Relationship between Life Satisfaction, Burnout and Emotional Intelligence among professionals who work directly with people with intellectual disabilities

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Abstract

Introduction. The work environment of professionals who work directly with people with intellectual disabilities plays a key role in people's lives, since they are directly or indirectly responsible for improving the living conditions of those who receive these services. Specifically, these workers' risk of suffering burnout has an important impact on the quality of the services provided by the organizations. This study analyzes the relationship between emotional intelligence and life satisfaction in professional burnout processes.

Method. The sample is composed of 144 subjects (n=144), with an average age of 39.35 years (±9.06), belonging to the Andalusian Association of Organizations for Persons with Intellectual Disabilities (Full Inclusion). The following instruments are used: Satisfaction with Life Scale (SWLS), Maslach Burnout Inventory (MBI) and Emotional Quotient inventory (EQi-C). The Omega coefficient is used as it is a measure of reliability if the principle of equivalence is not met.

Results. The results show the positive relationship between some of the dimensions of burnout, emotional intelligence, and life satisfaction (p<.05). The regression analyses showed the positive association between emotional intelligence (adaptability and intrapersonal) and burnout (emotional fatigue) and life satisfaction.

Discussion and conclusions. Practical consequences of this study suggest the implementation of Emotional Intelligence programs to acquire emotional competencies, as prevention measure of burnout among professionals who work directly with people with Intellectual Disability within organizations.

Keywords: *burnout, intellectual disability, emotional intelligence, life satisfaction.*

Resumen

Introducción. El contexto laboral de los profesionales de acción directa a personas con Discapacidad Intelectual representa un aspecto fundamental en la vida de las personas, por ser corresponsables directa o indirectamente de mejorar las condiciones de vida de cuantos son beneficiarios de estos servicios. Concretamente, el riesgo de padecer burnout de estos trabajadores incide de manera alarmante en la calidad de los servicios prestados por las organizaciones. Este estudio analiza la relación entre la inteligencia emocional y satisfacción vital en procesos de desgaste profesional.

Método. La muestra está compuesta por 144 sujetos (*n*=144), con una edad media de 39.35 años (±9.06), pertenecientes a la Asociación Andaluza de Organizaciones a favor de las Personas con Discapacidad Intelectual (Plena Inclusión). Se utilizan los siguientes instrumentos: *Satisfaction with Life Scale* (SWLS), *Maslach Burnout Inventory* (MBI) y *Emotional Quotient inventory* (EQi-C). Se emplea el coeficiente Omega al ser una medida de fiabilidad si no se cumple el principio de equivalencia.

Resultados. Los resultados evidencian la relación positiva entre algunas de las dimensiones de burnout, inteligencia emocional, y satisfacción vital (*p*<.05). Los análisis de regresión mostraron la asociación positiva entre inteligencia emocional (adaptabilidad e intrapersonal) y burnout (cansancio emocional) y satisfacción vital.

Discusión y conclusiones. Las consecuencias prácticas de este estudio sugieren implementar programas de Inteligencia Emocional para la adquisición de competencias emocionales, como medida preventiva del burnout en los profesionales de atención directa a personas con Discapacidad Intelectual dentro de las organizaciones.

Palabras Clave: *burnout, discapacidad intelectual, inteligencia emocional, satisfacción vital.*

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Introduction

Any work activity has a clear service oriented to society, attending to the different demands for the promotion and development of the community in its context. Specifically, the professionals who provide direct attention to groups in vulnerability conditions, such as people with intellectual disabilities (hereinafter, ID), base their activity on the improvement and well-being of these people, providing the required support for their daily development in the most normalized way possible. However, the fatigue derived from the prolonged contact and close relationship established with the people in charge (Collet, de Vugt, Schols, Engelen, Winkens & Verhey, 2018), the current trend and weakening of the Welfare State, together with the scarcity of services and resources provided, are affecting the social and working conditions of these professionals, causing situations of burnout, anxiety and work-related stress (Nespereira-Campuzano & Vázquez-Campo, 2017).

Considering the prevalence on the health and well-being of these employees and its relation with the demands of the context where they carry out their activity, some studies approach this problem, emphasizing the positive relation that the Emotional Intelligence (hereinafter, EI) would have in the work exhaustion or burnout syndrome, as a measure of coping and emotional management to face stress situations adaptively (Cazalla-Luna & Molero, 2016; Cejudo, López-Delgado & Rubio, 2016; Gavín-Chocano & Molero, 2020; Meléndez, Delhom & Satorres, 2019).

