Research Article

EFFECT OF BURNOUT IN TEACHERS EFFECTIVENESS, EMOTIONAL INTELLIGENCE AND ORGANIZATIONAL COMMITMENT

Anisha*

ITTR, BPSMV, Khanpur Kalan

ARTICLE INFO

ABSTRACT

Burnout among teachers not effect themselves alone but their student as well. So, now a day's teacher burnout has become an area of interest among researchers have investigated source of stress burnout, organizational behavior and emotional intelligence of the educator who apper to be experiencing burnout to a greater extent than their colleagues. Hopefully, the results from this study will be utilized to help both school administration and teachers alleviate stress and avoid burnout. In this study we see the relationship burnout in teachers effectiveness, emotional intelligence and organizational commitment

INTRODUCTION

Burnout is at a very high rate in India, especially in the female populations of employees. Burnout is a significant problem in education as well. A number of studies have been out to investigate Burnout in relation to various antecedents. Research finding have indicated gaps in finding. Keeping these gaps in view the present study has been designed to understand more systematically the complex and multifaceted nature of burnout and its relationship with Emotional intelligence and organization commitment.

Dimensions of Burnout

Burnout is comprised of three core dimension namely emotional exhaustion, depersonalization, and reduced personal accomplishment.

Emotional Exhaustion: is the main component of burnout and involves feelings of being emotionally over tended as well as a belief that one does not have adequate emotional resources to cope with and to function in the work environment. This is the stress dimension of burnout (Maslach and Jackson, 1984).

Depersonalization:- is characterized by a detached response to other people, including a loss of idealism. This may be a development due to emotional exhaustion. The depersonalization component of burnout is the interpersonal or social dimension of burnout (Maslach and Jackson, 1984).

*Corresponding author: **Anisha**
ITTR, BPSMV, Khanpur Kalan

Reduced personal accomplishment: is a decline is an individual's feeling of competence and productivity within the work environment. This has been linked to depression and an inability to cope with the demands of the job.

Causes of Burnout

There are many causes of burnout. In many cases, burnout stems from the job. But anyone who feel overworked and undervalued is at risk for burnout from the hardworking office worker who has not had a vacation or a raise in two years to the frazzled stay at home mom struggling with the heavy responsibility of taking care of three kids, the housework, and her againg father.

Work related causes of burnout

- Feeling like you have little or no control over your work.
- Lack of recognition or rewards for good work.
- Overly demanding job expectations.
- Doing work that's monotonous or unchallenging.
- Working in a chaotic or high pressure environment.

Lifestyle causes of burnout

- Working too much, without enough time for relaxing and socializing.
- Being expected to be too many things to too many people.
- Taking on too many responsibilities without enough help from others.
- Not getting enough sleep.
- Lack of close, supportive relationships.

Personality traits can contribute to burnout

- Perfectionstic tendencies; nothing ever good enough.
- Pessimistic view of yourself and the world.
- The need to be in control; reluctance to delegate to others.
- High achieving, type a personality.

Stages of burnout

According to Robert, Veninga and Spreadly (2007), Burnout develops in five distinct stage: *Honeymoon Stage* is marked by high job satisfaction, creativity, commitment and energy. The professional begins to develop copying strategies to handle the stress that beging to arrive. If the strategies are positive and adoptive, the professional should stay in stage - I, stage 2 is also known as the *Balancing Act*. In this stage, some days seem easier than other. There is a marked increase in job this satisfaction, work inefficiency, sleep disturbances fatigues and the use of escapist activities. Stage - 3 or the "*chronic Symptoms stage*" is marked by increased intensity of stage 2 symptoms, as well as chronic exhaustion, physical illness anger and depressions. Stage - 4 also known as "*Crisis stage*", when the symptoms become critical. In this stage, physical symptoms intensity and increase in number, the professionals begin to obsess about work frustration, pessinish and self doubt dominate thinking, and the professional begins to develop escapist mentality. This final stage is known as the "*Enmeshment stage*". In this stage, the symptoms of burnout are so embedded in the professional's life that they are likely to labled as having a significant physical or emotional problem.

Burnout faces by Teachers

Educational reforms have tried to make teaching is more professional occupation by increasing teachers commitment and accountability to their jobs (Helsby, 1999; Leiker men & Miller, 1999).

Causes of Teachers Burnout

Matheny Gfoerer, and Harris (2000) noted that earlier research in to the phenomenon described burnout as a loss of idealism and enthusiasm for work.

