A STUDY OF TEACHERS' BURNOUT IN RELATION TO ORGANIZATIONAL CITIZENSHIP BEHAVIORS AND TEACHING EXPERIENCE

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ABSTRACT

This study sought to explain the relationship of teachers' burnout with organizational citizenship behaviors and teaching experience. The Maslash Burnout Inventory was used to assess teachers' burnout on the basis of three dimensions, which are the components of chronic occupational stress. Organizational citizenship behaviors was assessed in terms of five dimensions and an instrument was developed and piloted in order to measure teachers' organizational citizenship behaviors. Results indicated that female teachers scored higher than males on certain components of burnout and also experienced more overall burnout than males. Females scored higher than males on certain dimensions of organizational citizenship behaviors than males and also engaged in more organizational citizenship behaviors than males.

INTRODUCTION

"A Teacher affects eternity. He or she can never tell where his or her influence stops" Hendry Adams.

All successful organizations, including high schools, have employees who go beyond their formal job responsibilities and freely give of their time and energy to succeed. Organ (1988) was the first to use the phrase **"good soldiers syndrome or organizational citizenship behavior (OCB)"** to denote organizationally beneficial behavior of workers that was not prescribed but occurred freely to help others achieve the task at hand. The willingness of participants to exert effort beyond the formal obligations of their positions has long been recognized as an essential component of effective organizational performance.

Research on organizational citizenship behavior has produced some intriguing insights in a variety of organizational settings (Organ, 1988; Organ & Ryan, 1995), but it has been neglected in the study of schools. Teachers who voluntarily help their new colleagues and go out of their way to introduce themselves to others define organizational citizenship behaviors in schools. Teachers in such schools take it upon themselves to make innovative suggestions, to volunteer to sponsor extra-curricular activities, and

volunteer to serve on new committees. Moreover, teachers help students on their own time, stay after school to help if necessary, and resist the temptation to overload students with work. Organizational citizenship behavior in schools connotes a serious educational context in which teachers are rarely absent, make efficient use of their time while at school, work productively with their colleagues, and give high priority to professional activities over personal ones in school. They use their talents and efforts to help both students and the school to achieve.

RELATED LITERATURE

Most studies in Organizational Citizenship Behavior (OCB) have stressed on positive outcomes (George & Bettrnhausen, 1990; Graham, 1986; Karambayya, 1989; MacKenzie, Podsakoff, & Fetter,1991; Podsakoff & Mackenzie,1994; Smith, Organ, & Near,1983). These behaviors provide an effective means of managing the interdependencies between members of the work unit and, as a result, increase the collective outcomes achieved (Organ, 1998; 1990; 1997; Smith, Organ, & Near, 1983). Individual, group, and organizational characteristics all influence organizational citizenship behaviors (Koberg, Boss, Bursten, & Goodman, 1999). In fact, individuals who exhibit such behaviors are less likely

to leave the organization (Chen, Hui, Sego, 1998; Koberg, Boss, Bursten, Goodman, 1999).

Freudenberger (1974) posited that the condition of burnout occurred most frequently among the dedicated and the committed. Maslach (1976) noted that those who work intensely with others tend to cope with stress by a form of distancing that not only hurts themselves but is damaging to all of us as their human clients. In a separate vein, research shows that burnout can negatively affect variables associated with intrinsic motivation including one's energy level, engagement with work and sense of achievement (Maslach 1982) However the association between OCB and burnout maybe somewhat more complex due to the various facets of each construct.

Conceptual framework

The two major variables of this study were teachers' burnout and organizational citizenship behaviors.

Burnout-dependent variable.

Burnout has been researched extensively in the teaching and other helping professions, such as nursing and social work over the past two decades. Burnout is defined as chronic affective response pattern to stressful work conditions that feature high levels of interpersonal contact (Ganster & Schaubroeck, 1991). It is related to a person's feeling of physical depletion, helplessness, depression, detachment and especially, disillusionment.

