

Burnout and Organizational Commitment among Professors

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ABSTRACT

Burnout and organizational commitment are two critical elements that influence employees' well-being and level of engagement inside an organization. Employees in today's fast-paced and demanding work situations frequently report high levels of stress, tiredness, and a sense of separation from their work. Burnout, defined as a state of physical, emotional, and mental weariness induced by continuous work-related stress, has become a widespread issue in many industries. Organizational commitment, on the other hand, relates to how strongly employees identify with and support their organization. It includes their belief in the organization's goals and ideals, their readiness to put up work on its behalf, and their desire to continue a long-term relationship with the organization. The current research aims to investigate the impact of variables such as burnout and organizational commitment among professors. A purposive sampling method was used to draw a sample of 120 from Bangalore, India. Pearson correlation and linear regression were used to analyse the data. Results revealed that there was a significant negative relationship between burnout and organizational commitment among professors in Bangalore, with burnout being a significant predictor of organizational commitment, with a moderate negative effect.

Keywords: *Burnout, Organizational commitment, Professors.*

Burnout among professors is a state of emotional, mental, and physical exhaustion caused by chronic work-related stress. The academic profession is characterized by long working hours, heavy workloads, pressure to publish research, and high expectations for teaching effectiveness. These factors, combined with limited resources, administrative challenges, and competing demands, can lead to increased stress levels and ultimately result in burnout.

Organizational commitment among professors refers to the extent to which they identify with and are dedicated to their academic institution. It encompasses their belief in the institution's values and mission, their willingness to invest time and effort in their work, and their desire to maintain a long-term affiliation. High levels of organizational commitment among professors are associated with greater job satisfaction, increased productivity, and a higher likelihood of engaging in activities that benefit the institution and its students.

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Burnout and Organizational Commitment among Professors

The relationship between burnout and organizational commitment among professors is crucial to examine. When professors experience burnout, their organizational commitment may be negatively affected. They may become disengaged from their work, question their career choices, and even consider leaving academia. Conversely, professors with high levels of organizational commitment may be more resilient in the face of burnout, finding ways to cope with stress and maintain their dedication to the institution.

The study conducted by Akdemir (2019) explores the relationship between teacher burnout and organizational commitment in the Turkish context. The study identifies burnout as a significant factor leading to decreased organizational commitment among teachers. The review highlights the negative consequences of burnout, such as decreased productivity, increased absenteeism, and higher turnover rates, as well as its impact on physical and mental health. The study emphasizes the need for further research in the Turkish context and suggests that factors like social support, job resources, and personal coping strategies may moderate the relationship between burnout and organizational commitment. Overall, the review provides valuable insights into the relationship between burnout and organizational commitment among teachers.

The study by Salamah and Alomari (2021) investigates the relationship between burnout and organizational commitment in the education sector. The authors conducted a comprehensive review of existing research and identified a negative correlation between burnout and organizational commitment among educators. The findings emphasize the significance of prioritizing employee well-being in schools and suggest interventions to reduce burnout and enhance organizational commitment. Recommendations include providing support and resources to teachers, such as professional development opportunities and mentoring programs, to improve job satisfaction and engagement. Overall, the study underscores the importance of understanding and addressing burnout to foster organizational commitment in the education sector.

Need and significance

The study of burnout and organizational commitment among professors is essential due to the unique challenges faced in the academic profession. Professors experience heavy workloads, high expectations, and limited resources, which can lead to burnout and negatively impact their well-being and job satisfaction. Burnout among professors also has detrimental effects on academic institutions, including reduced productivity, lower teaching and research quality, and higher turnover rates. Exploring the relationship between burnout and organizational commitment is crucial as burnout can diminish professors' commitment to the organization, leading to disengagement and potential attrition. Understanding these dynamics is vital for implementing effective strategies to support faculty members, foster a positive work environment, and enhance overall institutional success.

METHODOLOGY

Problem

The present study aims to find the impact of burnout on organizational commitment among professors.

Objective of the study-

- To study the level of burnout and organizational commitment among professors.
- To examine the impact of burnout on organizational commitment among professors.

Burnout and Organizational Commitment among Professors

Hypotheses

- H1: There is a significant relationship between burnout and organizational commitment among professors.
- H2: Burnout has an impact on organizational commitment among professors.

Research Design

Pearson's correlation was used to study the correlation between the variables and multiple linear regression was used to determine the prediction of variables on each other. Correlational research design was used to investigate the relationships between the variables (burnout and organizational commitment) The correlation will help us reflect the degree and/or direction of the association between the variables (burnout and organizational commitment). It seeks to determine the extent to which changes in one variable are associated with changes in another variable without manipulating or controlling any variables. Regression is a research design used to explore the relationship between two continuous variables. The purpose of this research design is to identify if there is a linear relationship between the two variables, and if so, to quantify the strength and direction of that relationship.

