



Relationship between Teachers' Burnout and Job Satisfaction at Public Sector Universities of Khyber Pakhtunkhwa

Qaisar Anwar, Principal Government High School No 5, Dera Ismail Khan, KP, Pakistan

Zafar Khan, Institute of Education & Research Gomal University, D.I.Khan, KP, Pakistan

Abdul Hafeez, Sub Divisional Education Officer in E&SE Department

Fahmida Bibi, Institute of Education & Research Gomal University, D.I.Khan, KP, Pakistan.

Mazhar Gul, Ph.D. Scholar Institute of Education & Research Gomal University, D.I.Khan, KP, Pakistan.

Abstract- This study was designed to investigate the current level of teachers' burnout and its relationship with job satisfaction at public sector universities of zone IV of Khyber Pakhtunkhwa (KP). The study was correlational in nature and a survey method was adopted for data collection. There were a total of five universities located in zone IV of KP, therefore the population of the study comprised of 691 university teachers. The sample of the study consisted of 345 teachers, which were taken by applying the L. R Gay rule. To measure university teachers' burnout, Maslach Burnout inventory was used, which has also been validated by experienced teachers and organizational climate questionnaire, was applied to estimate university teachers' job satisfaction. The collected data was analyzed by using the mean and correlation to see the relationship between the variables. The study concluded the negative association between burnout and job satisfaction of public sector university teachers. It means less job satisfaction of teachers leads to a high level of emotional exhaustion and depersonalization whereas a low level of personal accomplishment.

Key Words: University, Teacher Burnout, Job satisfaction, Organizational Climate

I. INTRODUCTION

The University teachers play a very dynamic role in the creation and development of innovation and knowledge to expedite the process of teacher training and education system (Gillespie, Walsh, Winefield, Dua, & Stough, 2001). In this regard, both academic and administrative staff try their best but sometimes their tasks are difficult due to stressful circumstances. People are suffered in their daily lives due to stress, and as we know that occupational life is also associated with a high level of stress that teachers experience in their professional careers. In general concept, teaching has been identified as one of the crucial stressful occupations (Cooper, Sloan, & Williams, 1988).

Teaching is not a stress-free profession as defined above and stress is not a new phenomenon in educational institutions in the world. Speciously, teaching is one of the crucial and stressful professions because the number of institutional environmental factors can lead to a high level of stress regularly (Juriani, Jamaludin & Ghaziah Mohd Ghazali, 2013). A teaching profession may be considered a high level of stress because the education system shows all the aspects linked with stress i.e. colleagues conflict, teaching outcomes, low continuous evaluation, unsupportive parents, students apathy, lack of infrastructure, negative public views, inadequate salaries, budgetary constraints, administrative loads, unfavorable teaching environment, lack of students interest in teaching-learning process, and overcrowded classrooms in throughout the world (Mayben, 2008). Mayben also refers that all aspects related to the educational system lead to teacher burnout.

Burnout

One of the most relevant definitions related to burnout has been given by Maslach, C., & Jackson Maslach (1986), Burnout is commonly based on three dimensions which perceived among the employees of an organization who deal with people, such dimensions are included emotional exhaustion, depersonalization, and personal accomplishment (Aksu & Baysal, 2005). The concept related to burnout is that it affects person relations related to his/her family and workplace, relations of senior and junior within an organization, communication skills, and in short badly affects the whole process related to person professional and non-professional life (Babaoglan, 2006). Therefore it takes place within an educational institution due to its conflict nature (Chang, 2013). Burnout refers to a loss of the mental, physical, and emotional state of a person caused by continued and unnecessary stress. It takes place when a person cannot fulfill their constant demands and feel overburdened during his/her workplace, and later on, this stressful circumstance leads to losing the motivation and interest in discharging their duties (Helpguide, 2009).

Burnout does not take place instantly but it is a continuous process that occurs over a prolonged period. It may demolish an individual feelings related to his/her interest and motivation if an individual is not given attention to the initial signals. Burnout symptoms are difficult to detect instant, but they got worse and worse with time. Initial signals of burnout are cautions that display something that is not good and need to be addressed. Therefore it is necessary to pay attention to these initial signs to prevent major ones. Ignoring them will surely lead to burnout. Mayben (2008) highlighted various category wise symptoms linked with burnout i.e. behavioral (absenteeism and deterioration in work performance), psychological (depression, loss of caring for people, frustration, smoking, professional risk, feeling of helplessness, changeable mood, drug use, irritability, and cynical attitude), and physical (frequent headaches, weight loss, shortness of breath, lingering cold, exhaustion, gastrointestinal disturbances, and sleeplessness).

Organizational Climate

Organizational climate is a dynamic factor in employees' lives who, educate, learn, and grow professionally in higher educational institutions. Educational institutions' climate may be a healthier factor in the lives of teachers or a substantial roadblock to learning. Positive administrative thinkers who are working on improved institutional climate are doing valuable efforts to enrich the teaching and learning process for teachers and students as well (Hansen, 1998). The organizational climate may be defined as the bulk values, beliefs, efforts, norms, traditions, formal that have been made up over time as individuals work together, solve problems, and provoke challenges. This bulk of values and expectations shape sketch how individuals think, act, and feel within the organization (Peterson, 1998). Organizational climate is one of the most imperative factors in which the institution succeeds with its teachers and students (Gottfredson & Hollifield, 1998).

