Self-Efficacy And Burnout As Predictors Of Organisational Commitment: An Empirical Study Of Secondary School Teachers

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Abstract

Teachers are the builder of any educational system that help the students to flourish in their most formative and transition period of life. Self efficient, robustic and resilient are the essential conditions for commitment. The study examines how teachers' burnout and self-efficacy effect organisational commitment. The sample comprises of 70% teachers from various secondary schools of Jammu and Kashmir (India). The Seidman and Zager (1986) Teachers Burnout scale was initially updated using the Amos software program to measure Teachers Burnout. Teachers Self-efficacy and Organisational commitment were assessed using the Singh & Narain Self-efficacy scale (2014) and Jamal & Rehaam organisational commitment scale (2014). The result exhibits a significant impact of Burnout and Self-efficacy on organisational commitment of teachers. The study further explores how Self-efficacy can reduce teachers' Burnout and enhances their commitment to ones organisation.

Burnout

Burnout is related to exhausted emotions, drained psychological strength and depletion of physical resources, caused by persistent work-related stress, especially in professionals like teachers (Jennett, Harris, & Mesibov, 2003). Teachers may experience work related stress for a variety of causes (Jennett et al., 2003) like excessive time demands, overload, poor relationships, inadequate support, isolation, violence, job ambiguity, under-participation, limited promotional prospects and dearth of protective buffers (Cunningham, 1983). Burnout is linked to a variety of unpleasant events having multitude effects on a teacher's well- being. Teachers who suffer with mental health, including those who exhibit burnout symptoms, are more likely to have hostile interactions with their pupils, get irritated when they don't listen to them, and have bad opinions of them (Grayson & Alvarez, 2008). Burnout arises from the individual's impression of a huge gap between aspirations or dreams of flawless professional performance and actual outcomes or rewards (Friedman, 1999a, 2000). It is related to the sense of diminished personal accomplishment, depersonalization, and emotional weariness (Maslach & Jackson, 1981; Maslach, et.al., 1996). While Pines and

Aronson (1988) highlights physical exhaustion with low energy and chronic fatigue, Maslach et al. (1996) found emotional exhaustion as the core component of burnout. The employees feel psychologically and emotionally detached from their work (Maslach, Schaufeli & Leiter, 2001). Low energy, fatigue, and emotional wear out are associated with this type of burnout (Ar & Bal, 2008 as cited in Savas et al., 2014). Depersonalization is negative, pessimistic opinions and thoughts about one's interpersonal relations. Diminished accomplishment is a term used to describe both the propensity for teachers to hold a diminishing opinion of themselves as well as the widespread perception that they are no longer performing a significant and meaningful job due to one's own failure and inadequacy in the workplace (Tatlc & Krmolu, 2008 as cited in Savas et al., 2014). This involves having a poor opinion of oneself and believing that one's accomplishments are insufficient (Maslach & Jackson, 1981).

Self-efficacy

Self-efficacy is a conviction in ones' own capability to plan, organize and executive the reqiured tasks to accomplish specific goals. It is based on the social cognitive theory, which emphasizes control over behavior by making self-organizing, proactive, self-regulating, and self-reflective (Bandura, 2006). Self-efficacy impacts one's behaviors and aspirations and influences both personal behavior and environmental factors (Schunk & Meece, 2006). Efficacy beliefs influence activity selection, the amount of time and effort put forth, and helps to cope in confronting the unforeseen challenges. It also determines how environmental possibilities and obstructions are seen (Bandura, 2006, Pajares, 1997). When employees' exhibit elevated self-efficacy in their performance, they will win the support and collaboration of their staff members and diligently pave the way for change and innovation. As a result, it will enhance teamwork in the academic setting (Almutairi, 2020) and has a beneficial impact on the success and academic accomplishment of the students (Akram & Ghazanfar, 2014; Caprara et al., 2006; Evers, Brouwers, & Tomic, 2002). This is in tune with the findings of the study undertaken by Adewale et al. (2018), who discovered that organizational citizenship behavior of staff in education institutions can be increased by employees' self-efficacy. High self-efficacy teachers often try out different teaching strategies and exhibit traits that are specific to high-quality instruction (Ebrahimi & Jahanian, 2014). Students' performance is impacted by personal attitudes and self-beliefs of teachers, which are related to successful implementation of instructional techniques and practices. . A teacher that exudes confidence not only believes that they can change their students' behavior, but also shows it by being positive in their attitude. To Bandura, teaching actions are mediated by teachers' beliefs (Hebert et al., 2014).