Burnout or work burnout syndrome is conceptualized as a prolonged process of emotional fatigue, which involves the loss of motivation and expectations, generating a feeling of failure that affects at personal, work and social levels (Maslach, Schaufeli & Leiter, 2001). It is characterized by emotional exhaustion or the inability to cope with day-to-day life; depersonalization or a distant attitude towards the people being cared for; and loss for professional efficiency or the person's negative self-evaluation (Medina, Medina, Gauna, Molfino & Merino, 2017).

Currently, some studies argue for a higher prevalence in social and care professions, considering burnout a prolonged consequence of stressful situations (Llorent & Ruiz-Calzado, 2016; Moreto, González-Blasco & Piñero, 2018; Orozco-Vásquez, Zuluaga-Ramírez & Pulido-Bello, 2019). In other words, the institutional spirit of the organization and the work

carried out by the professionals (consistency between the work done and expectations), the emotional resources used, the quality of interpersonal relations and the beneficiary population of the attention, promote better personal and work-related development as a protective factor against stress and burnout (Jenaabadi, Azizi, Saeidi, Haghi & Hojatinasab, 2016; Moral-Jiménez & Ganzo-Salamanca, 2018).Therefore, the need to analyze the different aspects related to the quality of work life and the effects on the institution are increasingly focusing on the study of individual differences and personal skills (Andreychik, 2019), related to EI as a personal, labor and social regulatory instrument of the individual (Beauvais, Andreychik & Henkel, 2018; Vizoso-Gómez & Arias-Gundín, 2018).

EI, from its conceptualization to date, was defined as the ability to perceive and manage one's own emotions, understanding those of others and making adaptive use of them within a particular context (Mayer & Salovey, 1997). Implicit considerations that allow a better processing of emotions produced by daily events, promoting a greater personal psychological adjustment (Mayer, Caruso & Salovey, 2016).

At present, EI grounds its design and synthesis in its instrumental mode of analysis and evaluation, in order to verify its potential as a tool for personal improvement and well-being, extending to different contexts (Fernández-Berrocal, Ruiz-Aranda, Salguero, Palomera & Extremera, 2018), from the perspective of two theoretical models that share a mutual link, the complementarity between intellect and emotion.

The trait model (Bar-On, 1997; Petrides & Furham, 2001), combines personality traits and cognitive skills required to manage and emotionally use the information received. It is defined as the set of emotional abilities, personal and interpersonal motivations that will determine how people interact when faced with external demands and pressures (Petrides, Sánchez-Ruiz, Siegling, Saklofske & Mavroveli, 2018). It should be evaluated with typical performance tests (MacCann, Joseph, Newman & Roberts, 2014). This model, addressed in this study, is positively related to positive affect and optimism (Andrei & Petrides, 2013; Gavín-Chocano & Molero, 2020; Pulido-Acosta & Herrera-Clavero, 2017) and life satisfaction (Cazalla-Luna & Molero, 2016).

On the other hand, the ability model (Mayer & Salovey, 1997), is postulated as a more restrictive concept of EI and independent of the personality construct, asserting its definition

as the ability to manage emotionally charged information through perception, facilitation, understanding and emotional regulation (Fernandez-Berrocal et al., 2018). It should be evaluated with peak performance tests (MacCann et al., 2014).

However, these models show the impact that the acquisition of emotional competencies has on people' well-being and health, regardless of the context where they carry out their professional activity (Cejudo, Rodrigo-Ruiz, López-Delgado & Losada, 2018). There are different studies that have related good emotional adjustment to other variables such as well-being and life satisfaction (Alonso-Ferres, Berrocal de Luna & Jiménez-Sánchez, 2018; Gavín-Chocano & Molero, 2019), with a higher quality of life (Urzúa, Caqueo-Urízar, Araya, Díaz, Rocha & Valdivia, 2016), physical and psychological health (Ginevra, Magnano, Lodi, Annovazzi, Camussi, Patriz, & Nota, 2018; Millstein, Chung, Hoeppner, Boehm, Legler, Mastromauro & Huffman, 2019). Other studies also support the positive effects of EI, through the acquisition of emotional competencies, on the professional ability to deal with difficult situations and conflict resolution, both individually and institutionally (Extremera, Sánchez-Álvarez & Rey, 2020; Nespereira-Campuzano & Vázquez-Campo, 2017).