Job Satisfaction among university faculties

In general, job satisfaction refers to the happiness and pleasure of the individual that he/she receives from their working circumstances. Psychological factors (depression & frustration), demographic factors (gender, age, etc), and environmental factors (climate and work) can affect the level of job satisfaction of teachers (Crossman & Harris, 2006). Moreover, individuals suffer from burnout at every level, doesn't matter what nature of the job and what position they work in (Mestcioglu, 2007, as cited in Demir & Kara, 2014). According to various researchers teaching profession has more stress than other professions (Baltas & Baltas, 2000).

Several research studies analyzed negative associations concerning teachers' commitment and burnout i.e. (Gunduz, Capri & Gokcakan, 2013; Sezgin, 2010; Coban & Demirtas, 2011; Akin & Orman, 2015). By examining these issues, we hope to contribute the body of knowledge about the relationship between teachers' burnout and organizational climate concerning Job satisfaction at university level.

Purpose and Objectives of Study

The main purpose of present research study was to check the occurrence of burnout in public sector university teachers in Khyber Pakhtunkhwa. The study was also designed to consider the relationships between independent variable of Job satisfaction and the dependent variable of burnout. Following were the objectives guiding the study:

1. To investigate the level of burnout (emotional exhaustion, depersonalization, and personal accomplishment) among public sector university teachers of Zone-IV.
2. To find out the extent to which burnout is associated with job satisfaction among public sector university teachers of Zone-IV.

II. METHODS

The study aimed to see the possible association between teachers' level of burnout and organizational climate concerning job satisfaction. The study designed was descriptive in nature; therefore, survey method was adopted for data collection. The population of the study consisted of all 691 teachers of five public sector universities comprising Gomal University, University of Lakki Marwat, Bannu University, Kohat University of Science and Technology, and khushal Khan Khattak University Karak. These subjects were lecturers, Assistant Professors, Associate professors and professors. The sample of the study consisted of 345 teachers which were selected by following (50%) L.R Gay rule. Two instruments related to the level of burnout and organizational climate concerning job satisfaction were used for the sake of data collection.

Questionnaires were distributed among teachers through mail and personal visits in addition to a letter, requesting for their participation in the study. 311 out of 345 questionnaires were received back having a response rate of 90 %. The teachers' burnout sub categories i.e. EE (emotional exhaustion), DE (depersonalization), and PA (personal accomplishment) were dependent variables whereas organizational climate containing job satisfaction were independent variables of the study. The data were analyzed by using the statistical package for social sciences. Mean, Standard deviations, and Pearson correlations were used to describe the data. An alpha level of 0.05 was set for data analysis.

III. RESULTS

Table 1: Maslach Burnout Inventory Level Distribution for Educators

Burnout level	Emotional exhaustion	Depersonalisation	Personal accomplishment
High	≥ 27	≥ 10	0–33
Moderate	19–26	6–9	34–39
Low	0–18	0–5	≥ 40

Source: Maslach D, Jackson S, Leiter M, Schaufeli W, Schwab R. Maslach Burnout Inventory manual, general survey, human services survey, educators survey and scoring guides. Menlo Park, CA: Mind Garden; 1986.

Table 2: University Teachers' Burnout Level (Zone-IV)

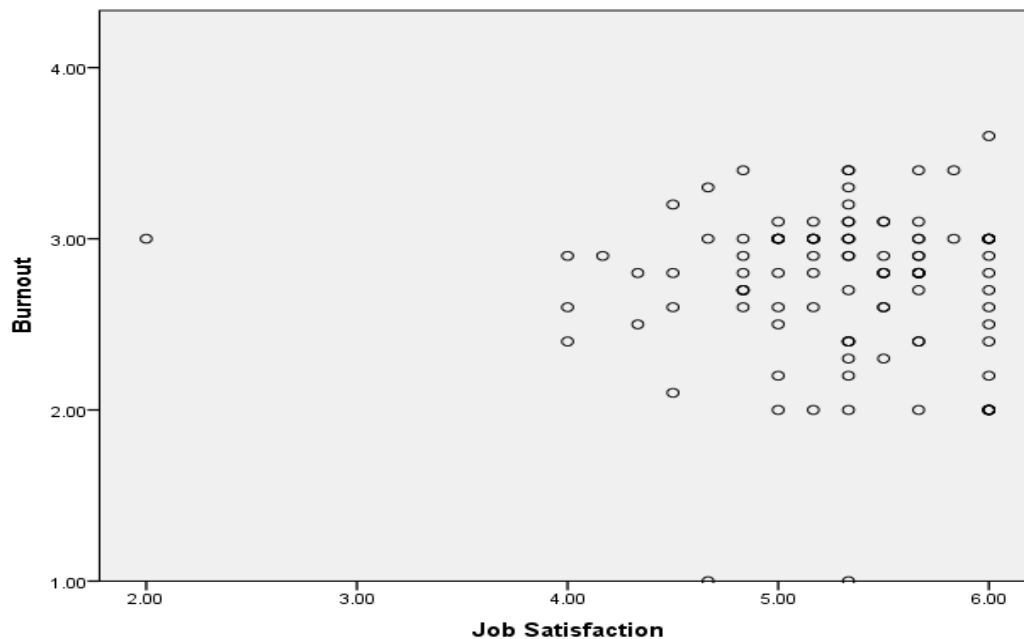
Dimensions	N	Mean	SD	Max	Min	Range
Emotional Exhaustion	311	20.43	2.90	26.0	12.0	14.0
Depersonalization	311	7.32	1.93	13.0	5.0	8.0
Personal Accomplishment	311	34.32	1.65	39.0	29.0	10.0