Teacher stress may be seen as the perception of an imbalance demands at school and resources and the resources teachers have coping with them (Estevc, 2000 Troman & words, 2001).

On the other hand there are many cause which are also related to teacher burnout that is social behaviour of teacher, over work load, curriculum, school environment, colleague relationship, time schedule is not proper may also be causes of burnout.

Teachers are very important in the act school goals and national development. I spite of the central role teachers occupy in national development. (Adeyemo and Ogunyemi, 2005; Dorman, 2003, vander Linde, 2000) have identified stress as only militating against their effective performance in school.

Stages of Teacher Burnout

Clouse and Whitaker (1981) point out there stages of teacher burnout.

1. Loss of Enthusiam
2. Frustration
3. Alienation

Loss of Enthusiasm

Most teachers enter the profession with good intentions and a sincere desire to help children. Energy levels are high, ideals are strong. Majority of teachers are also individuals with decent value systems, a high sense of motivation, a desire to be needed and having an inner hope that through their intervention, something positive can be done with young people. Burnout leads to a drastic reversal in attitude and behaviour within a few years, sometimes even after one year of teaching.

It has been suggested that many who enter teaching, exhibit dependency characteristics where personal needs are met through helping others. That is they obtain an overwhelming component of their self identity from their work and therefore, have a strong need to be liked. When teachers do not receive positive responses and feed back from students, enthusiasm falters.

Frustration

Frustration is one of the earliest signs in the process of burnout. Several factors may contribute to the frustration within the school environment as well as outside. Student apathy, growing indiscipline and violence, unco-operative or over critical parents, low salary and social status and various malfunctions of the organization and the profession itself are some of the factors. All these and many others may contribute to frustration and lowered morale of teachers and increase their stress and burnout.

Alienation

Alienation of the professional from the work environment may be viewed as a response or result of powerlessness, frustration and loss of meaning in one's work. Alienation is associated with detachment, withdrawal and isolation within the work. A strong relationship exists b/w alienation and lack of support and positive feed back. Alienation is also directly related to the number of clients with whom the professional has a direct contact. As the ratio increase4s, a higher emotional overload is inevitable. Inherent in the teaching profession is a high level of responsibility for a large number of students.

It has been found that teacher alienation increases:

1. The less frequently teachers participate in the decision making process.
2. The more rigid the organization hierarchy of authority.
3. The greater the degree of job codification.
4. The more rigidly rule are enforced.

Symptoms of Teacher Burnout

Teachers experiencing feelings of burnout show a number of symptoms in their personal and professional life. Researches have identified a number of these symptoms.

Personal symptoms include cynicism and negativism rigid thinking, inflexibility and a closed mind, blocking progress and constructive changes; increased absenteeism and illness frequency; boredom and growing fatigue; loss of idealism and

commitment; alienation and minimal compliance; verbalizing helplessness, hopelessness and fatalism, changes in behaviour and social.

Organizational Commitment

Allen and Mayer, define organizational commitment as a multidimensional construct. Accordingly, there are three different type of organizational commitment, affective, normative, and continuance commitment (Mayer and Allen, 1991).

Organizational commitment refers to employee identification with, and involvement in a particular organization (Mowday, steers and Porter, 1979).

Component of Organization Commitment

Organization commitment as a three component construct the three component are:

1. An identification with goal and values of the organization
2. A willingness to focus strong effort helping the organization to achieve its goal.
3. A strong desire to maintain membership in the organization
   (Buchanan, 1974) Meyer and Allen 1991; Meyer and Herscovitch 2001;

Emotional Intelligence

Emotional intelligence is one of the "buzz" word in education. The term emotional intelligence was introduced in 1990 by two American University Professor Dr. John Mayer and Dr. Peter Solovery in their attempt to develop a scientific measure for knowing the difference in people's ability in the area of emotions.

Components of emotional intelligence

According to Solovery and Mayer (1990) emotional intelligence categorized into five domains:

1. *Self-Awareness:* Observing yourself and recognizing felling as they occur and discriminating between them.
2. *Managing Emotions:* Handly feelings so they are relevant to the current situation and you react appropriately.
3. *Motivating Oneself:* Gathering up your feelings and directing yourself towards a goal, despite self doubt, inertia and impulsiveness.
4. *Empathy:* Sensitivity to others feelings and concerns and taking their perspective, appreciating the differences in how people feel about thing.
5. *Handling Relationship:* Managing interpersonal interaction social competence and social skills.