Another essential construct when explaining the impact of the EI trait for a better psychological adjustment and professional quality, is life satisfaction, understood as the personal and contextual evaluation by the individual about all areas of his life (Diener, 1994; Seligson, Huebner & Valois, 2003); and it is related to affective and emotional factors, within a wider concept, such as the subjective well-being or how much a person values his life positively (Muñoz-Campos, Fernandez-Gonzalez & Jacott, 2018), noting greater consistency and temporality in life satisfaction with respect to other related variables, such as happiness, positive functioning, resilience and motivation (Extremera et al. , 2020; Fernandez-Abascal & Martin-Diaz, 2015), resulting a positive relationship to control burnout syndrome (Extremera, Durán & Rey, 2005).

There are more and more organizations where the demands related to the work activity are the trigger of a greater stress and professional exhaustion (Nespereira-Campuzano y Vázquez-Campos, 2017). Different studies argue that the acquisition of emotional competencies, emotional creativity and subjective well-being favor the prevention of burnout, making it possible to face negative situations derived from professional activity (Beauvais et al., 2018; Vizoso-Gómez & Arias-Gundín, 2018). Thus, the relevance of this study about the

impact of the EI trait on life satisfaction and subjective welfare, in professional wear and tear processes, depersonalization and lack of professional effectiveness of professionals who provide direct assistance to people with ID, keeps the synergy on the feasibility of aspects related to prevention through EI training programs (Gavín-Chocano & Molero, 2019), for a better work performance (Fornés-Vives, García-Banda, Frias-Navarro & Pascual-Soler, 2019).

Based on these considerations, this study focuses its attention on the collective of direct care professionals from the Andalusian Association of Organizations in favor of people with ID (Full Inclusion), with the development of emotional competencies as a determining factor not only for the health and well-being of the individual, but also as a preventive measure against burnout, for the collective where they develop their activity, due to the sensitivity, responsibility and impact of the actions carried out (Puertas-Molero, Zurita-Ortega, Ubago-Jiménez & González-Valero, 2019).

Objectives

Taking this context as a starting point, the general objectives of this paper are (a) To determine the existence of significant correlations between the dimensions of the EI trait (EQi-C), burnout (MBI) and life satisfaction (SWLS) assessment instruments, respectively; (b) To establish significant differences in the dimensions of the instruments considered (EQi-C, MBI and SWLS) in relation to the socio-demographic variables (gender, age and years of professional experience); (c) To predict which variables of the EI trait and burnout are the ones that most explain the greater life satisfaction of the sampled individuals.

Method

Participants

The participants were 144 direct care professionals from different institutions of the Andalusian Association of Organizations for People with ID (Full Inclusion), made up of 124 entities in Andalusia, who volunteered to participate, and based their action on improving the quality of life of people with ID and their families. By sex, the participants (n=144) were 117 women, representing 81.25% and 27 men 18.75%. The age range was between 22 and 63 years, with a mean of 39.35 (±9.06) and a mean of 10.31 (±7.21) years of professional

experience. We have used a convenience sampling, not a probability sampling of the causal type.

Instruments

For the study, three sociodemographic variables were included with the aim of collecting relevant information related to gender, age and in-service years, with the intention of analyzing the existence of significant differences according to these variables.

Satisfaction with Life Scale. The Satisfaction with Life Scale-SWLS-, (Diener, Emmons, Larsen & Griffin, 1985) was used to evaluate the life satisfaction, composed by five items where the participants must indicate the level of agreement or disagreement with the answer options of the instrument. In this version the response options of the instrument were reduced (in the original version it is 7), and therefore the values range from 1 to 5, where 1 is "totally disagree" and 5 is "totally agree". This scale reports an internal consistency of α=.82. The reliability of the scale scores in our sample was α=.81, with the Omega reliability (ω) being ω=.72.