Organisational commitment

Organisational commitment is a tendency for integrating into the organisation by organisational acts (Becker 1960), be committed to the organization's goals and values and want to stay willingly over choices (Kanter, 1968, Seymen, 2008). Organisational

commitment is the propensity to perform consistently, such as the desire to stay in the organisation after joining voluntarily and exerts a significant effort to attain its objectives (Raju and Srivastava, 1994). The level of commitment of employee may be increased if they contribute value to organisation offerings. The retention and attraction of highly skilled and competent resources to an organisation is thought to be greatly influenced by organisational commitment (Mathieu and Zajac, 1990). The purpose of measuring organisational commitment is to learn what employees think and feel about their job and how the company can improve its workplace environment to attract more people. There are a variety of factors, including Opportunities for careers, succession planning, ongoing improvement, etc. freedom, protection, satisfaction, and the allocation of power, that encourage an employee to stay with the company (Sajjid,2014). The factors that demonstrated a strong co-relation with teachers commitment to the organisation included their autonomy in making classroom decisions, participation in school wide decision making and their learning opportunities were among the organisational conditions that showed strong association with teacher commitment to the organisation (Firestone and Pennell, 1993). When teachers are committed to the profession they place more significance to professional values than any other values, and are eager to work as a teacher (Celep, 2000).

Burn out, Self efficacy and Organisational commitment
Constant stress can affect levels of job satisfaction, organisational commitment, and employee engagement. Organizations may incur significant costs as a result of employee high rate of absenteeism and turnover (Nagar, 2012). The factors that function as organisational stressors are widely acknowledged by scholars. Cooper and Payne (1978) identified intrinsic organisational stressors such as rigid working conditions, excessive work overload, organisation roles, role ambiguity, lack of opportunities for advancement, administrative support and poor social relationships. They also identified partiality and politics in the workplace and less participation in decision-making, as an additional source of organisational stressors. Moreover, employers expectation to satisfy job demands, meet work deadlines, accomplish tasks in a shorter span of time adding pressure to workers. Employee's effectiveness and productivity at work has prolonged exposure to such stressful working situations (Winnubs, 1993). Burnout can be prevented by enhancing self-efficacy among employees (Aloe et al., 2014; Brouwers & Tomic, 2000; Shoji et al., 2015), having high level of self efficacy yields high sense of effectiveness and happier in their respective work (Brown, 2012; Pas, et al., 2010). Burnt-out and less effective teachers whereas may feel indifferent or disengaged (Kerry, 2017).

Significance
The issue of teacher burnout has been acknowledged on a global scale (Helms-Lorenz & Maulana, 2016; Schwarzer & Hallum, 2008). Burnout creates in teachers mental exhaustion, diminish physical strengths, exhibit low motivation, infuse feeling of alienation from

teaching profession and ultimately lower organisational commitment hence disrupt educational services (Akman et al., 2010). As a result, low level of organisational commitment and burnout among teachers have undesirable effects on an efficient educational system. The organisational effects of burnout on teachers include declining job performance, rising job absenteeism, conflicts and declining job satisfaction (Maslach and Jackson, 1981; Maslach et al., 2001; Maslach, 2003; Çetin et al., 2011). In contrast, Organisational committed employees are more satisfied with their work, unable to disengage from it, and less likely to consider leaving the company (Mowday et al., 1979). Consequently low self-efficacy are related with high level of occupational stress (Grau et al, 2001) and have a significant impact on decision- making, motivation and emotional responses.

Objective
To investigate the effect of Burnout, Self-efficacy on organisational commitment

Hypotheses
There is no significant impact of Burnout on organisational commitment.

There is no significant impact of Self-efficacy on organisational commitment.

Methodology

All secondary schools of Jammu and Kashmir(India) constitute the population. Out of which 196 schools were randomly selected for identifying sample subjects. 1250 teachers were surveyed through online and offline visits from November 2021 to April 2022 yielding 70% (875) usable responses. Seidman & Zager (1986) Burnout scale was revised to make it culture free and other two scales viz, Self-efficacy scale by Singh & Narain (2014) and Organisational commitment scale by Jamal & Raheem (2014) were adapted.