Aspects of Emotional Intelligence

1. *Intra – personal awareness:* this area covers all aspects which consider knowing about his or her own emotions.
2. *Interpersonal Awareness:* Which consider knowing about other's emotions.
3. *Intrapersonal Management:* Managing one's own emotions is under this area of emotional intelligence.
4. *Interpersonal Management:* Managing others emotion is under this area of emotional intelligence.

Statement of the Problem

"A study of Burnout among Secondary School Teachers in relation to their Emotional Intelligence and Organizational Commitment".

Technical terms of be used

1. *Burnout*: Burnout is a syndrome encompassing emotional exhaustion, depersonalization and reduced personal accomplishment.
2. *Emotional Intelligence:* Emotional intelligence is the ability to perceive accurate, appraise and express emotion generate feeling that facilitate thoughts an ability to regulate emotion to promote growth.
3. *Organizational Commitment:* Organizational commitment has emerged as a multifaceted construct including three components. Affective commitment involving emotional attachment to the organization. Continuance commitment emphasizing the perceived investments v/s costs; and normative commitment cornering the obligation based considerations (Allen and Meyer, 1990).
4. *High School:* In the present study the term secondary means classes IX and X.

Objective

1. To study the extent of Burnout in secondary school teachers.
2. to examine the relationship between measures of burnout and emotional intelligence among secondary school teachers.
3. To study the relationship between measure of burnout and organizational commitment among secondary school teachers.
4. To examine the joint contribution of Burnout, Emotional Intelligence and Organizational commitment among secondary school teachers.

Hypothesis

1. Secondary school teachers tend to be high on Burnout.
2. Negative relationship will exist between Burnout and emotional intelligence.
3. Some measures of emotional intelligence and organizational commitment are likely to contribute in burnout among teachers.
4. Measures of organizational commitment are likely to have negative relationship with these of Burnout.

Method

The present study will be examining the relationship between organizational commitment, emotional intelligence and burnout among secondary school teachers. Keeping in view the nature of present study, Descriptive survey method will be used.

Sample of the Study

The sample of the study consisted of 150 regular high school teachers with at least five years experience. In the category of the teachers both male and female will be included.

Tools to Be Used

Data will be collected by using following measures.

1. Maslach burnout inventory (MBI) charistina maslach and Susan E. Jackson (1986).
2. Multidimensional measure of emotional intelligence Daralia (2003).
3. Organizational commitment questionnaire OCQ-Meyer and Allen (1990)

Statistical Techniques to Be Used

Obtained data were analysed by applying following statistical techniques:-

1. Frequency distribution
2. Descriptive statistics (Mean, standard, Deviations, Skew nesses and Kurtoses)
3. Pearson's product moment method of correlation.

RESULTS AND DISCUTION

Results have been reputed and discussed under the following headings.

Frequency Distributions

Frequency Distributions of the scores on all the variables included in the study (Table-I) were set up for the total group (N=150). These distributions along with their mean, standard deviation, skew nesses and kurtosis are reported in tables 2 to 4. An inspection of these tables reveals that all the distributions are more or less normal. Despite some minor discrepancies in some distributions, it was felt not to undertake normalization transformation.

Desription of Variables Included In the Study

Sr. No	Variables	Description
1.	Self-awareness	
2.	Managing emotions	Dimensions
3.	Motivating Oneself	of emotional
4.	Empathy	Intelligence
5.	Handling Relationship	
6.	Affective Commitment	Measures of
7.	Normative commitment	organizational
8	Continuance commitment	commitment
9	Emotional Exhaustion	Dimension of
10	Depersonalization	Burnout
11	Personal Accomplishment	

Correlations:- After ascertaining that obtained data almost meet the requirement of applying Product Moment Method of

VARIABLES	SR	H.R	M.E	M.O	EMP
C.I	F	F	F	F	F
80-84	0	0	0	0	0
75-79	0	0	0	0	0
70-74	0	0	0	0	0
65-69	0	5	0	0	0
60-64	8	33	18	32	9
55-59	4	41	35	54	48
50-54	69	36	74	50	65
45-49	55	30	18	10	28
40-44	10	5	5	4	0
35-39	4	0	0	0	0
30-34	0	0	0	0	0
25-29	0	0	0	0	0
20-24	0	0	0	0	0
15-19	0	0	0	0	0
10-14	0	0	0	0	0
5-9					
0-4	0	0	0	0	0
Mean	49.693	54.573	53.727	55.507	52.967
S.D	4.6573	6.0338	4.6988	4.8959	4.3077
Skewness	0.021	0.017	0.000	0.109	0.58
Kurtosees	0.671	2.796	2.697	2.698	2.981

Correlations intereorrelations were computed among /between all the variables used in the study. The intercorrelations are reported in Table5. It may be noted that degree of freedom being 148 (N-2), the correlation coefficients of .160 and .218 are significant at 0.5 and 0.1 levels respectively. The correlation among between various measures are being reported and discussed under following headings.

