



# INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

## Interactional Effect Of Professional Commitment And Job Involvement On Friction And Task Avoidance Dimensions Of Burnout

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**Abstract:** It is a bare truth that teacher occupies pivotal role in the building of the nation. Teacher is considered as the true and real maker of nation. As the plant takes shape of a tree after lots of care and hard work, in the same way the all-round development of a child is done by teacher in school by treating it like a garden plant. The teacher occupies a very important place in the society from time immemorial since he/she is custodian and architect of a nation. The future of our country is in the hands of teachers. The whole system of education depends upon the quality, competence, devotion and character of teachers.

Teaching has been one of the oldest and most respected professions in the world. The task of shaping the future citizens is a noble one and so the teacher has always occupied a place of honour and reverence in the Indian society over the ages. In ancient time, teacher was regarded as a 'Guru'. In ancient India, the teacher as a 'guru' was well-versed in temporal as well as spiritual knowledge. He commanded great respect for his high personal qualities of head and heart. The teacher was held in high esteem by the society by virtue of his being an embodiment of good qualities, a custodian of knowledge and an abode of spirituality.

In the Buddhist period, teacher was regarded as a 'monk'. The disciple would choose his teacher with much care and showed him utmost respect and the teacher was responsible for all-round development of his disciple. In the medieval period teacher was regarded as *Moulvis*. *Moulvis* imparted education in *Maktab* and *Madrassahs*. In modern time, he is facilitator of knowledge. There are many duties and responsibilities that teachers do besides classroom teaching. It is expected that a teacher should be committed to the welfare of society.

The study was delimited to the thirty four governments and private degree Colleges located in territory of Himachal Pradesh and seven districts i.e. Hamirpur, Bilaspur, Una, Kangra, Shimla Chamba and Mandi of Himachal Pradesh.

The investigator in the present study has adopted descriptive survey method. The population for the present study comprised teachers teaching degree classes in government and private (aided and non-aided) colleges affiliated to Himachal Pradesh University. Since, it was not possible to cover all the colleges in the State of Himachal Pradesh, stratified random sampling technique was applied, first for selection of colleges by giving due weightage to type of management, mode of appointment, location and gender and secondly to draw the sample of 546 teachers from the colleges. In the present study, the researcher used the following tools for collection of data: Burnout Inventory (BI) developed by Karuna Shankar Misra (2005). Means, S.Ds. and t-value used as a statistical techniques to analyse and interpret the data.

**Keywords:** Burnout, Accomplishment, Depersonalization, Professional Commitment, Depersonalization

**Introduction:** The concept of burnout was first used in psychology. The term 'Burnout' was initially coined by a clinical psychologist named Herbert Freudenberger in 1974. It refers to a state of emotional, mental and physical exhaustion as well as lack of interest in an individual. It is caused by stress when one feels overwhelmed and is unable to meet constant demands. It may lead to poor health, and loss of interest in teaching. It has a negative impact on the learning and health of students as well. Burnout in teachers is an issue of concern that affects on teaching and learning in schools and colleges. The poor teaching style and methods may be a prominent reason for teacher's burnout.

The concept of burnout was floated in educational circles in mid 1970's. The researcher namely Christina Maslach and Susan Jackson, are closely associated with the development of this concept as they developed an assessment tool---the Maslach Burnout Inventory---that characterizes burnout as a syndrome involving exhaustion, cynicism, and inefficacy. The chief characteristic of burnout is usually reported to be exhaustion. Since 1970s, it has grown enormously and currently being used to refer to a state of mind where a person feels helpless, frustrated, lonely and depressed. The role of media in popularizing the term cannot be ignored. A number of researches have been conducted on this topic in India and abroad but these studies were conducted primarily in the field of medical and other organization. The field of education was included in the list of investigations at a later stage.

Maslach worked intensively in the area of burnout. The researcher developed an inventory that used three dimensional description viz. exhaustion, cynicism and inefficacy to represent burnout. The 'exhaustion only' model that sees symptom as the hall mark of burnout was advocated and advanced by Maslach, Jackson & Leiter (1996), Shirom and Melamed (2005), and Krishtensen, Borritz, Villadsen and Christensen (2005).

The Maslach Burnout inventory was used by Worley et al. (2008) for studying the three factors namely emotional exhaustion, personal accomplishment and depersonalization of an individual. However, Mishra (2005) used non-accomplishment, depersonalization, emotional exhaustion, friction, task avoidance, distancing neglecting and easy going approach as the indicators of burnout among teachers.

Burnout has been considered synonymous to depression by Bianchi, Schonfeld, and Laurent in a recent study (Rouse, 2017). According to these researchers, the criteria for depression was met out by 90 per cent of workers identified as burned out.

