Organizational Commitment among Secondary School Teachers in relation to Job Burnout

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Abstract

The present research attempts to study the relationship between the organizational commitment and job burnout of secondary school teachers. The sample for the present study consisted of 200 secondary school teachers selected randomly. Two questionnaires were chosen to collect the data. The collected data were analyzed through SPSS software, and proper statistical methods like mean, t-test and Pearson Correlation coefficient were used. The findings of the study revealed that there is no significant difference in the organizational commitment mean scores of male and female secondary school teachers, i.e., both the groups measure similar to organizational commitment. It was also announced that there is a significant correlation between the organizational commitment and job burnout of secondary school teachers, which means that higher the organizational commitment, the higher will be the job burnout and vice versa.

Keywords: Burnout, Commitment, Job Burnout, Teachers and Organizational Commitment.

Introduction

Organizational commitment means the identification of a person with the job. Organizational commitment implies a more active commitment of the staff to the organization. Staffs are willing to give their contribution to the well-being of the organization. The most commonly used definition of organizational Commitment given by Allen and Meyer (1990), "A psychological state that binds the individual to the organization." Organizational Commitment of employees can be summarized in three indicators, such as having faith in organizational values and sharing its aims, making efforts beyond expectation in the name of the organization, and willingness to maintain membership of the organization" (Mowday, Steers and Porter, 1979: 226). Various authors have tried to define and describe organizational commitment in their own words. According to Sheldon (1971, p. 143), organizational commitment is an attitude or an orientation towards the organization which links or attaches the identity of the persons to the organization. In the words of Morrow (1983), organizational commitment refers to one's attitude towards continued participation in the organization. According to Salancik (1977), organizational commitment is a state of being in which an individual becomes bound by his actions and through these actions to beliefs that sustain the activities and his involvement.

Commitment includes something of the notion of membership; it reflects the current position of the individual; it has a special predictive potential, providing predictions concerning certain aspects of performance, motivation to work, spontaneous contribution and other related outcomes; and it suggests the differential relevance of motivational factors (Brown 1969, p. 347). The relative strength of an individual's identification with and preoccupation in a particular system, conceptually, can be designated by at least three factors: (a) a strong belief in the recognition of the organization's goals and values; (b) a willingness to exert significant effort on behalf of the organization and (c) a strong desire to maintain fellowship in the organization (Mowday et al., 1982, p. 27).

Organizational responsibility refers to "the strength of an individual's feelings of attachment to identification with and obligation to the organization." (Allenand Meyer, 1990, Mowday, Steers and Porter, 1979). Originally, it was conceptualized as "the strength of an individual's identification with and involvement in a particular organization, characterized by a strong belief in an acceptance of an organization's goals and values; compliance to exert considerable effort on behalf of the organization; and a definite desire to maintain organizational membership" (Porter et al., 1974; Cook and Wall,1980).

Blackwell (2000) defines organizational commitment in terms of three factors: A strong belief in and acceptance of the organizational goals and values, a readiness to exert considerable effort on behalf of the organization, and a strong desire to remain part of the organization.

The term Job Burnout is defined as the inability of an employee to function effectively in one's job due to the consequence of prolonged and extensive job-related stress (Maslach & Jackson, 1984). The burnout syndrome refers to a type of work-related stress affecting professionals who have constant, intensive, and direct contact with other people, especially when it is in the role of a service provider. It is a psychological situation in which people suffer emotional exhaustion, experience a lack of personal accomplishment, and tend to depersonalize from their work environment (Elham Cheraghi et al., 2013).

Schaufeli and Enzmann in 1998 have found that the presence of adverse organizational factors is more significant in the development of burnout than individual-related factors. Job burnout is a response to various role stressors such as role expectations, role conflict, role ambiguity, role stagnation, role overload, repetitive work, work tension, and resource inadequacy (Fogarty et al., 2000). Freudenberger and Richelson (1980) described burnout as a state of fatigue or frustration brought about by the devotion to a cause, way of life, or relationship that failed to produce the expected reward.

After reviewing the related literature, the investigators became interested in carrying out a study on the Organizational Commitment and job burnout of the secondary school teachers. Because teachers especially working at the secondary level, are under a great deal of stress. When there is a prolonged experience of stress, it leads to professional burnout. So, the investigator feels that secondary school teachers are stressed, which leads them to burnout, which has a great impact on their commitment. Burnout can have a serious impact on both the professional and personal lives of teachers. Hence, there is a need to study the specific organizational behavioral pattern of secondary school teachers. The general aim of this study is to investigate the cause and effect of job burnout on the quality of work-life of secondary school teachers. Also, the present study is an attempt to explore the relationship between the organizational commitment and job burnout of secondary school teachers.

Literature Review

Srinivas (2002) conducted a study on organizational commitment and job burnout among employees of non-profit organizations. The study focussed on bailiffs working in the sheriff's department. Results of the study indicated that role ambiguity, social support, and role conflict were significantly related to burnout. Individuals who experienced greater role conflict tended to experience greater levels of burnout. Maryama et al. (2010) conducted a study on organizational commitment and job burnout among employees in Malaysia. They used a sample of 50 employees, and the respondents were approached conveniently from various departments in Northport (M) Bhd. The results revealed that only affective commitment influence burnout. Sajid (2014) conducted a study on comparison of organizational commitment and job burnout among teachers in private and public institutions with a moderating effect. The results of the study revealed that burnout negatively affects the organizational commitment of teachers. Yasmin and Marzuki (2015) studied organizational commitment and job burnout among psychiatric nurses in Punjab Pakistan. The study assessed the direct effect of organizational commitment on job burnout. They collected data from three hundred five nurses of psychiatric hospitals in Punjab, Pakistan, and then they applied structural equation to achieve

objectives. The results of the study revealed that only and normative commitment has a significant impact, while affective commitment and continuous commitment have not significant effect on nurses' job burnout.