Operational Definitions

- *Burnout*: It is defined as a state of emotional exhaustion, depersonalization, and reduced personal accomplishment that results from prolonged exposure to work-related stressors, which are characterized by a sense of overwhelming exhaustion, cynicism, and a lack of professional efficacy.
- *Organizational commitment*: It is defined as an individual's psychological attachment to their organization, as reflected in their beliefs, values, and behaviours related to their membership in the organization

Variables-

The study has two variables

- Burnout
- Organizational commitment

Demographic Variables

The socio-demographic variables in this research were used to describe the characteristics of a population, such as age, gender, and the qualification they are currently pursuing. The study included participants from Bangalore, India.

Sample and Technique

The participants for this study were taken from all over Bangalore, India. Prior to participation, informed consent be obtained from each participant who participated in the study. Basic demographic details were also collected for this study. Sample consisted of 68 females and 52 males. The sample was collected through purposive sampling technique using an online survey form and was collected from Professors.

Sample Distribution

Inclusion criteria

1. Professors who have been teaching for at least two years should be included in the study.
2. A college or university setting should be used for the study.

Burnout and Organizational Commitment among Professors

Exclusion criteria

1. Professors who have been teaching for less than two years or who are not currently teaching in a university or college setting.
2. Professors who work in non–university/college settings shouldn't be included in the study.

Tools for the study

Upinder Dhar developed a comprehensive scale to assess organizational commitment. The scale typically includes items that measure affective commitment (emotional attachment and identification with the organization), continuance commitment (perceived costs associated with leaving the organization), and normative commitment (sense of obligation to remain with the organization). Respondents rate their agreement with each item on a Likert scale, and scores are calculated to provide an overall measure of organizational commitment. There are five possible responses to each item. The whole scale reliability coefficient was discovered to be 0.6078.

The Maslach Burnout Inventory is a widely used tool developed by *Christina Maslach and Susan E. Jackson* to assess burnout. It consists of three subscales:

1. Emotional Exhaustion: Measures feelings of being emotionally overextended, depleted, and exhausted by work-related demands.
2. Depersonalization: Assesses the development of negative, cynical attitudes and impersonal responses towards others, typically clients or colleagues.
3. Personal Accomplishment: Evaluates feelings of competence, effectiveness, and successful achievement in one's work.
4. Respondents rate the frequency and intensity of their experiences related to each subscale. Scores are calculated for each subscale, providing a comprehensive assessment of burnout levels. The scale-related Cronbach alpha reliability coefficient is .88. The reliability coefficient for emotional weariness is found to be .83, the reliability coefficient for depersonalization is found to be .72, and the reliability coefficient for lower personal accomplishment is found to be .71.

RESULTS AND DISCUSSION

The current study sought to investigate burnout and organizational commitment among professors. To compare the Pearson's Correlation and Linear Regression were used. The data was gathered online using Google Forms. As a result, a total of 120 samples were examined. For each research variable, descriptive statistics and values were computed. Using the Statistical Package for Social Sciences (SPSS) version 26, Pearson Correlation and Linear Regression were used to test the claim.

Table 1 Descriptive Statistics of measures in the study

	Organizational Commitment	EE	PA	Depersonalization	Burnout
Mean	28.63	19.92	23.09	10.84	53.85
Std. Deviation	3.14	8.56	7.5	4.49	15.82

Table 1 presents the mean and standard deviation for the variables of organizational commitment, emotional exhaustion (EE), personal accomplishment (PA), depersonalization, and burnout, based on the sample data. The mean scores for organizational commitment, PA, and depersonalization were around 20-29, while the mean score for EE was slightly lower at 19.92, and the mean score for burnout was higher at 53.85. The median scores were

Burnout and Organizational Commitment among Professors

generally lower than the means for all variables except for burnout, which had a median score of 50.5. The sum column shows the total scores for each variable across all participants. The standard deviation column indicates that the scores for burnout had the highest variability, while organizational commitment had the lowest variability among the variables.

Table 2 Pearson correlation between burnout and organizational commitment

	R	p (2-tailed)
Organizational commitment and Burnout	-0.52**	<.001

Note: ** $p < 0.01$

Table 2 shows Pearson correlation was performed to test whether there was a significant relationship between Organizational commitment and Burnout. The results of the Pearson correlation showed that there was a significant relationship between Organizational commitment and Burnout ($r = -0.52$, $df = 118$, $p = <.001$). Therefore, the results are statistically significant and there was a negative correlation between burnout and organizational commitment. There was a moderate, negative correlation between the variable's Organizational commitment and Burnout with $r = -0.52$. Thus, there was a high, negative association between Organizational commitment and Burnout in this sample. Therefore, the hypothesis which states that there is a significant relationship between burnout and organizational commitment among professors is accepted.