Maslach Burnout Inventory. The Spanish version of the Maslach Burnout Inventory -MBI-, (Maslach & Jackson, 1981) has been used for Burnout. This instrument consists of 22 items with Likert-type response, where the three dimensions of the instrument are evaluated (emotional fatigue, depersonalization and lack of personal achievement). This questionnaire has been used in different studies on the subject (Andreychik, 2019; Liébana-Presa, Fernández-Martínez & Morán-Astorga, 2017; Nespereira-Campuzano & Vázquez-Campo, 2017; Ortiz-Acosta & Beltrán-Jiménez, 2019). The values of internal consistency reported by the authors are emotional fatigue α=.90, depersonalization or cynicism α=.79 and lack of personal achievement α=.71 for each subscale. In our sample the reliability (internal consistency, α coefficient) of the scores for each subscale of the MBI was α=.88, α=.81 and α=.67, with the Omega reliability (ω) being ω=.77, ω=.68 and ω=.76, respectively.

Emotional Quotient Inventory. The Emotional Quotient Inventory -EQi-C- was used to evaluate the EI (López-Zafra, Pulido-Martos & Berrios, 2014). It is a Spanish adaptation (short version) of EQ-i (Bar-On, 1997) and its youth and adolescent version EQ-i: YV (Bar-On & Parker, 2000). It offers information related to emotional competencies and their relationship with other variables, using four factors (interpersonal, adaptability, stress

management, and intrapersonal) for the study of EI. The internal consistency values reported by the authors are α=.78, α=.75, α=.73, and α=.70 for each subscale. In our sample the reliability (α) of the scores for each subscale of EQi-C was α=.77, α=0.76, α=.82 and α=.59, with the Omega reliability (ω) being ω=.80, ω=.64, ω=.80 and ω=.75, respectively.

Procedure and Data Analysis

The study was conducted after obtaining prior informed consent from each participant. The subjects who agreed to answer the different instruments were duly informed of the process to be followed, confidentiality and anonymity of the information collected. All the information related to the purpose of the study was sent from the Andalusian Association of Organizations in favor of People with ID (Full Inclusion), along with a letter of presentation explaining the general objectives of the study. Likewise, the ethical standards and guidelines of the Declaration of Helsinki (WMA, 2013) have been followed.

The development of this study is based on quantitative, non-experimental, cross-sectional and correlated empirical research. Based on the established criteria, longitudinal and sampling measures have been determined, using comparative and predictive strategies (Ato, López & Benavente, 2013).

The adjustments and reliability of the tests are established through Cronbach's alpha and Omega coefficient (McDonald, 1999), also called Jöreskog's Rho (Stone, Jans-sens, Vermulst, Van Der Maten, Engels & Otten, 2015), by working the weighted sum of each variable and overcoming the limitations that could affect the variance (Domínguez-Lara & Merino-Soto, 2015; Ventura-León, 2019).

From the collected data, descriptive statistics (means and standard deviations) were obtained, analyzing a priori the reliability of the scores of each instrument, internal consistency, Cronbach's alpha and Omega coefficient and the correlation between the resulting scores in each of the dimensions. Then, an analysis of mean differences according to gender was carried out (Student's t test of mean difference for independent tests). For the comparative analysis between age and years of professional experience variables, a multivariate and univariate analysis of variance was performed (MANOVA and ANOVA). The assumptions of data independence, normality and goodness-of-fit were verified in all cases through the Kolmogorov-Smirnov test, and also the assumption of additivity in the

ANOVA (Gil-Pascual, 2015), in addition to reporting the effect size. Finally, to explore the predictive value of the EI and burnout variables on life satisfaction, two differentiated step-by-step regression studies were conducted. In all cases, a 95% confidence level was used (significance p<.05), using the SPSS 22.0 program (IBM, Chicago, IL) to obtain the results of the previously indicated tests.

Results

The following results describe each of the objectives stated previously, ensuring uniformity in each of the responses.