Depending on the particular case, burnout may be alleviated by changes in the work environment and job demands, as well as changes in the individual's behaviour and approach to work. If nothing changes, however, burnout tends to create a downward spiral, in which an unsustainable situation leads to exhaustion and dissatisfaction. Teaching is often cited as one of the most stressful professions and teacher's burnout is a global problem. The job of a teacher is to teach the disciples to develop insight and reasoning that can be used to live a life. There is no doubt that profession of teaching is very large, deep and needs visionary actions. Teachers are often expected to correct social evils or problems while educating the students in academic and skill areas, providing enrichment activities, meeting the individual needs of students and encouraging student's moral and ethical development. Teachers have found their credibility eroding with large community. Politicians, corporate executives and educational experts have expounded conflicting answers for correcting the ills of education. Their solutions are often simplistic, neglecting the complex social constraints under which teachers work and often blame the teachers for the problem they face. As a result of these problems many teachers leave the profession, suffers stress and burnout. Hendrickson (1979) defined teacher's burnout as exhaustion of physical, emotional and attitudinal state of mind. It begins with the feeling of uneasiness and in this state; the joy of teaching begins to gradually dip. Teacher suffering from burnout appears overwhelmed, exhausted, cynical, irritable and withdrawn.

The term commitment means a pledge, promise and duty towards something. Professional commitment means commitment to a profession. Therefore, professional commitment is a person's pledge, promise, or resolution toward his/her profession.

Various definitions of professional commitment are given by several educators and researchers. Some definitions are given below.

Lodahi and Kejner (1965): 'Professional commitment is the degree to which a person's work performance affects his self-esteem.'

Morrow and Wirth (1989): 'Professional commitment is an appropriate concept for representing at least part of the career locus dimension of work commitment.'

Louis (1998): 'Professional commitment is recognized as a natural ingredient of teaching profession. It is closely connected to teacher's work-performance, absenteeism, burnout and turnover as well as having an important influence on student's achievement in, and attitude towards school.'

Elias (2004): 'Professional commitment has been linked to important outcomes such as improved work performance; reduce turnover intentions and greater satisfaction at both organizational and professional levels.'

In the nut shell, it can be inferred that professionals do all the best to fulfill the targets and goals of a profession as per its objectives and vision. In general terms, job involvement is the level at which an employee is engaged in his or her daily work. The level of job involvement or engagement can be determined by a person's needs, values, work ethics (personal characteristics), the organizational setting (environment), and the characteristics of the job. According to Hafer & Martin (2006), employees with low job involvement can feel alienated by thinking that their job doesn't have a purpose, that they are not important in the organization, or they cannot see the connection between their work and who they believe themselves to be in 'life' This definition implies that a person in job involvement sees his or her job 'as an important part of his/her self-concept' (Lawler & Hal, 1970). Researches have shown that there is a relationship between job involvement, professional commitment and burnout. Job involvement is strongly related to many other theories of work motivation.

#### **OBJECTIVE OF THE STUDY:**

To study the interactional effect of professional commitment and job involvement on Friction and Task Avoidance Dimensions of burnout related to college teachers in Himachal Pradesh.

#### **HYPOTHESIS OF THE STUDY:**

There is no significant interactional effect of professional commitment and job involvement on Friction and Task Avoidance Dimensions of burnout related to college teachers in Himachal Pradesh.

**DELIMITATIONS OF THE STUDY:**

The study was delimited to:

- (i). thirty four government and private degree Colleges located in territory of Himachal Pradesh.
- (ii). seven districts i.e. Hamirpur, Bilaspur, Una, Kangra, Shimla Chamba and Mandi of Himachal Pradesh.
- (iii) teachers of three educational stream viz. Arts, Science and Commerce of bachelors degree

**METHODOLOGY OF THE STUDY:** This chapter deals with description of method and procedure adopted to complete the present study. The plan and procedure is a blue print of a research study. Without planning, a researcher cannot achieve objectives with good reliability and validity. Therefore, method and procedure of any research is essential for quality information and thereby quality findings. The investigator in the present study has adopted descriptive survey method.

The descriptive method involves quantitative information that can be tabulated along a continuum in numerical form. It involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection (Glass & Hopkins, 1984). Descriptive research summarized many information in form of mean, median, mode, standard deviation, variance, percentage, correlation between variables etc. The descriptive research often uses quasi-experimental research design (Campbell & Stanley, 1963). Data collection in descriptive research includes surveys, interviews, observations, and portfolios. The descriptive research involves the description, recording, analysis and interpretation of conditions that exist. It involves some types of comparison or contrast and attempts to discover relationships between existing non-manipulated variables (Best, 1981).

**POPULATION AND SAMPLE OF THE STUDY:**

Population is the entire aggregation of cases or units that meet criteria set by investigator. According to Best (2007), "A population is any group of individuals who have one or more characteristics in common that are of interest to the researcher. The population for the present study comprised teachers teaching degree classes in government and private (aided and non-aided) colleges affiliated to Himachal Pradesh University. Since, it was not possible to cover all the colleges in the State of Himachal Pradesh, stratified random sampling technique was applied, first for selection of colleges by giving due weightage to type of management, mode of appointment, location and gender and secondly to draw the sample of 546 teachers from the colleges.