Table 3 Linear regression analysis of burnout and organizational commitment

R	R ²	Adjusted R ²	Standard error of the estimate
0.52	0.27	0.26	2.7
Model	df	F	p
Regression	1	43.26	<.001

Note: ** $p < 0.01$

Table 3 shows the results of the linear regression analysis between burnout and organizational commitment and indicate that the relationship between these two variables is statistically significant. The coefficient of determination (R-squared) value is 0.27, indicating that approximately 27% of the variability in organizational commitment can be explained by burnout. This implies that burnout has a moderate effect on organizational commitment. The adjusted R-squared value, which considers the number of predictors in the model, is 0.26. The standard error of the estimate is 2.7, suggesting that the predicted values of organizational commitment may deviate from the actual values by an average of 2.7 units. The regression model itself is significant, as indicated by the F-statistic of 43.26 with a p-value less than 0.001. This means that the overall model is a good fit for the data and the relationship between burnout and organizational commitment is not due to random chance. In conclusion, the results provide evidence that burnout significantly influences organizational commitment, explaining a moderate proportion of its variance.

Table 4 Beta coefficients analysis of burnout and organizational commitment

Model	Standardized Coefficients			
	Beta	Standard error	t	p
OC		0.88	38.99	<.001
Burnout	-0.52	0.02	-6.58	<.001

Burnout and Organizational Commitment among Professors

The table 4 shows the beta coefficients resulting from a linear regression analysis with one predictor variable, burnout, and one outcome variable that is organizational commitment. The standardized beta coefficient for burnout is -0.52, which indicates that there was a moderate negative relationship between burnout and the outcome variable. The negative sign of the beta coefficient suggests that as burnout increases, the outcome variable decreases. The standard error column indicates the precision of the beta coefficient estimate, while the t-value column shows the significance of the beta coefficient. In this case, the t-value for burnout is -6.58, which is significant at the .001 level, indicating that the beta coefficient is unlikely to have occurred by chance. The constant has a beta coefficient of 0.88, which is not statistically significant, but is included in the model as a baseline value. Overall, these results suggest that burnout is a significant predictor of the outcome variable and has a moderate negative effect on it. For each unit increase in burnout there is -0.52 levels of decrease in organizational commitment. Therefore, the hypothesis which states that Burnout has an impact on organizational commitment among professors is accepted.

SUMMARY AND CONCLUSION

The objective of the study was to investigate the impact of burnout on organizational commitment among professors in Bangalore, India. The sample of the study consisted of 120 professors from all over Bangalore. The study employed a quantitative research design and collected data using a questionnaire consisting of two standardized scales: the Maslach Burnout Inventory and the Organizational Commitment Scale. For analysis of the data, correlation, regression will be performed between organisational climate, stress and coping strategies.

Before filling out the socio-demographic information and the remainder of the questionnaire, participants were required to provide informed consent. IBM SPSS version 26 was used to examine the collected data.

Purposive sampling method was used in this study. To comprehend the correlation and relationship between the variables, Pearson's Correlation and multiple Linear Regression were used. multiple regression analysis is used in data analysis technique to investigate the impact of burnout on organizational commitment among educators while controlling for other variables. The analysis determines the strength and direction of the relationship between burnout and organizational commitment.

The study found a significant negative relationship between burnout and organizational commitment among educators in Bangalore. Specifically, as burnout increased, organizational commitment decreased. The results of the linear regression analysis revealed that burnout was a significant predictor of organizational commitment, with a moderate negative effect. The findings suggest that reducing burnout among educators may be an important strategy to enhance their organizational commitment.

CONCLUSION

1. There is a significant relationship between burnout and organizational commitment among professors.
2. Burnout has an impact on organizational commitment among professors.

Implications

Burnout has major effects on many facets of organisational commitment, including emotional tiredness and a decreased sense of personal accomplishment. These results are

Burnout and Organizational Commitment among Professors

believed to be helpful in the development of policies and safeguards by institution managers. First off, it is crucial to identify the causes of emotional weariness. In order to address the factors mentioned, managers should create a set of solutions. Employee commitment will become less emotive, normative, and ongoing if this does not happen. This may have negative effects on employees in terms of their physical health (fatigue, insomnia), emotional well-being (depression, irritability), interpersonal relationships (reduced socialisation), and interpersonal behaviours (high performance, productivity, and citizenship behaviours for the organisation). Their quality of life is reduced by these adverse effects. Creating effective lines of communication with employees is one potential strategy managers can use to combat employee burnout.

Scope for future study

The study investigating the impact of burnout on organizational commitment among professors in Bangalore provides important insights into this issue. However, there is still much to be explored in this area, and future research could build on this study's findings and address some of its limitations.

One possible area for further research is to investigate the underlying mechanisms by which burnout impacts organizational commitment. This could involve examining the role of factors such as job demands, job resources, and coping strategies, and how they impact both burnout and organizational commitment. This research could help to identify strategies that could be used to prevent burnout and increase organizational commitment among professors.

Future research could also explore the impact of burnout and organizational commitment on other outcomes such as job satisfaction, turnover intentions, and job performance. These outcomes are important for both educators and organizations, and understanding how burnout and organizational commitment impact them could provide valuable insights into the factors that contribute to a healthy and productive work environment.

It would be interesting to examine the impact of burnout and organizational commitment among different groups of professors, such as those working in different levels of education or those with different job roles. This could help to identify specific areas of concern and develop targeted interventions to address them.

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Burnout and Organizational Commitment among Professors

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Burnout and Organizational Commitment among Professors

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Conflict of Interest

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