Relationship between life satisfaction, burnout and emotional intelligence

First, we present in Table 1, the matrix of correlations, descriptive statistics and the reliability of the scores (Cronbach's alpha and Omega coefficient). The results point to statistically significant relationships between the variables of life satisfaction and each of the dimensions of burnout, emotional fatigue ($r=-.26$; $p<.01$), depersonalization ($r=-.19$; $p<.05$) and personal achievement ($r=.21$; $p<.05$). There is also a relationship between life satisfaction and the variables of interpersonal EI ($r=.25$; $p<.01$), adaptability ($r=.32$; $p<.01$), stress management ($r=-.28$; $p<.01$) and intrapersonal ($r=.31$; $p<.01$). Likewise, there is significant relationship between the variables of burnout, emotional fatigue and depersonalization ($r=.23$; $p<.05$), and inversely with personal achievement ($r=-.38$; $p<.01$) and the variables of EI adaptability ($r=-.31$; $p<.01$), and stress management ($r=-.32$; $p<.01$). We also found correlations between the variables of burnout, depersonalization and personal achievement ($r=-.30$; $p<.01$) and the variables of EI stress management ($r=-.31$; $p<.01$) and intrapersonal ($r=-.25$; $p<.01$). Similarly, the burnout variable, personal achievement, is related to each of the variables of interpersonal EI ($r=.30$; $p<.01$), adaptability ($r=.37$; $p<.01$), stress management ($r=.37$; $p<.01$) and intrapersonal ($r=.18$; $p<.05$). Finally, there is relationship between the variables of interpersonal EI and adaptability ($r=.47$; $p<.01$) and intrapersonal and stress management ($r=-.44$; $p<.01$).

Table 1. *Internal consistency, means, standard deviation and correlations (Pearson's r) between variable life satisfaction, burnout and emotional intelligence*

Variable	α	ω	M (SD)	LS	EF	DES	PA	INTE	ADAP	SM	INTR
SV	.81	.72	22.41(±5.68)	-	-.26**	-.19*	.21*	.25**	.32**	-.28**	.31**
CE	.88	.77	16.96(±10.62)		-	.23*	-.38**	-.15	-.31**	-.32**	-.15
DES	.81	.68	5.11(±4.33)			-	-.30**	-.78	-.49	.31**	-.25**
RP	.67	.76	40.11(±6.28)				-	.30**	.37**	.37**	.18*
INTE	.77	.80	30.01(±3.69)					-	.47**	-.02	-.03
ADAP	.76	.64	19.21(±3.28)						-	-.18	-.08
EST	.82	.80	15.84(±5.62)							-	-.44**
INTR	.59	.75	32.50(±5.06)								-

Note: (1) Mean=M, Standard Deviation=SD, Life Satisfaction=LS, Burnout Emotional Fatigue=EF, Depersonalization=DES, Personal Achievement=PA, Interpersonal Emotional Intelligence=INTE, Adaptability=ADAP, Stress Management=SM, Intrapersonal=INTR. (2) *=p<.05; **= p<.01.

Differences according to sociodemographic variables

For determining the mean differences in relation to the gender variable, the *t* Student has been used for independent samples (See Table 2).

Table 2. *Mean differences according to gender (t Student).*

Variables	Men (*n*=27) M (SD)	Women (*n*=117) M (SD)	*t*(141)	*p*	Effect (*d*)
lS	21.44 (±5.67)	23.33 (±5.64)	-1.56	.12	.33
EF	18.24 (±10.42)	17.03 (±11.11)	.50	.61	.11
DES	6.00 (±3.63)	4.96 (±4.76)	1.06	.28	.24
PA	40.04 (±5.84)	40.06 (±6.29)	-.01	.98	.00
INTE	28.59 (±3.74)	30.45 (±3.53)	-2.44	.01*	.51
ADAP	19.00 (±3.43)	19.65 (±332)	.91	.36	.19
SM	15.63 (±5.47)	15.63 (±6.02)	.00	.99	.00
INTR	31.52 (±4.72)	32.72 (±5.55)	-1.03	.30	.23

Note: (1) Life Satisfaction=LS, Burnout Emotional Fatigue=EF, Depersonalization=DES, Personal Achievement=PA, Interpersonal Emotional Intelligence=INTE, Adaptability=ADAP, Stress Management=SM, Intraperso-nal=INTR. (2) *=p<.05; **= p<.01. (3) The effect size follows the criteria established by Cohen according to its value (small=.2, medium=.5 and large=.8).

The results indicate that there are only significant differences between one of the IQ di-mensions of the EQi-C instrument, interpersonal (*t*₁₄₁=-2.44; *p*<.05), with a higher score for women.

In the rest of the EQi-C EIs, no significant differences were found in relation to gender ($t_{141}<2.0$; $p>.05$ ns). Neither are there significant differences in any of the variables of burnout ($t_{141}<2.0$; $p>.05$ ns) and life satisfaction ($t_{141}<2.0$; $p>.05$ ns). The effect size is small in all the variables of burnout ($d<2$), and medium in the rest of the variables considered, following the classic criteria of Cohen (1988), see Table 2.