Need and Significance of the Study

Job burnout and its consequences have been observed in all sectors, including educational institutions. The intense competition in introducing the innovative teaching methods to satisfy the needs of the students has forced the teachers to remain alert, and this may lead to severe stress and strain, which ultimately creates burnout among teachers. Hence burnout may adversely affect the overall quality of teaching. This study focuses on the various factors of stress prevailing in secondary schools, which causes job burnout among the teachers. This study will help to understand the cause and effect of job burnout on the organizational commitment of teachers. The result of the study may be useful to the educationists, policymakers, and administrators by pinpointing various aspects of organizational behavior. Thus, the present study is the need of the hour. Keeping in view all these, a study had been undertaken on organizational commitment and job burnout of the secondary school teachers.

Statement of the problem

The problem selected for the study reads as under:
"Organizational Commitment among Secondary School Teachers in relation to Job Burnout."

Objectives of the Study
1. To find out the organizational commitment of secondary school teachers in relation to gender
2. To study the relationship between organizational commitment and job burnout of secondary school teachers

Hypotheses of the Study

The following hypotheses are formulated based on the objectives of the present study:
1. There is no significant difference in the organizational commitment of teachers in relation to gender

2. There will be no significant relationship between organizational commitment and job burnout of secondary school teachers

Research Methodology
Sample

The sample for the present study consisted of 200 secondary school teachers selected randomly from the 10 Secondary schools of district Ganderbal in the year May 2019.

Design of the Study

The present study is descriptive. Organizational Commitment is the dependent variable, and Job Burnout is the independent variable. The present study is delimited to the following
1. The study is confined only to government secondary school teachers.
2. The study is delimited to the secondary school teachers working in the government secondary schools of district Ganderbal only.

Tools Used
1. Organizational Commitment Scale by Dr.Anukool M. Hyde and Mrs. Rishu Roy
2. Job Burnout Inventory by Maslach and Jackson (1986).

Results, Analysis and Discussion

Objective 1: To find out the organizational commitment of secondary school teachers in relation to gender

Hypothesis $H_0 1$: There is no significant difference in the organizational commitment of secondary school teachers in relation to gender.

Table 1: Comparison of Organizational commitment mean scores of male and female secondary school teachers

Sample	N	Mean	SD	t value	Level of Significance
Male	100	304.91	29.391	0.48*	Not significant
Female	100	306.73	23.907		

*Insignificant at 0.05 level

As indicated in table no. 1, when the t-test is applied, 't' value computed is 0.48, which is not significant at 0.05 level. This means that there is no

significant difference between the Organizational Commitment of male and female secondary school teachers, hence the null hypothesis no. 1 is accepted.

Objective 2: To study the relationship between organizational commitment and job burnout of secondary school teachers

Hypothesis $H_0 2$: There will be no significant relationship between organizational commitment and job burnout of secondary school teachers

The results of the investigation on the relationship between organizational commitment and job burnout of secondary school teachers are listed in the following table:

Table 2: Relationship between organizational commitment and job burnout of Secondary School teachers

Variables	N	r-value
Organizational Commitment Vs Job Burnout	200	0.40

On perusal of the table no. 2, it is evident that r-value (0.40), which is greater than the tabled value at 0.01 level of significance leading to the conclusion that there is a significant positive correlation between organizational commitment and job burnout of secondary school teachers. Therefore, the null hypothesis $H_0 1$ is rejected. This finding is by the findings of Najihah, Mizan, Norsyamina, and Jeniwaty (2010), who also investigated the significant influence of burnout on organizational commitment.

Conclusion

Writing a conclusion is an essential part of good research because it helps to compile the study in a single thread for understanding the results easily. The present research was conducted to investigate the relationship between organizational commitment and job burnout of secondary school teachers, and it was revealed that there is a significant positive relationship between the two. So, it is concluded that secondary school teachers with high organizational commitment had a high level of job burnout as compared to teachers with low organizational commitment. The reason is that teachers with high organizational commitment are more involved in their work to create a heightened sense of pride and ownership from working in that organization. Therefore, organizations need to improve commitment because of its relationship to productivity. Since teachers are valuable resources to educational institutes, management must invest significant resources in the assessment of their working environment, both mental, physical, to maximize the quality of service delivery.

Limitations of the Study

The present study is delimited to the following:
1. The study is confined only to government secondary school teachers.
2. The study is delimited to the secondary school teachers working in the government secondary schools of district Ganderbal only.

Educational Implications

Based on the results of the study, the following educational implications are outlined:
1. To prevent the teachers from job burnout, it is suggested that many programs and workshops should be organized in various teacher training institutes to reduce this job burnout syndrome among teachers.
2. Organizations need to improve commitment because of its relationship to productivity.
3. Since teachers are a valuable resource to educational institutes, management must invest significant resources in the assessment of their working environment.

Scope for Further Research

Few suggestions for further researches based on the experiences of the present study are given below:
1. The present study was conducted on a sample of 200 teachers. The study could be extended to a larger sample.
2. The present study was carried out in only the Ganderbal district of Jammu and Kashmir state. Further study could be extended to other districts of J&K state.
3. The present study was confined to only secondary school teachers. A similar study can be conducted in senior secondary and college teachers.

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