Burnout is generally considered to consist of three components. *Emotional Exhaustion* (EE) refers to feelings of being emotionally over-extended. *Depersonalization* (D) refers to negative, callous or detached responses to other people. *Reduced personal accomplishment* (PA) is described as a negative sense of one's own job performance. Maslach (1976, 1982) laid much groundwork for the study of burnout and developed the Maslach Burnout Inventory (MBI) for measuring its three components.

Organizational Citizenship Behavior—Independent Variable

Organizational citizenship behavior was described by Organ and his colleagues (Smith, Organ, & Near, 1983) as having two basic dimensions—altruism and generalized compliance. Altruism is helping behavior directed at specific individuals. When individuals have specific problems, need assistance, or seek help, altruistic people go the extra mile in

assisting them. The other class of citizenship behavior is generalized compliance, which is a more impersonal conscientiousness: doing things "right and proper" for their own sake rather than for any specific person. Conscientiousness in use of time is the hallmark of this dimension. Organizational participants' behavior far surpasses any enforceable minimum standards; workers willingly go far beyond stated expectations.

In attempting to further define organizational citizenship behavior, Organ (1988) highlights five specific categories of discretionary behavior and explains how each helps to improve efficiency in the organization.

Altruism (A) (e.g. helping new colleagues and freely giving time to others)

Conscientiousness (CN) (e.g. efficient use of time and going beyond minimum expectations)

Sportsmanship (S) (e.g. avoids complaining and whining)

Courtesy (C) (e.g. advance notices, reminders, and communicating appropriate information)

Civic virtue (CV) (e.g. serving on committees and voluntarily attending functions)

Hypotheses

Eleven null hypotheses were formulated. The researcher hypothesized that there would be no gender differences on the 3 components of burnout and on the 5 dimensions of organizational citizenship behaviors. All 3 components of burnout were hypothesized to be negatively related to the 5 dimensions of organizational citizenship behaviors. Further there would be no significant relationship between burnout and teaching experience. There would be no significant relationship between total burnout and total organizational citizenship behavior.

METHODOLOGY

The present study was conducted on secondary school teachers both male and female. Three stage sampling procedure involving random stratified technique was used in selecting the sample. Data were collected from 15 schools in Greater Bombay. The size of the final sample was 102, which included 45 Males and 57 Females.

Tools

a) Organizational citizenship behavior scale (2004), containing 50 items, 25 positively

and 25 negatively worded to measure Citizenship Behaviors on the basis of five dimensions was prepared by the researcher herself, using a 4 point Likert-type response scale. Content validity and item-test analysis was conducted. Test-retest reliability coefficient was .89.

b) Maslach Burnout Inventory (MBI form Ed) was a standardized instrument used by the researcher. It was prepared by Maslach and Jackson (1986) consisting of 3 related subscales with a total of 22 items and uses a 7 point Likert-type response scale.

Techniques of Analysis of Data

To analyze the data, descriptive and inferential techniques of analysis were used. In the descriptive analysis, the mean medium mode skewness and kurtosis were used. In inferential analysis, t-test, coefficient of correlation and eta coefficient were used.

FINDINGS & CONCLUSIONS

1. There are significant gender differences in the EE (Emotional Exhaustion) PA (Personal Accomplishment) and TBO (Total Burnout) of teachers at 0.01 level of significance. The EE, PA and TBO of male and female teachers differs significantly. Females are higher than males on EE, PA and TBO. Approximately 8.19%, 31.90% and 37.8% of the variance in EE, PA and TBO respectively, is associated with gender differences among the teachers.

2. There are significant gender differences in the CN (conscientiousness) and TOCBS (Total Organizational Citizenship Behaviors) of teachers at 0.01 level of significance. The CN and TOCBS of male and female teachers differs significantly. Females

Table 1.1 shows the differences in males and female teachers' burnout.