Frequency Distribution of Scores on Five Measure of Emotional Intelligence (N=150)

Frequency Distribution of Scores on Organization Commitment Secondary School Teachers (N-150)

VARIABLES	AC	NC	CC
C.I	F	F	F
75-79	0	0	0
70-74	0	0	0
65-69	0	0	0
60-64	0	2	0
55-59	0	9	0
50-54	4	10	1
45-49	30	20	0
40-44	96	74	7
35-39	16	33	12
30-34	1	2	8
25-29	3	0	40
20-24	0	0	36
15-19	0	0	46
10-14	0	0	0
5-9	0	0	0
0-4	0	0	0
Mean	42.573	38.277	24.78
S.D	3.5735	5.6327	7.4724
Skewness	1.261	1.394	0.657
Kurtoses	6.668	3.949	3.069S

Frequency Distribution of Score on Mbi Seconadary School Teaches (N=150)

Variables	EE	DP	PA
C.I	F	F	F
55-59	0	0	0
50-55	0	0	0
45-49	0	0	08
40-44	0	0	19
35-39	0	0	12
03-34	2	0	11
25-29	2	0	40
20-24	17	2	35
15-19	38	25	22
10-14	37	32	1
5-9	54	52	1
0-4	00	39	1
Mean	12.993	8.727	28.187
S.D	5.74105	5.2964	9.3697
Skewness	0.501	0.169	0.253
Kurtoses	3.085	2.182	2.459

Intercorrelation Matric

	SA	ME	MO	E	HR	AC	NC	CC	EE	DP	PA
SA	X	.359	.503	.229	.390	.097	.056	-.099	-.24	-.74	.081
ME		X	.466	.297	.530	.006	-.003	-.37	+.078	-.025	-.019
MO			X	.486	.482	.113	.167	.064	-.098	-.188	.078
E				X	.321	.026	.136	.070	-.017	-.108	.095
HR					X	.063	.105	.166	-.086	-.135	.144
AC						X	.238	.154	.041	-.081	.008
NC							X	.724	-.311	-.313	.312
CC								X	-.202	-.236	.241
EE									X	.614	-.531
DP										X	-.536
PA											X

R=.160p<.05
R=.218<.01

Intercorrelation among five measures of EI

Intercorrelation among five measures of Emotional Intelligence are in general low ranging from .530 to .229. All the ten correlations are significant at or above 0.5 level of significance, Self-awareness has marked positive correlation with managing Emotions (.359 P<0.1). Motivating oneself (.503 P<0.1) Empathy (.229 P<0.1) and Handling Relations (.390 P<0.1)

Managing Emotions has exhibited positive correlation with Motivating oneself (.466 P<0.1), Empathy (0.297 P<0.1) and Handling Relations (0.530P<0.1)

Motivating oneself has yielded positive correlations with Empathy (.486 P<0.1) and Handling Reralions (.482 P<0.1). Empathy has also marked positive correlation with Handing Relations (.321P<0.1).

Correlations between measures of emotional intelligence and organizational commitment:- Correlations between five measures of emotional intelligence and three of organizational commitment are in general low ranging from .167 to -.099 only of 15 correlations are significant at or above0.5 level of significance. Normative commitment has positive correlations with motivating oneself (r=.167 P<0.5) and continuance commitment has also positive correlation with Handling Relations (r=.166 P<0.5) the present fusing hereby suggests that secondary school teachers having high level of normative commitment tend to have high level of emotional capacities. Which motivate them to have appropriate interactions with others in their work setup. Likewise teachers having continuance commitment tend to have the emotional capacities to handle/ maintain the appropriate relationship with others at their workplace.

Correlations between measures of Emotional Intelligence and burnout: - Correlations between five measures of Emotional Intelligence and three of burnout are in general low ranging from -.188 to 0.144. Out of 15 correlations only one is significant that is between motivating oneself and Depersonalization (r=.188 P<0.5) unexpectedly, two types of measures have shared small amount of variance between them the present finding depends that secondary school teachers who are motivated to have emotional ties with others tend to be low on the depersonalization component of burnout.