With the purpose of contrasting the homogeneity of covariance matrices of the participants' age and years of professional experience, three intervals were determined for the proportional age between the youngest and oldest persons (22-35 years, 36-49 years and 50-63 years), also for the years of professional experience (1-13 years, 14-27 years and 28-39 years), with the MANOVA test being carried out, with Box's M-significance for homogeneity (. 07) confirming the null hypothesis, not fulfilling the multivariate homocedasticity position ($F=172.31$; $p<.05$). Additionally, the Pillai's Trace test indicates that there are no significant differences for the multivariate contrasts ($F=.88$; $p=.58$). Likewise, the Levene test was performed where univariate homocedasticity was met for all variables except interpersonal EI (.01) and stress management (.03).

Table 3. *Mean differences according to age (ANOVA)*

Variable	22-35 years M (SD)	36-49 years M (SD)	50-63 years M (SD)	$F_{(3,141)}$	p	Effect η^2
LS	24.08 (±6.64)	22.35 (±4.94)	22.74 (±5.70)	1.40	.24	.02
EF	18.08 (±11.89)	16.88 (±10.78)	16.68 (±9.55)	.20	.81	.00
DES	5.23 (±5.12)	5.01 (±4.52)	5.53 (±3.40)	.10	.90	.00
PA	39.92 (±5.10)	40.73 (±6.06)	37.68 (±8.57)	1.88	.15	.02
INTE	30.56 (±3.40)	30.17 (±3.55)	28.68 (±4.30)	1.86	.15	.02
ADAP	19.46 (±3.13)	19.58 (±3.54)	19.47 (±3.16)	.02	.97	.00
SM	15.38 (±6.06)	15.91 (±6.01)	15.16 (±5.27)	.18	.82	.00
INTR	32.79 (±6.14)	32.47 (±5.04)	31.84 (±5.14)	.20	.81	.00

Note: (1) Life Satisfaction=LS, Burnout Emotional Fatigue=EF, Depersonalization=DES, Personal Achievement=PA, Interpersonal Emotional Intelligence=INTE, Adaptability=ADAP, Stress Management=SM, Intrapersonal=INTR. (2) *=$p<.05$; **= $p<.01$. (3) The effect size is expressed with the value Eta squared ($\eta2$), where (small=.01, medium=.06 and large=.14).

Subsequently, the differences were analyzed according to age, with the help of an ANOVA (See Table 3). In the life satisfaction dimension ($F(3,141)=1.40$; $p>.05$ ns) no significant differences were found in relation to age. In the dimensions of burnout in the MBI

instrument and EI in the EQi-C instrument no significant differences were found either ($F(3,141)$ <2.0; p>.05 ns). The effect size is small in all cases ($\eta2$).

The differences according to years of professional experience (see Table 4) show that there are no significant differences in the variable life satisfaction ($F(3,141)$ =2.06; p>.05 ns). There are significant differences in the subscale of burnout, emotional fatigue ($F(3,141)$ =3.74; p=.02).

Table 4. *Mean differences according to years of professional experience (ANOVA).*

Variable	1-13 years M (SD)	14-27 years M (SD)	28-39 years M (SD)	$F_{(3,141)}$	p	Efecto η^2
LS	22.81 (±5.92)	24.03 (±3.76)	18.25 (±10.78)	2.06	.13	.02
EF	16.57 (±10.95)	17.69 (±10.05)	31.50 (±11.35)	3.74	.02*	.05
DES	5.15 (±4.57)	4.89 (±4.82)	7.50 (±1.73)	.58	.56	.00
PA	40.43 (±5.82)	39.74 (±6.89)	33.00 (±6.37)	2.90	.05	.04
INTE	30.37 (±3.24)	29.60 (±3.94)	27.50 (±8.58)	1.66	.19	.02
ADAP	19.57 (±3.35)	19.60 (±3.07)	17.75 (±5.43)	.57	.56	.00
SM	15.30 (±5.64)	16.29 (±6.77)	18.75 (±3.86)	.94	.39	.01
INTR	32.61 (±5.41)	32.63 (±5.52)	28.25 (±3.40)	1.26	.28	.01

Note: (1) Life Satisfaction=LS, Burnout Emotional Fatigue=EF, Depersonalization=DES, Personal Achievement=PA, Interpersonal Emotional Intelligence=INTE, Adaptability=ADAP, Stress Management=SM, Intrapersonal=INTR. (2) *=p<.05; **= p<.01. (3) The effect size is expressed with the value Eta squared (η2), where (small=.01, medium=.06 and large=.14).

