.000
R=.525 <sup>b</sup> R <sup>2</sup> =.275 Adjusted R <sup>2</sup> =.269					

Predictor variable (Constant): Emotional Intelligence

1. Dependent Variable: Burnout

2. Dependent Variable: Happiness

#### Regression analysis

**H<sub>3</sub>:** *There exists a significant impact of Emotional intelligence on Burnout among selected Police officers of Chandigarh police.*

For testing **H<sub>3</sub>**, a simple linear regression was used to study the impact of emotional intelligence on burnout, the results of which are given in the table 4. emotional intelligence statistically significant and negatively predicted burnout,  $F(1,118) = 13.63, p = .000, R^2 = .102, \text{Adjusted } R^2 = .096$ , this translates into 10% of a variance caused by emotional intelligence among burnout. Moreover, t-value (-3.69) and regression coefficient ( $B = -.323$  and  $\beta = -.322$ ) also shows the significant predictive strength of emotional intelligence on burnout. Therefore, the findings supported the **H<sub>3</sub>**.

**H<sub>5</sub>:** *There exists a significant impact of Emotional intelligence on Happiness among selected Police officers of Chandigarh police.*

For testing **H<sub>5</sub>**, a simple linear regression was used to study the impact of emotional intelligence on happiness, the results of which are given in the table 4. Emotional intelligence statistically significant and positively predicted happiness,  $F(1, 118) = 44.82, p = .000, R^2 = .275, \text{Adjusted } R^2 = .269$ , this translates into 27% of a variance caused by emotional intelligence among happiness. Moreover, t-value (6.69) and regression coefficient ( $B = 1.00$  and  $\beta = .525$ ) also shows the significant predictive strength of emotional intelligence on happiness. Therefore, the findings supported the **H<sub>5</sub>**.

## 9. Discussion & Conclusion

The purpose of the present research was to explore the relationship between emotional intelligence and burnout, happiness among police officers of Chandigarh police.

Hypothesis 1 in the study was rejected as only age and experience (among socio-demographic variables) was found to

be significantly different with respect to emotional intelligence among selected police officers. These results are consistent with the studies by Kumar and Muniandy 2012; Pooja and Kumar 2016) which reported that level of EI was found to be improved with age and experience. However, the other socio-demographic variables like educational qualification, designation, marital status and gender were not found significantly different with respect to emotional intelligence. The results are in contrast of the studies by (Adeyemo 2008; Saeid and Javadi 2013; Pooja and Kumar 2016; Vanishree M 2014).

Hypothesis 2 which states a significant negative relationship between emotional intelligence and burnout and hypothesis 3, stating a significant negative impact of emotional intelligence on burnout, both were supported by the findings of the study. The results indicated that police officers with high level of emotional intelligence were reported to be less on burnout. These findings are in line with the previous studies by (Dette 2008; Ko 2015; Hanafi 2016, Przybylska 2016; Kwon and Kim 2015; Acosta, Beltran-Jimenez 2011; Nastasa, Farcas 2015) found a negative relationship between emotional intelligence and burnout. Ciarrochi et al., (2002) reported that emotionally strong people appeared to be less affected by burnout.

Hypothesis 4 stating that there exists a significant positive relationship between emotional intelligence and burnout was found to be supported by the results. The study also provides evidence in regard to emotional intelligence as one of the significant positive predictor of happiness, which proves our fifth Hypothesis also true. It means that police officers with a high level of emotional intelligence were found to be happier in comparison to those police officers who were low in emotional intelligence. The results are in the line with the researchers like Hafen, Singh and Laursen 2010; Sasanpour, Khodabakhshi and Nooryan 2012; Aranda, Extremera and Galan 2013; Bai and Niazi 2014; Khordzanganeh et al., 2014) which found that a great level of emotional intelligence affects happiness level also.

## 10. Implications of the study

This study presents empirical findings about the negative relationship of emotional intelligence and burnout and positive relationship of emotional intelligence and happiness among police officers. Since emotional intelligence was found to be one of the important factors to reduce burnout and increase happiness among police officers, the police department must do more activities which can enhance the variable. Firstly, the level of emotional intelligence can be improved with the emotional intelligence competence training, in which they can learn how to deal with the situations when emotions take over their behaviour and actions. Therefore such training programme should be organised at district level across the hierarchy of the departments. Secondly, it would be more beneficial if that kind of training and mentoring programmes is organized during their training period and also try to mentor after transferring into the field.

The theory of Experiential learning is also a good way to apply various concepts of EI among new interns during their field training. The participation of the public is very important in the smooth functioning of the police as they should understand their duties towards the individuals and society. Sometimes the public should be given the role of the police to face the music.

These results have possible implications for Chandigarh police department for possible programmes and developmental ideas which prevent burnout and increase emotional intelligence that ultimately leads to happiness among them. As a happy employee is a productive employee.

## 11. Limitations and Recommendations

The sample of the study contained only one state's police officers that may limit the ability to generalize the research to the whole population of the same line. Time constraint was also there which has restricted us on some points of information which could be added to the study. The information gathered was difficult to acquire as police officers have a tight schedule all day and somewhere they were hesitant to share their true opinions also.

It is recommended that the relationship of the variables in the current study with a host of other variables such as job satisfaction, mental and physical health should be studied. Also, it is recommended that the police officers of other states should also be included and the comparison can be done for further studies. The moderating and mediating effects can also be studied by taking the same set of variables.

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