Tools used
For assessing Burnout among teachers, Teacher Burnout Scale by Seidman, S. A., and Zager, J. (1986) was used. The scale consists of 4 dimensions with 21 items i.e., Career satisfaction; Perceived administration support; Coping with job related stress; Attitude towards students. Self-efficacy scale by Singh and Narain (2014) with 20 items covering 4 areas having reliability of 0.82 and for assessing organisational commitment Jamal and Raheem (2014) scale was administrated. The scale has 42 items covering 4 dimensions with 0.91 reliability.

Measurement Model

Measurement model is used to establish whether a particular model is fit for the study. Some indices are taken into consideration for goodness and badness of fit which are summarized in Table1.

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Table1.

Fit Indices	Recommended Value	Source (s)	Obtained Value
P value	Insignificant	Bagozzi and Yi (1988)	.000*
CMIN/df	3-5	Less than 2 (Ullman,2001) to 5 (Schumacker& Lomax, 2004)	2.51
GFI	>.90	Hair et al (2010)	.902
CFI	>.90	Bentler (1990)	.967
TLI	>.90	Bentler (1990)	.915
SRMR	<.08	Hu and Bentler (1998)	.048
RMSEA	<.08	Hu and Bentler (1998)	.055

Reliability and Validity Analysis

Reliability and Validity is assessed by composite reliability (CR) and validity is established by two methods viz., Average Variance Extracted (AVE) and Discriminant validity. Table2 shows item loadings with CR and AVE values respectively.
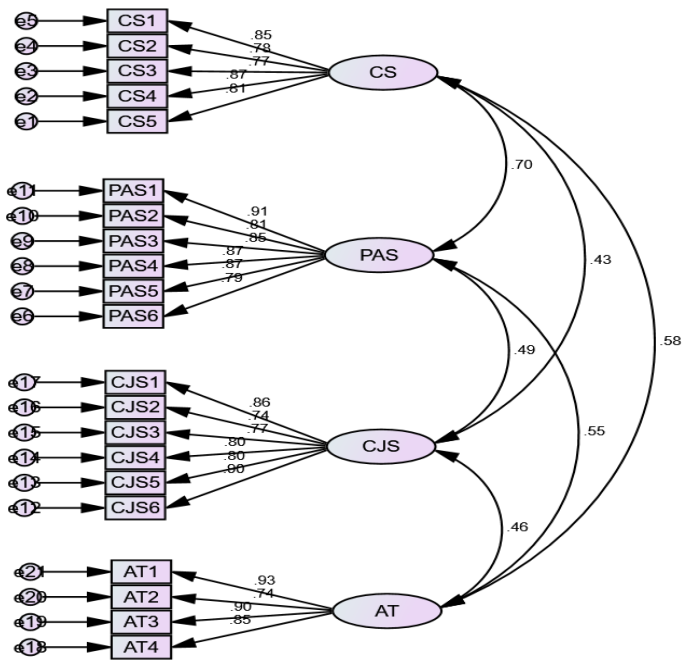
Table2.

"Dimensions	Items	Loadings	CR	AVE
	Career satisfaction		0.98	0.51
CS1	I look forward for teaching in future.	.846		
CS2	I am glad that I selected teaching as a career.	.781		
CS3	Teaching is more fulfilling than i had expected.	.769		
CS4	If I had it to do all over again, I would not become a school teacher.	.874		
CS5	I look forward to each teaching day.	.806		
	Perceived Administrative support		0.99	0.54

PAS1	I get adequate praise from my supervisors for a job well done.	.913		
PAS2	I feel that the administrators are willing to help me with classroom problems, should they arise	.808		
PAS3	I believe that my efforts in the classroom are unappreciated by the administrators.	.849		
PAS4	My supervisors give me more criticism than praise	.874		
PAS5	I feel that administrators will not help me with classroom difficulties.	.870		
PAS6	The administration blames me for classroom problems.	.785		
	Coping with Job Related Stress		0.98	0.50
CJS1	I fell depressed because of my teaching experiences.	.864		
CJS2	The teaching day seems drag on and on.	.744		
CJS3	My physical illnesses may be related to stress in this job.	.775		
CJS4	I find it difficult to calm down after a day of teaching.	.803		
CJS5	I feel that I could do a much better job of teaching if only the problems confronting me were not so great.	.800		
CJS6	The stresses in this job are more than Is can bear.	.900		
	Attitude towards Students		0.98	0.49
ATS1	The students act like a bunch of animals	.927		
ATS2	Most of my students are decent people	.735		
ATS3	Most of the students come to school ready to learn.	.895		
ATS4	Students come to school with bad attitudes"	.853		

