

# Interactional Effect of Professional Commitment and Job Involvement on Non-Accomplishment and Depersonalization Dimensions of Burnout

**Dr. Pardeep Kumar**

TGT (N.M), Govt. Sen. Sec. School Gullarwala (B) Distt. Solan (H.P.), Deptt. Of Education,  
H.P.Government

## **ABSTRACT:**

Teaching has been one of the most respectful professions in the world. The task of teacher is shaping the future of citizens and thereby society and nation. Due to respectful duty, teacher has been respectful in all the society through ancient to Buddhist period. In the modern period teacher is regarded as a custodian and architect of a nation. Today, there are many duties and responsibilities of a teachers working at different level of education. The role and functions of teachers have undergone a dramatic change from time to time and the Teacher education programme also changed timely. Burnout is the outcome of excessive stress. Many illnesses like liver and heart diseases are likely due to psychological stresses of modern life. The percentage of burnout is likely higher today. Better understanding of this stress outcome has to be promoted. 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. 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 statistical techniques to analyze and interpret the data.

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

## **INTRODUCTION:**

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, Melamed (2005), and Kristensen, 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. 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, which leads to poor performance, which in turn leads to a worsened work situation or even job loss and increased stress on the individual. The field of education was included in the list of investigations at a later stage. 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 constrains 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.

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

To study the interactional effect of professional commitment and job involvement on non-accomplishment and depersonalization 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 non-accomplishment and depersonalization Dimensions of burnout related to college teachers in Himachal Pradesh.

#### **DELIMITATIONS OF THE STUDY:**

The study was delimited to:

1. Thirty four Government and Private degree Colleges located in territory of Himachal Pradesh.
2. Seven districts i.e. Hamirpur, Bilaspur, Una, Kangra, Shimla Chamba and Mandi of Himachal Pradesh.
3. Teachers of three educational stream viz. Arts, Science and Commerce of Bachelor's degree.

#### **METHODOLOGY OF THE STUDY:**

The methodology adopted for carrying out the present study is 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 much 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 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 Misra 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 EFFECTS OF PROFESSIONAL COMMITMENT AND JOB INVOLVEMENT ON NON-ACCOMPLISHMENT AND DEPERSONALIZATION DIMENSION OF BURNOUT:**

The interaction between professional commitment and job involvement on burnout was found by using two-way analysis of variance. Results of two-way analysis for total burnout and its dimensions are given in different sections below.

#### **Interactional Effect of Professional Commitment and Job Involvement on Non-Accomplishment Dimensions of Burnout**

Summary of two-way analysis of variance for interaction between professional commitment and job inv-

olvement on non-accomplishment dimension of burnout is given in table no.1.

**Table: 1 Summary of two ways ANOVA showing interactional effect of professional commitment (PC) and job involvement (JI) on Non- Accomplishment dimension of Burnout**

Source of Variation	Sum of Squares	Df	Mean Sum of Square	F	Prob.
Main Effects					
PC	127.852	2	63.926	2.130	.120
JI	332.802	2	166.401	5.543	.004*
2-Way Interactions					
PC X JI	204.499	4	51.125	1.703	.148
Residual/Error	16119.745	537	30.018	*p<0.05	
Total	17103.231	545	31.382		

Table 1 show that F-values for main effect of PC and JI are 2.130 and 5.543 respectively. Probability of main effect of job involvement is significant while not significant for professional commitment on non-accomplishment dimension of burnout of college teachers. F-value for interaction between PC and JI is 1.703. Probability of this F-value is 0.148 which is greater than 0.05. This means that interaction between PC and JI is not significant on non-accomplishment dimension of burnout of college teachers. Therefore null hypothesis 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 non-accomplishment dimension of burnout.

**Interactional Effect of Professional Commitment and Job Involvement on Depersonalization Dimensions of Burnout**

Summary of two-way analysis of variance for interaction between professional commitment and job involvement on depersonalization dimension of burnout is given in Table no. 2.

**Table: 2 Summary of two way ANOVA showing interactional effect of professional commitment and job involvement on depersonalization dimension of burnout**

Source of Variation	Sum of Squares	df	Mean Sum of Square	F	Prob.
Main Effects					
PC	451.880	2	225.940	8.371	.000*
JI	545.445	2	272.722	10.105	.000*
2-Way Interactions					
PC X JI	329.555	4	82.389	3.053	.017*
Residual/Error	14493.492	537	26.990	*p<0.05	
Total	15963.005	545	29.290		

Table no. 2 shows that F-values for main effect of PC and JI on depersonalization dimension of burnout are 8.371 and 10.105, respectively. Probability of these F-values are much less than 0.05. This means that main effect of PC and JI on depersonalization are significant. F-value for interaction between PC and JI on depersonalization is 3.053. Probability of this F-value is 0.017 which is less than 0.05. This means that interaction between PC and JI on depersonalization is significant.

Therefore, null hypothesis that “There are no significant interactional effects of professional commitment and job involvement on burnout of college Teachers in Himachal Pradesh”, is rejected for depersonalized dimension of burnout.

### RESULTS AND CONCLUSION:

Significant difference was found among college teachers with low, average and high professional commitment on non-accomplishment, depersonalization dimensions of burnout. Interaction between professional commitment and job involvement were found on burnout dimensions like depersonalization and non-accomplishment.

### SCOPE & SUGGESTIONS FOR FURTHER STUDY:

On the basis of the outcomes of the study, following researches will be fruitful for future researchers in the area of 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, patients and nurses etc.

### References:

1. Afsar, et. al. (2015). Burnout among secondary school teachers with reference to certain demographic variables. *European Academic Research*, II (11), 14338-14350.
2. Ahmad, Q. (1986). Determinants of job involvement among teachers. *Fourth Survey of Research in Education* (1983-88), 1, 917.
3. Aggarwal, Y.P. (1997). Perception of burnout and focus of control among college teachers. *Journal of Indian Education*, 23 (3), 17-21.
4. Joshi, C.P. and Singhvi, M.K. (2000). A study of burnout in college teachers. *Indian Journal of clinical psychology*, 27(1), 144-148.
5. Kaur, Jasleen. (2004). Teacher effectiveness among secondary school teachers of Punjab in relation to school organizational climate. M.Ed. Dissertation, *Panjab University, Chandigarh*.
6. Nazir, N.A. (2008). A study of job burnout among university teachers, *Psychology and Developing Societies*, 20(1), 51-64.
7. Suneel (2001). A study of teacher effectiveness among high school teachers of Himachal Pradesh in

relation to burnout. M.Ed. Dissertation, *Himachal Pradesh University, Shimla*.

8. Verma, B.P., Singh, Nain and Sharma, K.P. (2003). The relationship between burnout and effectiveness of primary school teachers. *Recent Researches in Education and Psychology*, 8(3&4), 56-60.
9. Wu, Su-Yuch (2005-07): A correlation study of quality of working life and Burnout on teachers for the special education in Taituna count, Master's thesis, Graduate school of industrial Engineering Mama.
10. Yan, Z. & Xin. W.J. (2007): The burnout phenomenon of teachers under various conflicts. *U.S. China Education Review*, 4(1), 37-44.