In all dimensions of EI in the EQi-C instrument no significant differences were found either ($F(3,141)$ <2.0; p>.05 ns).

The Tukey HSD test reports significant differences among participants who have been active professionally longer (28-39 years). The effect size is small in all cases ($\eta2$).

Regression study

With the purpose of analyzing the variables of the EI and burnout that predict the life satisfaction (LS) considered as criterion variable, two simultaneous linear regression analyses have been carried out through the sequential steps method. There were established as predictive variables each one of the dimensions of the EI of the EQi-C (interpersonal, adaptability, stress management and intrapersonal) and burnout of the MBI (emotional fatigue, depersonal-

ization and personal achievement) respectivelly guaranteeing, in first instance, that there was no problem of multicollinearity (*tolerance values* <.20; *IVF* >4.00).

The summary of the model for the EI variables that predict greater life satisfaction (see Table 5), indicates that only the adaptability (ADAP) and intrapersonal (INTRA) dimensions of the EQi-C instrument are included, excluding the rest of the subscales (interpersonal - INTE- and stress management -SM-).

The dimensions included in the regression model (adaptability and intrapersonal) explain 17.9% of the variance (R=.42; *corrected R^2*=.15; F=7.59 p<.05), with a significant t value, as the best predictor of life satisfaction.

Table 5. *Linear regression analysis (sequential steps). Criterion variable: Life Satisfaction. Predictor variable: Emotional Intelligence*

Criterion variable	R	R^2	R^2 Corrected	F	Predictor variables	Beta	t
Life Satisfaction.	.42	.17	.15	7.59			
					ADAP	.26	2.88*
					INTR	.20	2.21*

Note: (1) Life Satisfaction=LS, Burnout Emotional Fatigue=EF, Depersonalization=DES, Personal Achievement=PA, Interpersonal Emotional Intelligence=INTE, Adaptability=ADAP, Stress Management=SM, Intraper-sonal=INTR. (2) *=p<.05; **= p<.01.

Similarly, the summarized model for the burnout variables that predict greater life satisfaction (see Table 6), indicates that only the dimension (emotional fatigue -EF-) of the MBI instrument is included, excluding the rest of the subscales (depersonalization -DES- and personal achievement -PA-).

The dimension included in the regression explains 9.4% of the variance (R=.30; R^2 corrected=.07; F=4.81 p<.05), with a significant value of *t*, as the best predictor of life satisfaction.

Table 6. *Linear regression analysis (sequential steps). Variable criterion: Life Satisfaction. Predictor variable: Burnout*

Variable criterion	R	R^2	R^2 Corrected	F	Predictor variable	Beta	t
Life Satisfaction	.30	.09	.07	4.81			
					CE	-.19	2.12*

Note: (1) Life Satisfaction=LS, Burnout Emotional Fatigue=EF, Depersonalization=DES, Personal Achieve-ment=PA, Interpersonal Emotional Intelligence=INTE, Adaptability=ADAP, Stress Management=SM, Intra-per-sonal=INTR. (2) **=p<.05.

Discussion and Conclusions

The purpose of this observational cross-sectional study was to determine the relationship between EI trait and life satisfaction in professional burnout processes in employees who work for the Andalusian Association of Organizations for People with Intellectual Disabilities (Full Inclusion).

Firstly, the reliability (internal consistency) of each of the instruments was verified through the Cronbach alpha calculation because it is the most used, and secondly the Omega coefficient as the most appropriate estimate when there is disparity in the factorial load of each item (Tau Equivalence), when working the weighted sum of each variable and overcoming the limitations that could affect the proportion of the variance (Domínguez-Lara & Merino-Soto, 2015; Ventura-León, 2019).