Discriminant validity:

Table3. shows the correlation of constructs with each other through the method used by Fornell and Larcker. Diagonally are the values which show a construct relation with itself.

Table 3.

Fornell and Larcker Discriminant validity

	CS	PAS	CJS	AT
CS	0.714			
PAS	0.705	0.734		
CJS	0.512	0.494	0.707	
AT	0.585	0.551	0.590	0.700

Analysis and Interpretation

Organisational commitment was regressed on the independent variables of Burnout and Self efficacy. The Independent variables strongly predict Organisational commitment $F_{(2,211)}$ = 96.128, p<.001, indicating that the two factors under research have considerable influence on Organisational commitment. Moreover, the R^2= .516 shows that the model accounts for 51.6% of the variance in organisational commitment.

Additionally, coefficients were further evaluated to see how two factors effecting the criterion variable i.e Organisational commitment. H_1 assesses whether there are substantial differences between Burnout and Organisational commitments. Findings of the study exhibit significant negative impact Organisational commitment (B= -.193, t= -2.982, p< .001). Hence H_1 failed to supported. H2 assesses whether there are substantial difference between Self efficacy and Organisational commitment. The results revealed that Self efficacy has a significant positive impact on Organisational commitment (B=.214, t= 4.829, p<.001). H_2 was rejected. Table 3 summarize the results.

Hypotheses	Regression weights	B	t	p-value	Hypotheses supported
H_1	BO → OC	-.193	-2.982	.000	No
H_2	SE → OC	.214	4.829	.000	No
R	.516				
F (2,211)	96.128				

Note: *p<.001. BO: BurnOut; SE: Self Efficacy; OC: Organisational Commitment

Discussion

The findings of the study indicate an inverse association between burnout and self-efficacy and a positive relationship between commitment and self-efficacy (Klassen et al., 2013;Yu et al., 2014). Burnout, an emotional weariness, depersonalization, diminished personal accomplishment (Maslach and Jackson, 1986) and emerged as one of the most significant factor affects teachers' self efficacy and commitment. Teachers who experience occupational burnout lose interest in and enthusiasm for their students, the classroom, and the teaching profession. As a result, these teachers disrupt educational services, distance themselves from the profession, demonstrate a lower level of organizational commitment and quit their jobs as teachers (Akman et al., 2010). The teaching profession carries a considerable risk of burnout(Cordes et al, 1993; Schaufeli et al, 1998) and had a detrimental effect on teachers well being (Baron, 1986; Maghradi, 1999). However, increasing organizational commitment will result in lower burnout depending on self-efficacy levels (Yildrm, 2015). Self-efficacy levels are based on how much effort they put into teaching, the goals they establish, and how confident they feel about themselves (Demir, 2018; Moran & Hoy, 2001). In line with these

findings, the study demonstrated that self-efficacy has a significant positive impact on organizational commitment.

Conclusion

Commitment, an important indicator for teachers' empowerment plays a crucial role in the success of institutions. Committed teachers always feel privileged to make rational decisions that would foster their professional development, enhance self-efficacy, raise their autonomy, and work independently for the improvements of school. They are the successful human resources for institutions, particularly for providing quality education to students. Dedicated teachers work very hard to complete their tasks and are always ready to accept institutions responsibility. Commitment has a significant impact on teachers' desire to engage in critical, reflective, and collaborative practices. To examine organisational commitment and its related variables helps in influencing to boost teachers' self efficacy, motivation, morale and performance. To increase employees' dedication to their work, orientation programmes based on workplace incentives should provided. Moreover, management of the schools and the policy makers must take the appropriate actions, such as establishing a supportive environment, developing an effective system of evaluation, and providing them with supportive management and inculcate effective leadership skills through proper faculty program courses.

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