

# “A Study of Burnout among Secondary School Teachers in Relation to Their Emotional Intelligence and Organizational Commitment”

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Since the inception of construct of burnout (Freudenberger, 1974; Maslach and Jackson, 1981) till now, research in this area has gained importance. Conceptually burnout is defined as the psychological syndrome of emotional exhaustion, depersonalization and reduced personal accomplishment (Maslach, 1993). Emotional exhaustion refers to the depletion of psychic energy or draining of emotional resources. Depersonalization denotes the development of negative, cynical attitudes towards the recipients of one's service. Reduced personal accomplishment is the tendency of the employee to evaluate his/her work negatively, an evaluation that is often accompanied by feelings of insufficiency. Researches in this area have shown the relevance of this syndrome in productivity and working efficiency, working absenteeism, illness casualties and psychopathology along with important deterioration in social and family relationship (Dick and Wagner, 2001).

## DEFINING BURNOUT

Burnout has been defined in a variety of ways, Webster's collegiate dictionary defines burnout as 'to fail' wear out or become exhausted by making excessive demands on energy, strength or resources.

Freudenberger and Richelson (1980) described burnout as a state of fatigue or frustration brought about by devotion to a cause, way of life or relationship that failed to produce the expected reward.

## DIMENSIONS OF BURNOUT

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

**i. Emotional Exhaustion:** is the main component of burnout and involves feelings of being emotionally overtaxed 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).

**ii. 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).

**iii. Reduced personal accomplishment:** is a decline in 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 the kids, the housework, and her ageing father.

**Work related causes of burnout**

**Lifestyle causes of burnout**

**Personality traits can contribute to burnout.**

## STAGES OF BURNOUT

According to Robert, Venning and Spreadly (2007), Burnout develops in five distinct stages:

**Honeymoon Stage** is marked by high job satisfaction, creativity, commitment and energy. The professional begins to develop coping strategies to handle the stress that begins to arrive. If the strategies are positive and adaptive, the professional should stay in stage – 1. 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 dis-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, pessimist 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 be labeled as having a significant physical or emotional problem.

## 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 (Esteve, 2000 Troman & words, 2001).

On the other hand there are many causes 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.

### STAGES OF TEACHERS BURNOUT

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

- i. Loss of Enthusiasm
- ii. Frustration
- iii. Alienation

### SYMPTOMS OF TEACHERS 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.

### PREVENTION OF TEACHERS BURNOUT

Besides studies on factors leading to teacher burnout, studies have been conducted on its solutions and prevention strategies also. Hendrickson (1979) discussed how to recognize teacher burnout and what to do about it. He offered seventeen suggestions for fighting burnout. Reed (1979) gave suggestions for preventing teacher burnout which include changing grade levels taught, building up self-esteem through positive reinforcement, involving teachers in decision making, promoting professional growth, releasing the pressure etc.

A similar study was done by Zabel & Zabel (1980) describing burnout syndrome among special education teachers. They discussed burnout reducing techniques consisting of reduction of student-teacher ratio, shorter work hours, shared student load and training in stress management.

### COMPONENTS OF EMOTIONAL INTELLIGENCE

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

- i. **Self-Awareness:** Observing yourself and recognizing feelings as they occur and discriminating between them.
- ii. **Managing Emotions:** Handling feelings so they are relevant to the current situation and you react appropriately.
- iii. **Motivating Oneself:** Gathering up your feelings and directing yourself towards a goal, despite self doubt, inertia and impulsiveness.

**iv. Empathy:** Sensitivity to others feelings and concerns and taking their perspective, appreciating the differences in how people feel about things.

**v. Handling Relationship:** Managing interpersonal interaction social competence and social skills.

Emotional & intelligence can be explained in many ways but on the most basic level it is the ability to accurately identify and understand one's own emotional reactions and those of others, it also involves the ability to regulate one's emotions to use them to make good decisions and to act effectively (Mayer, Salovey and Cause, 1998).

### ASPECTS OF E.I

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

### ORGANIZATIONAL COMMITMENT

Organizational Commitment of the staff has been a commonly studied issue recently. The most commonly used definition of organization commitment belongs to Allen and Meyer (1990). "A psychological state that binds the individual to the organization".

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).

### COMPONENT OF ORGANIZATION COMMITMENT

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

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

### BURNOUT AND ORGANIZATIONAL COMMITMENT

Burnout also called "Work Stress" including three sub dimensions of emotional exhaustion, depersonalization and reduced personal accomplishment is caused mainly by face nature of the work (See Sunter et. al 1996, and Sucuoglu & Kuloglu, 1996), In recent years increasing attention has been paid to the phenomenon of burnout, particularly in human service profession. Burnout appears to be a response to interpersonal stressors on the job, in which an overload of

contact with people results in changes in attitudes and behaviour towards them.