**TOOLS AND TECHNIQUES USED:** A researcher requires many data-gathering tools or techniques. Tools are essential for measurement of traits of variables and it they guide the researcher in data collection and also in evaluation. In the present study, the researcher used the following tools for collection of data:

Burnout Inventory (BI) developed by Karuna Shankar Misra (2005).

The Burnout Inventory used in the present study was originally developed by Karuna Shankar Mirsa to measure burnout among teachers working in higher education. The BI contains 48 items and it measures burnout in terms of eight dimensions namely Emotional Exhaustion, Depersonalization and Non-accomplishment, Friction, Task avoidance, Distancing, Neglecting and Easy going. Descriptive statistics like mean, S.D., skewness and kurtosis were calculated to see normality and other purposes. To find out difference between two groups t-test was used. To find interaction between professional commitment and job involvement on burnout, two-way analysis of variance is applied here.

#### **ANALYSIS AND INTERPRETATION OF THE DATA:**

After data collection and analysis of data, main work of researcher is to present results and interpretation in systematic and effective way.

#### **Interactional Effect of Professional Commitment and Job Involvement on Friction and Task Avoidance Dimensions of Burnout**

Description of Two-way analysis of variance for interaction between professional commitment and job involvement on friction dimension of burnout is given in Table 1.

**Table:1**

**Description of two way ANOVA showing interactional effect of professional commitment and job involvement on friction dimension of burnout**

Source of Variation	Sum Squares	Df	Mean Sum of Square	F	Prob.
Main Effects					
PC	358.646	2	179.323	6.699	.001*
JI	651.208	2	325.604	12.164	.000*
2-Way Interactions					
PC X JI	34.782	4	8.695	.325	.861
Residual/Error	14374.161	537	26.768	*p<0.05	
Total	15930.383	545	29.230		

Table 1 reveals that F-values for main effect of PC and JI on friction dimension of burnout are 6.699 and 12.164 respectively. Probability of these F-values are much less than 0.05. This means that main effect of PC and JI on friction are significant for college teachers. F-value for interaction between PC and JI on friction is 0.325. Probability of this F-value is 0.861 which is much greater than 0.05. This means that interaction between PC and JI on friction is not significant.

Therefore, null hypothesis  $H_{07}$ , that “There are no significant interactional effects of professional commitment and job involvement on burnout of college Teachers in Himachal Pradesh”, is not rejected for friction dimension of burnout.

### Interactional Effect of Professional Commitment and Job Involvement on Task Avoidance Dimensions of Burnout

Description of two-way analysis of variance for interaction between professional commitment and job involvement on task avoidance of burnout is given in Table 2

**Table: 2**

**Description of two way ANOVA showing interactional effect of professional commitment and job involvement on task avoidance dimension of burnout**

Source of Variation	Sum Squares	Df	Mean Sum of Square	F	Prob.
Main Effects					
PC	195.741	2	97.871	4.008	.019*
JI	501.700	2	250.850	10.274	.000*
2-Way Interactions					
PC X JI	316.536	4	79.134	3.241	.012*
Residual/Error	13111.590	537	24.416	*p<0.05	
Total	14558.471	545	26.713		

Table 2 shows that F-values for main effect of PC and JI on task avoidance dimension of burnout are 4.008 and 10.274, respectively. Probability of these F-values are much less than 0.05. This means that main effect of PC and JI on task avoidance are significant for college teachers. F-value for interaction between PC and JI on task avoidance is 3.241. Probability of this F-value is 0.12 which is much less than 0.05. This



means that interaction between PC and JI on task avoidance is significant. This indicates that main effect is colored. In this case, it is essential to control one factor to see effect on other.

Therefore, null hypothesis  $H_{07}$ , that “There are no significant interactional effects of professional commitment and job involvement on burnout of college Teachers in Himachal Pradesh”, is rejected for task avoidance dimension of burnout.

### Results and Conclusion:

Significant differences were found among college teachers with low, average and high job involvement on friction, task avoidance dimensions of burnout and total burnout. Interaction between professional commitment and job involvement were found on burnout dimensions like task avoidance.

Suggestions for further study are internal visions of researcher that he realized during conduction of research. Following researches will be fruitful for future researchers in the area of present study:

1. A study should be conducted on different levels of teachers working in different states.
2. A study of burnout should be conducted in relation to monthly income of teachers and socio-economic-status of family members.
3. A study of burnout should be conducted in relation to teachers' age and disciplines (arts, science and commerce).
4. A study should be replicated on the teachers teaching in mentally retarded schools, mentally handicapped schools, orthopedically handicapped schools, hearing impaired school and blind schools.
5. A study of burnout of teachers should be conducted in relation to people of different profession like architects, doctors, lawyers, nurses etc.

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