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Organizational Commitment, Psychological Capital, and Job Burnout among Teachers: Closer Focus on Job Sector

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Abstract: *The extent to which a person identifies with and actively participates in each organization is referred to as their organizational commitment, which is the attitude that influences employee behavior beneficial to the organization. The present study was designed to investigate the connection between job burnout, organizational commitment, and psychological capital among government and non-government officials. It also aimed to find out demographic differences, i.e., (job sector, gender, and job experience) in organizational Commitment, psychological capital, and job burnout among government and non-government officials. In the present research, data was collected using the Maslach Burnout Inventory, psychological capital, and organizational commitment scales from a conveniently selected sample of 400 teachers from different colleges in Mansehra, Haripur, and Abbottabad. The study's findings suggested a significant positive relationship between organizational commitment and psychological capital, whereas job burnout is significantly negatively associated with organizational commitment and psychological capital among teachers. Teachers affiliated with government institutions reported more job burnout, whereas non-government teachers scored high on psychological capital and organizational commitment. Female employees and employees with more than five years of job experience exhibited higher levels of job burnout and organizational commitment.*

Key Words: Organizational Commitment, Psychological Capital, Job Burnout, Job Sectors

Introduction

Organizational commitment (OC) has drawn a lot of attention from organizational behavior scholars over the past three decades since committed individuals are thought to give an organization a competitive edge (Chughati & Perveen, 2013). For instance, OC can improve human and social capital in professional settings to support the retention and transfer of information, respectively (Liu et al., 2023). Furthermore, empirical research, including meta-analyses, has demonstrated a connection between OC and a variety of positive individual-level outcomes, including turnover, absenteeism, in-role and extra-role performance, and work satisfaction (Mohan & Chauhan, 1997).

According to research by Sopiaah and Sangadji (2021), affective commitment actually encourages employees to make major contributions to their organizations (Yang, 2022). It also has a highly positive correlation with job effort and performance while having a negative correlation with employee turnover. Implementing appropriate human development strategies for boosting organizational performance and accountability has been one of the major challenges faced by management. Researchers in human resource management have emphasized sustainable human resources approaches, which include work satisfaction, dedication to the organization, teamwork empowerment, active leadership, and strategic management as a result of the focus on performance (Rahayu, 2021).

One of the key elements that had to be practiced on the job was organizational commitment, and most employees might attract the attention of senior officials by going above and beyond to maximize their advantage in terms of respect and rapport. Some businesses were regarded as the hardest to work for

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because of their poor pay and long hours, which caused employees to become worn out and depressed while at work. These businesses tended to be in the private sector (Muhammad et al., 2021).

An obligation, commitment, or pledge to someone or something in the future can be referred to as a commitment in the broadest definition of the word. One can be dedicated to a buddy, romantic interest, team, institution of higher learning, or, as the current study concentrated on, one's employment. It goes without saying that when one is dedicated to someone, somewhere, or something, certain sentiments and behaviors will follow. Over the past several decades, there has been a lot of interest in defining commitment, understanding what causes a sense of commitment, and predicting what those committed sentiments can mean (Parmar et al., 2022).

The psychological features of commitment and the behavioral repercussions affecting their relationships or enterprises interests' researchers, people, schools, managers, and employers. Researchers interested in the psychological aspect of commitment, as well as employers, might benefit greatly from an understanding of the causes and effects of devotion in the workplace (Sopiah & Sangadji, 2021). Numerous research studies have examined the links between organizational commitment and various workplace attitudes and behaviors, and as a result, organizational commitment occupies a significant position in the study of organizational behavior (Rossiandy & Indradewa, 2023). In recent years, research on organizational commitment has been conducted internationally as well as in the public, corporate, and nonprofit sectors (Hung & Huy, 2023). Early studies viewed organizational commitment as primarily a result of individual behavior and people's willingness to invest their time and energy in the organization through their actions and decisions (Siahaan et al., 2023).

Organizational commitment is multidimensional in nature and includes an employee's loyalty to the organization, willingness to put forth effort on its behalf, degree of goal and value congruency with the organization, and desire to remain a member (Rossiandy & Indradewa, 2023). Three key elements of organizational commitment are outlined as having a strong belief in and acceptance of the organization's goals, a readiness to put up a significant amount of effort on its behalf, and a clear desire to continue membership in the organization. The entire strength of a worker's identification and involvement with an organization was described as organizational commitment. Therefore, ensuring that employees are content with the company where they work can be regarded as being just as important as offering products and services. (Porter et al., 1979).

Organizational commitment has received more attention recently and has been linked to a few outcome variables. It was described as the extent to which a person identifies with and engages in a specific organizational structure, as evidenced by their acceptance of and commitment to the organization's goals and values, their readiness to work hard on its behalf, and their desire to continue being a member of the organization as a whole (Sopiah & Sangadji, 2021).

The focus and duration of job-specific attitudes of job satisfaction differ from those of organizational commitment, which is the attachment and loyalty to the employing organization. In terms of focus and time range, organizational commitment, which stands for attachment and loyalty to the employing organization, differed conceptually from job-specific attitudes toward job satisfaction (Porter et al., 1979). They believed that the emphasis on aligning individual and corporate goals, as well as on the organization rather than the specific function, were the primary causes of this shift in attention.