As it is shown in table 2 that teachers' burnout levels are evaluated subject to the Maslach burnout distribution levels. The mean value for emotional exhaustion is 20.43 which falls in the moderate category. Similarly, the two other constituents depersonalization and personal accomplishment are also found moderate as mean values 7.32 and 34.32 respectively. Therefore, it is found that all the three dimensions of teachers' burnout are moderate as we can compare calculated mean scores with table 2 Maslach burnout inventory for educators.

Table 3: Association between Teacher' Burnout and Job Satisfaction

		Job Satisfaction	Burnout
Job Satisfaction	Pearson Correlation	1	-.151
	Sig. (2-tailed)		.030

	N	311	311
	Pearson Correlation	-.151	1
Burnout	Sig. (2-tailed)	.030	
	N	311	311



As it is shown in table 3 that there is a weak negative association between teachers' burnout and job satisfaction ($n=311$ & $p=.030 < 0.05$). Therefore, it is found that teachers having less satisfaction with their job lead to more burnout among teachers. The scatter plot also demonstrates the weak negative correlation between the two variables.

IV. DISCUSSION

The findings of the study were confirmed that public university teachers of zone IV experienced a moderate level of burnout. All three constituents of burnout (emotional exhaustion, depersonalization & personal accomplishment) were found moderate. The mean value for emotional exhaustion is 20.43 which falls in the moderate category. Similarly, the other two dimensions depersonalization and personal accomplishment are also found moderate as mean values of 7.32 and 34.32 respectively. Therefore it is found that all the three dimensions of teachers' burnout are found moderate as we can compare calculated mean scores with table 2 Maslach burnout inventory for educators. The result of the study is similar to the study conducted by Subon and Sigie (2016) they found that primary school teachers experienced a moderate burnout level. Toker, (2011) conducted a research study entitled burnout among university academicians and found an average level of burnout among university academicians. Azeem and Nazir (2008) also conducted a study on the same area and concluded that university lecturers are experienced more levels of EE (emotional exhaustion) than professors and readers. The present study results are also similar to Adekola, (2012) who has found a moderate level of emotional exhaustion and personal accomplishment among university non-teaching staff whereas depersonalization was found high among male staff than females. Nagar, (2012) concluded that female teachers' scores higher than males in two dimensions of burnout included emotional exhaustion and personal accomplishment whereas male teachers score was found higher than females in the second dimension of burnout depersonalization. The current study also found a weak negative association between teachers' burnout and job satisfaction ($n=311$ & $p=.030 < 0.05$). Therefore, it is found that teachers having less satisfaction with their job lead to more burnout among teachers.

The result of the study supported by Chan, Wan, and Kuok (2015) also concluded a negative connection between teachers' burnout and job satisfaction. The study results also similar to Schermuly, Schermuly, and Meyer (2011) and Platsidou and Agaliotis (2011) also concluded negative association between teachers burnout and job satisfaction. several research studies analyzed negative associations concerning teachers' commitment and burnout i.e. (Gunduz, Capri & Gokcakan, 2013; Sezgin, 2010; Bakary & Tanriogen, 2010; Coban & Demirtas, 2011; Akin & Orman, 2015).

V. CONCLUSION

The study concluded that public university teachers of zone IV experienced a moderate level of emotional exhaustion i.e. sometimes they do not feel well physically, do not handle their patience level, do not go to university in a happy mood, do not energetically perform a task, passionate, disturb with stomach disease, feel uncomfortable, and teaching profession outbreaks emotionally. It also concluded that teachers experienced a moderate level of depersonalization i.e. sometimes they little concern with learners, feel happy to work with their colleagues and students, is excited with student tasks, avoids relationships, and feelings related to students' understand easily. Similarly, university teachers also experienced a moderate level of personal accomplishment i.e. sometimes they try to solve the problem of learners, enjoy the company of students with great excitement, attained desire outcomes, feel their students like behavior with a happy mood, feel teaching is a respectful profession, feel performance going down with every pas day, attain a reward, and feel tired after working with learners. The study further concluded the negative association between burnout and job satisfaction of teachers. It means less job satisfaction of teachers leads to a high level of EE and DE whereas a low level of PA. Therefore it is suggested that the federal government may allocate a healthy budget to education departments similarly, university administration may provide valuable facilities and congenial learning environments to teachers to decrease burnout levels and boost up their job satisfaction level.

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