Intercorrelations among measures of organizational commitment: - Intercorrelations among three indices of organizational commitment are in general positive ranging from 0.724 to .154. Two of three correlations are significant at or above .01 level of signification i.e. between affective commitment and normative commitment self (r=.238 P<0.1); and between normative commitment and continuances commitment (r=.724P<0.1) obtained correlations hereby depict. The much of variance sharing among three indices of Organization Commitment and the construct of validity of organizational commitment questionnaire. The pattern of correlations obtained in the present study is confirmatory to those reported in earlier standardized studies by Meyer and his colleges.

Correlations between measures of organization commitment and those of burnout: Correlations between three measures of organizational commitment and three of burnout are in general low ranging from .312 to -.313. Out of total 9 correlations 6 are significant (two positive and four negative)

Normative commitment has marked negative correlative with Emotional Exhaustion (-.311P<01) and depersonalization (-.313 P<0.1); and positive with personal accomplishment (-.313 P<0.1). Continuance commitment has correlated negatively with Emotional Exhaustion (-.202 P<0.5), Depersonalization (-.236 P<0.1) and positively with personal accomplishment (.241 P<0.1) It posits that two types of measures have shared substantial amount of variance between them.

Intercorrelations among three measure of Burnout:- Intercorrelations among three indices of Burnout ranges from .614 to -.536. All the three correlations are significant of which two are negative and one is positive Emotional Exhaustion has correlated positively with Depersonalization (.614 P< 0.1) and negatively with personal accomplishment (-.531 P<0.1). Depersonalization has correlated negatively with personal accomplishment (.536 P<0.1). It depicts that three measures burnout have shared much of their variance among them. Obtained Correlation pattern is very much similar to those reported by Maslach and colleagues in the standardizations studies of MBI. Hence, the present finding provides support to the construct validity of MBI.

Suggestions

On the basis of obtained findings following suggestions can be put forth.

- Firstly for the generalizable findings the same study should be conducted on the large samples of teachers of different types i.e. primary, elementary secondary and senior secondary and higher education level.
- It is suggested to incorporate the demographic variables such as age, gender, education level and residence in addition to the variables included in the present study.

Implication of the Study

The findings provide significant hints about the relevances of emotional intelligences, organizational commitment in the level of burnout among secondary school teachers. Firstly it implies that at the time of recruitment emotional intelligence of candidate teachers should be taken in to account with a view to screen out the vulnearbly of burnout. Secondly the findings hints to the fact that the organizational commitment is having protective role in burnout. The management of the schools should take care of the measures helpful in the cultivation of effective normative and continuance commitment among the teachers.

Referencess

Allen, N., J.P. Meyer (1990). The measurement and Antecedents of Affective, Continuance and Normative Commitment to the Organizational. *Journal of Occupational Psychology*, 63(1), 1-18.

Anderson. M.B & Iwanicki, E.F. (1984). A teacher motivation and its relationship to burnout education administration quarterly.

Buchanan, B. (1974). Building Organizational Commitment: The socialization of managers in work organizations. *Administrative Science Quarterly*, 19, 533-546.

Burke, R.J. and Greenglass, E.R. (1995).A longitudinal study of Psychological Burnout in Teachers. *Human Relations, 48,187-202.*

Burke, R.J., and Deszca, E (1986). SCorrelates of psychological burnout phases among police officers. *Human Relations, 39,484-501.*

Kaur, Navjot (2003). "Occupational Role stress on Bank Managers", *Shimla Management Journal,* Vol. 3(1).

Kean F. Leyman, F.(1985). Exploring the burnout level in staff nurses. *Psychology and Health*, 18(4), 501-510.pp.69-93

Richardson, K. M., & Rothsetin, H. R. (2008). Effects of occupational stress management intervention programs: A meta-analysis. *Journal of Occupational Health Psychology*, Vol. 13 (1),

Steers, R.M. (1977). Antecedents and outcomes of Organizational Commitment, *Administrative Science Q\uarterly*, 22, 46-56.

Sternberg, R.J. (1980). Sketch of a Componential sub theory of Human Intelligence Behavioral and Brain Sciences. 3: 573-584.

Sternberg, R.J. and Smith, C.(1985). Social Intelligence and decoding skills in non-verbal communication. *Social Cognition*, 2: 168-192.

****