The results obtained in relation to the first objective identified significant differences between life satisfaction, burnout and EI in all its dimensions. This data confirms the impact of other studies on the relationship between professional burnout and a higher or lower level of EI and in turn, with the life satisfaction of professionals (Moral-Jiménez & Ganzo-Salamanca, 2018). Workers with higher EI scores tend to show lower levels of burnout and are more efficient in performing their duties (Fornés-Vives et al., 2019). However, it is worth noting the zero relationship between the EI variable adaptability and the depersonalization burnout variable. This is significant if we consider the adaptive ability of professionals and their ability to manage emotional situations in the context where they carry out their activity (Ortiz-Acosta & Beltrán-Jiménez, 2016). Similarly, when professionals are aware of their

competencies and acquired emotional baggage, they will be able to respond to the different demands related to their work activity (Extremera, Durán & Rey, 2005).

With regard to the burnout variable, this is not related to the interpersonal and intrapersonal EI variables, confirming other studies that point to this situation, noting that when we are aware of our own emotions and those of others, we are able to have better control and increased personal efficiency (Andreychik, 2019). On the contrary, the deficit to understand emotional states may be a trigger for greater professional burnout (Liébana-Presa et al., 2017).

The second objective of this study was to determine the relationship between life satisfaction, burnout and EI with the sociodemographic variable gender, finding no statistically significant differences. Other studies place women with higher scores than men in all the study variables, except in the depersonalization variable (Erbil, Murat & Senkal, 2016). It may be that women are more sensitive when it comes to expressing their emotions and understanding those of others (Extremera et al., 2020). Similarly, other studies suggest that women obtain higher scores in aspects related to understanding emotional states (Fernandez-Berrocal et al., 2018). Nevertheless, it is possible that the data are determined by a larger number of women in the sample, a fact which would make the resulting validity difficult.

Regarding the sociodemographic variable age, this is not related to any of the subscales of life satisfaction, burnout and EI, being the most satisfied with their life and the least professionally stressed, the youngest subjects. This data opposes other studies where there is a greater overload in the first years of work activity, as well as the expectations generated about the achievement of objectives in the first years (Llorent & Ruiz-Calzado, 2016). These results, however, indicate that extended contact significantly affects the loss of perspective, increasing depersonalization as age increases (Pulido-Acosta & Herrera-Clavero, 2017). Similarly, referencing the years of professional activity, the data point to a greater prevalence of suffering from burnout in subjects who have been in the organization longer. This data reproduces other studies that indicate that professionals who have been working longer are more emotionally exhausted (Medina et al., 2017). It seems appropriate to indicate the relationship observed, with the emotional fatigue variable to be statistically significant, as evidence of a greater or lesser increase in emotional competencies over the years (Gavín-Chocano & Molero, 2020).

Finally, regarding regression analyses, the data show that the variables of EI (adaptability and intrapersonal) and burnout (emotional fatigue) entered the regression model to explain life satisfaction, coinciding with other studies that argue that people who are able to cope adaptively with stressful situations and manage their emotions appropriately, are more satisfied with their life (Carver & Scheier, 2014; Cazalla-Luna & Molero, 2018). Also, the emotional fatigue produced by the working circumstances has a significant impact on the personal well-being and development (Vizoso-Gómez & Arias-Gundín, 2018).

It is important to note that the results obtained follow the trend of previous studies on the validity of comparative studies of EI and its impact on emotional burnout of professionals who assist people with ID (Gavín-Chocano & Molero, 2020; Llorent & Ruiz-Calzado, 2016). However, the development of emotional competencies is fundamental not only for the development of skills related to professional activity, but also for a better personal adjustment in all facets of life (Meléndez, Delhom & Satorres, 2019).

However, there are some limitations to be mentioned in this study. First, the use of self-evaluation measurement instruments may have contradictory effects on the research findings. The influence of variables such as EI on professional activity is a complex phenomenon, where the implementation of other variables such as work activity could give consistency to our study (Moral-Jiménez & Ganzo-Salamanca, 2018). Secondly, the proportion of women and men in the sample is not well balanced, and the data relating to the variable, gender, may be unreliable. Finally, the lack of studies relating life satisfaction, burnout and EI in professionals who care for people with ID, are still scarce, so the ability to reply may be limited (Nespereira-Campuzano & Vazquez-Campo, 2107).

However, despite certain limitations, the results found suggest the possibility of replication in larger samples, and open a relevant path for further lines of research in this regard, considering that the training and acquisition of emotional skills can be useful for the prevention of burnout among professionals who attend to people in vulnerable situations.

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