### STUDIES RELATED TO TEACHER BURNOUT

**Goddard and O'Brien (2007)** conducted a study to investigate whether pre – service teacher education is a significant predictor of early career burnout. A total of 100 probationary teachers in their first year of teaching were surveyed anonymously on one occasion. Findings of the study revealed that teacher's pre service teacher education program added significantly to the explanation of variance in emotional exhaustion and depersonalization scores. Results further suggested that teachers who have completed significantly less than four years of pre service teachers education may have commenced their career lacking important internal resources for handling the high work demands characteristics of the profession.

### STUDIES RELATED TO BURNOUT AND ORGANIZATIONAL COMMITMENT

**Jamal, S. Hasan, and Raheem, A. (2007)** Predictors of organizational commitment of secondary school teachers.

**Findings:** Teacher stress is negatively correlated with organizational climate (OC) implying that if the teachers are expected to be commitment to their organizations then they must be free from stress.

**Jindal (1990)** Studies conflict resolution behavior and commitment to organization. Findings shows that Teachers on the whole were committed to their organization to large extent. The women teachers had higher commitment in University College and private colleges in comparison to men teachers.

### REVIEW RELATED TO BURNOUT & EMOTIONAL INTELLIGENCE

**Vito, Nancy (2009)** “The relationship between teacher burnout and Emotional Intelligence”. In a sample 64 secondary school teacher in a suburban, public school system. Emotional Intelligence was measured using the Baroh Emotional Quotient inventory. Teacher burnout was measured using the Maslach Burnout Inventory. Educator's Survey (MBI – ES, Maslach, Jackson & Leiter 1996). The first research question assessed whether a relationship exists between burnout and emotional intelligence. No significant relationship was found between emotional exhaustion, depersonalization and emotional intelligence total score. However, a significant difference was found between the emotional intelligence total score and one aspect of burnout. Personal-Accomplishment, significant differences were found between years of teaching experience, and emotional intelligence total score.

### REVIEW RELATED TO EMOTIONAL INTELLIGENCE & ORGANIZATIONAL COMMITMENT:

**Ismail, Suh-Suh Ajis and Dollah (2009)** conducted a study to examine the effect of Emotional Intelligence in the relationship occupational stress and job performance. The outcome at the study clearly stated that relationship between

occupational stress and emotional intelligence significantly correlated with job performance. Statistically, the results confirmed that inclusion at Emotional Intelligence in the analysis mediated the effect of occupational stress on job performance.

**PROBLEM:** The problem of the study is stated as:

**“A study of burnout among secondary school teachers in relation to their emotional intelligence and organizational commitment”**

### TECHNICAL TERMS TO 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.

### OBJECTIVES OF THE STUDY:

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.

### HYPOTHESES

1. There exist a negative relationship between Emotional Intelligence and Burnout.
2. There exist a negative relationship between Organizational Commitment and Burnout.
3. There exist positive relationship between Emotional Intelligence and Organizational Commitment.

### 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 were included.

**TOOLS USED:** Data were collected by using following measures:

1. Maslach Burnout Inventory(MBI) – (Christina Maslach and Susan E.Jackson, 1986).
2. Multidimensional Measure of Emotional Intelligence (Darolia, 2003).
3. Organizational Commitment Questionnaire (OCQ) – (Meyer and Allen, 1990).

**STATISTICAL ANALYSIS:** Obtained data were being analyzed by following statistical:

1. Frequency Distribution.
2. Descriptive Statistics (Means, Standard–Deviations, Skewnesses and Kurtosis).
3. Pearson ' Product Moment Method of correlation.

## RESULTS AND DISCUSSION

Results have been reputed and discussed under the following headings:

### 1. 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, skewnesses 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.

**TABLE - 1**

DESCRIPTION OF VARIABLES INCLUDED IN THE STUDY

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

## CORRELATIONS

After ascertaining that obtained data almost meet the requirement of applying Product Moment Method of Correlations, intercorrelations were computed among/between all the variables used in the study. The intercorrelations are reported in Table 5. 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 probability levels respectively. The correlations among/ between various measures included in the study are being reported and discussed under following headings.