Variables	Group	N	Mean	SD	T	L.O.S	Variance
i) DP	Males	45	4.33	3.43	0.3	NS	-
	Females	57	4.54	3.51			
ii) EE	Males	45	8.4	8.02	**3.18**	0.01	8.19%
	Females	57	13.14	6.94			
(iii) PA	Males	45	41.84	11.32	**6.99**	0.01	31.9%
	Females	57	55.47	7.3			
(iv) TBO	Males	45	52.84	14.2	**7.94**	0.01	37.8%
	Females	57	58.64	9.36			

Table 1.2 shows differences in males and females teacher's organizational citizenship behaviors.

Variables	Group	N	Mean	SD	T	L.O.S	Variance
i) A	Males	45	34.5	3.97	0.11	NS	
	Females	57	35.73	5.19			
ii) C	Males	45	27.96	3.38	0.63	NS	
	Females	57	28.43	4.21			
iii) CN	Males	45	20.5	3.30	**9.26**	0.01	1.96%
	Females	57	37.50	37.50			
iv) S	Males	45	30.22	3.35	0.51	NS	
	Females	57	29.87	3.39			
v) CV	Males	45	37.23	3.71	0.5	NS	
	Females	57	26.86	3.55			
vi) TOCBS	Males	45	150	23.39	**6.29**	0.01	27.4%
	Females	57	155.1	9.4			

Table 1.3 shows the relationship between emotional exhaustion and elements of Organization Citizenship Behaviors.

Relationship between Emotional Exhaustion and elements of Organization Citizenship Behaviors.					
Variables	N	df	R	L.O.S	Variance (r² x100)
EE AND A	102	100	**0.219**	0.05	4.79%
EE AND C	102	100	0.087	NS	
EE AND CN	102	100	0.166	NS	
EE AND S	102	100	0.114	NS	
EE AND CV	102	100	0.058	NS	

Table 1.4 shows the relationship between Personal Accomplishment (PA) and elements of Organization Citizenship Behaviors (TOCBS)

Relationship between Personal Accomplishment and elements of Organizational Citizenship Behaviors.					
Variables	N	df	R	L.O.S	Variance (r² x100)
PA AND A	102	100	**0.269**	0.01	6.76%
PA AND C	102	100	0.115	NS	
PA AND CN	102	100	0.14	NS	
PA AND S	102	100	0.121	NS	
PA AND CV	102	100	0.192	NS	

Table 1.5 shows the relationship between Total Burnout and Total Organization Citizenship Behaviors.

Relationship between Personal Accomplishment and Total Organization Citizenship Behaviors.					
Variables	N	df	R	L.O.S	Variance (r² x100)
PA AND TOCBS	102	100	**0.24**	0.05	5.76%

are higher than males on CN and TOCBS, 1.96% and 27.4% of the variance in CN and TOCBS respectively, is associated with gender differences among teachers.

3. There is no significant relationship of DP with A, C, CN, S and CV.

4. There is no significant relationship of DP with TOCBS.

5. There is a significant relationship between EE and A. Approximately 4.79% of variance is associated with the relationship between EE and A.

6. There is no significant relationship of EE with TOCBS.

7. There is a significant relationship between PA and A. Approximately 6.76% of variance is associated with the relationship between PA and A.

8. There is a significant relationship of PA with TOCBS. Approximately 5.76% of variance is associated with the relationship between PA and TOCBS.

9. There is no significant relationship of TBO with TOCBS. Since the magnitude of ´r´ is negligible, it was decided to test whether the relationship between these two variables is curvilinear. For this purpose eta coefficient was computed.

10. There is no significant relationship of TBO with TE.

11. There is no significant relationship of TE and TOCBS.

Table 1.6 COEFFICIENT BETWEEN TBO AND TOCBS

LEVELS OF OCBS	η_c	Mean BO(y^1)
Low	26	50
Moderate	37	58.4
High	39	57.8
	102	

$y = 56.10$ $Sy = 13.70$

$\Sigma \eta_c (y^1 - y)^2 = 1275.9$

In order to test if another eta coefficient is significant the F– test is to be computed which is as follows:

$$F = \frac{(r_\eta^2 - r^2)}{\eta(1 - r_\eta^2)} \cdot \frac{(N-K)}{(K-2)}$$

In the given case,

K = 2, N = 102, r = 0.03, $r_\eta = 0.26$

The obtained F = 7.08 is greater than the tabulated F at 0.01 of significance. Hence eta coefficient is significant.

DISCUSSION

Significant gender differences were observed in EE, PA and TBO of teachers. The mean scores of females on these dimensions were higher than male teachers. It could be that females experience more emotional exhaustion, lack of personal accomplishment and overall more burnout because of the pressure on Indian women in general to conform to a stereotypical pattern of behavior. This puts considerable pressure on women as they are taught to sacrifice, tolerate and not complain despite their having full time teaching jobs. It is not just the pressure to conform to social expectations that places a heavy burden on women, it is also their reluctance to ask or expect assistance from others in sharing tasks. Since teaching is perceived as a feministic occupation, female teachers work harder, longer hours and engage in more duties compared to their male counterparts.

Significant gender differences were observed in the CN and TOCBS of teachers, the mean scores of female teachers being higher than that of males. This can be explained by the fact that in Indian society, the process of socialization is different for males and females. Women experience dual pressure at work and at home. Besides performing household duties, women at work too go beyond the minimum

requirements of the job and will often agree to come in early or stay late to finish important projects. Women are also born with maternal instincts and as a result go out of their way to help students and other teachers who are facing problems. In Indian society, a female performs the role of 'Superwoman' and excels as a housekeeper, consumer, and caregiver.

The 'r' between EE and A is significant at the 0.05 level which shows that the more a teacher engages in helping behaviors, the higher will be the emotional exhaustion, which could in the long run lead to burnout.

The 'r' between PA and A is also significant, which shows that when teachers engage in helping behaviors, their personal accomplishment increases as well.

The 'r' between PA and TOCBS for the total sample of teachers is found to be significant, which indicates that when teachers engage in organizational citizenship behavior their personal accomplishment scores are higher. It could be that often teachers set high goals for themselves and when they are difficult to attain, their personal accomplishment scores will be higher or they may suffer from burnout.

The relationship between TBO and TOCBS is curvilinear in nature. It may be concluded that when OCBS is either low/high Burnout is low, but when OCBS is moderate, Burnout is high.

Hence, teacher educators with moderate level of OCBS are likely to have higher Burnout, compared to those with low or high level of OCBS.

PRACTICAL SUGGESTIONS AND FURTHER RESEARCH

The present study is aimed at understanding the relation between teachers' burnout and organizational citizenship behaviors. This study is likely to be of use to Head Teachers (School Managers), since it is necessary for them to encourage organizational citizenship behaviors such as helping a coworker who is behind his or her work, helping to keep the place clean, staying in at lunch time to help students in order to promote the general well – being of the school and for achieving institutional effectiveness.

On the basis of the empirical findings, school managers could take positive steps towards fostering and motivating teachers to engage in these behaviors. Cultivating organizational citizenship in schools is similar to changing the culture of the school; it is slow, and not a simple process. The key is that most of the teachers should voluntarily expend extra effort and time to make the school a better place. Furthermore, the school managers could gain awareness about teachers experiencing burnout and try to find strategies in order to avert burnout. The focus of the school should be collegiality, informality, professionalism, and volunteerism.

Further research can be conducted in schools to study the relationship between teachers' organizational behaviors and students' achievement, school climate, institutional effectiveness, turnover, job commitment, and other antecedents, such as job satisfaction, leader behaviors, fairness perceptions, role perceptions and individual dispositions.

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