**TABLE - 2**

FREQUENCY DISTRIBUTION OF SCORES ON FIVE MEASURE OF EMOTIONAL INTELLIGENCE (N=150)

VARIABLES	SA	H.R	M.E	M.O	EMP
C.I	f	f	f	f	f
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
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
Kurtoses	0.671	2.796	2.697	2.698	2.981S

**TABLE - 3**

FREQUENCY DISTRIBUTION OF SCORES ON ORGANIZATION COMMITMENT (N=150)

VARIABLES	AC	NC	CC
C.I	f	f	f
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
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	3.069

**TABLE-4**

FREQUENCY DISTRIBUTIONS OF SCORES ON MBI  
TEACHES (N=150)

VARIABLES	EE	DP	PA
C.I	f	f	f
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	13.093	8.727	28.367
S.D	5.740	5.2964	9.124
Skewness	0.501	0.169	0.259

Kurtoses	3.085	2.182	2.459
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**TABLE - 5**  
INTERCORRELATIONS MATRIX

	S A	M E	M O	E	H R	A C	N C	CC	EE	DP	P A
SA	X	.359	.503	.229	.390	.097	.056	-.099	-.24	-.74	.081
ME		X	.466	.297	.530	.006	-.003	-.37	+.078	-	-.019
MO			X	.486	.482	.113	.167	.064	-	-	.078
E				X	.321	.026	.136	.070	-	-	.095
HR					X	.063	.105	.166	-	-	.144
AC						X	.238	.154	.041	-	.008
NC							X	.724	-	-	.312
CC								X	-	-	.241
EE									X	.614	-.531
DP										X	-.536
PA											X

r = .160 p < .05

r = .218 p < .01

**MAIN FINDINGS, IMPLICATIONS AND  
SUGGESTIONS**

## MAIN FINDINGS OF THE STUDY

Frequency distributions of scores were set up to ascertain the normalcy of data. These distributions along with their mean, SD, skewness and kurtosis reveal that all the distributions are almost normal. Despite some minor discrepancies in some of the distributions it was realized not to undertake normalizing transformations.

Intercorrelations among five measures of EI are in general positive ranging from .530 to .229 of which all the ten correlations are significant at or above .05 probability level. The obtained pattern of intercorrelation depict that these measures have shared much of their variance among them. It also support to the construct validity of MMEI.

The correlations between five measures of emotional intelligence and there of organization commitment one in general low ranging from .167 to .099. Only two of fifteen correlations are significant. Normative commitment has correlated +vely with motivating oneself and continuous commitment has +vely correlated with handling relations. It suggests that teachers having capacity to channel their emotions in the service of goal tend to be high on normative commitment. Similarly teachers having competence to manage others emotions tend to be high in continuance commitment. Two types of measures have shared small amount of variance with each others. The present findings partially support hypothesis No. 3 positing that emotional intelligence contributes positively in organizational commitment.

Correlations between five measure of Emotional Intelligence and three of burnout are in general low ranging from -.188 to .144. Only one of 15 correlations is significant i.e. between motivating oneself and depersonalization. It suggests that secondary school teachers having the capacity to channelise their emotions in the service of goal tend to be low on depersonalization. The obtained findings are not consistent with the earlier findings depicting the protective role of emotional intelligence in burnout, may it because of peculiarities of the sample used in the study. The two types of measures have shared small amount of variance between them. Hence, hypothesis No. 1 positing that -ve relationship exists between emotional intelligence and burnout is partially supported.

Intercorrelations among three measures of organizational commitment are in general positive ranging from .154 to .724. Two of three correlations are significant. The third is also near the significance level. Thus obtained correlations depict much of variance sharing among them and provides support to the construct validity of organizational commitment questionnaire.

The correlations between three measures of organizational commitment and three of burnout are in general low ranging from .312 to -.313. Only six of nine correlations are significant of which two are positive and four are negative. Both the emotional exhaustion and depersonalization have correlated negatively with normative commitment and continuance commitment. Whereas personal accomplishment has correlated positively with these two measures of organizational commitment. It posits that normative and

continuance commitments play protective role in emotional exhaustion and depersonalization and facilitating role in personal accomplishment. It provides support to hypotheses No. 2 that their exist a negative relationship between organizational commitment and burnout.

Intercorrelations among three measures of burnout are ranging from .614 to -.536. All the three correlations are significant of which two are negative i.e. between personal accomplishment, depersonalization and emotional exhaustion; and one is positive. It supports the two factor model of burnout proposed by Maslach and colleagues. Obtained correlations are very much comparable to those reported by Maslach & Colleagues and other researchers across the Globe that emotional exhaustion and depersonalization correlate positively with each other and inversely with personal accomplishment. It provides supports to the construct validity of MBI.

## IMPLICATIONS

The findings of the present study cannot be considered, generalized because of the size of sample used in this study. But the findings provides significant hints about the relevance of emotional intelligence, organizational commitment intelligence, 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 into account with a view to screen out the vulnerably of burnout. Secondly the findings hints to the fact that organizational commitment is having protective role in burnout. So, the management of the schools should take care of the measures helpful in the cultivation of the effective normative and continuance commitment among the teachers.

## 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. Secondly 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.

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