Members of an organization that is committed make beneficial contributions, which is not the case with less committed members. Organizations with more committed employees exhibit better performance and productivity as well as reduced rates of tardiness and absenteeism. This suggests that highly committed employees are more likely to put in more effort and resources on behalf of the company (Ahad et al., 2021). Feelings of affiliation, attachment, and citizenship behavior are additional benefits of organizational commitment that have been shown to increase organizational effectiveness and efficiency. Members who were emotionally and normatively committed were more likely to stay in the organization and support its development than members who were only committed to continuity (Porter et al., 1979).

Burnout was becoming increasingly frequent in Asian countries. Burnout is a well-known phenomenon that can express itself and harm workers in a variety of ways depending on the work environment (Shuja'at, Riaz, & Akhtar 2012). Burnout research in many situations can help us better understand the

problem and develop strategies to mitigate its negative effects on workers' commitment to staying with their organization, productivity, and level of satisfaction. Burnout mainly refers to stress during working hours, and this is the most common condition nowadays for employees (Parmar et al., 2022).

Burnout was more common in the private sector due to awkward, possibly unscheduled timings and low appreciation. In addition, job insecurity was a high risk in private firms because of this. Government sectors were known to take less work and more wages, so employees could feel like they had a sense of job security in terms of giving the best possible performance to the firms (Pérez-Luño, Díez Piñol, & Dolan, 2022). Burnout is mainly caused by a psychological condition that was generated by the environment, and this could make someone less focused at work and more likely to consider giving up right away. In addition, their rage and outbursts could damage their interactions with coworkers and, more likely, their bosses (Obschonka et al., 2023). People who experience burnout owing to bad employment postures may exasperate the fundamentalism of the firms and become less concerned with their devotion to the organization as a whole, which could ultimately harm their welfare and, more importantly, the organization's bottom line (Angelini, 2023).

Job burnout is a noticeable symptom of the adverse impacts of stress because it results from a person's extended exposure to stress at work. Beyond the feeling of simple exhaustion, burnout is a specific, multidimensional, persistent stress reaction. Burnout was viewed as the culmination of a series of ineffectual attempts to deal with a wide range of adverse stress situations (Liu et al., 2023).

Luthans and colleagues developed PsyCap by combining positive organizational behavior, positive psychology, and positive organizational scholarship. (Luthans et al., 2007). It assesses individuals' observable, developable, and performance-oriented psychological capacities (Ribeiro et al., 2020). The PsyCap concept is made up of four resources: Resilience, optimism, hope, and self-efficacy, which are all examples of positive traits. That is, self-efficacy is the belief that one can effectively perform a task or achieve a specific goal. Hope is a synonym for "willpower," or the determination to achieve a goal, and "way power," or the ability to retain backup plans in the event that obstacles develop when pursuing objectives (Nguyen & Ngo, 2020). Psychological capital is a valuable human resource that exerts a notable influence on job burnout and organizational commitment (Gan & Cheng, 2021). Because a person who feels a sense of belonging and commitment to the organization is less likely to become weary from their work, organizational commitment can have an impact on job commitment. In collectivist societies, this effect may be even more pronounced. The relationships between either of the three variables are obvious, but no research has been done on the relationships between these three variables. Because teaching is a labor-intensive, responsible, and high-pressure profession, there is a significant rate of job burnout among teachers.

Rationale of the Present Study

Numerous studies have been conducted worldwide on organizational commitment and job burnout. Job commitment and burnout are the main factors influencing employee turnover, capability, and efficiency, so it is imperative to place special emphasis on these two major ideas. In Pakistan, a huge number of studies on these two factors were carried out, which aided in the comprehension of these crucial factors and in lowering the rates of employee burnout and turnover (Muhammad et al., 2021).

Industrial and organizational psychologists, management scientists, and sociologists devote a lot of attention to issues like job burnout and organizational commitment. According to studies, organizational commitment and job fatigue are causally related. There is still debate over the nature of the causal link between job burnout and organizational commitment. The prevailing theory about this link holds that organizational commitment precedes job burnout. The connection between job burnout and organizational commitment is studied in the domains of industrial and organizational psychology, health psychology, and educational psychology. (Khan et al., 2010).

When expectations at work surpass an individual's capacity for coping, this is when work-related stress occurs. Burnout is a specific, multifaceted, chronic stress reaction that goes beyond feeling simply worn out. According to Liu et al. (2023), burnout was thought to be the result of a series of futile attempts to deal with various forms of stressful situations. It is believed that there is a close relationship between these two factors. In other words, even if an employee feels good about the company and is very committed



to its goals, it is still possible for him to become burned out on the job, which will further lead to decreased productivity, decreased motivation, and the emergence of dysfunctional attitudes and behaviors at work. Psychological studies back up this idea (Parmar et al., 2022).

Numerous studies have demonstrated that employees who have a higher level of organizational devotion are more expected to experience job burnout. These employees are also less productive, have higher rates of turnover, and experience high levels of job-related stress. As a result of adopting a passive attitude to deal with this stress, their personal accomplishments also suffer. Numerous other researchers deduced from their findings that there is a strong correlation between organizational commitment and job burnout (Obschonka et al., 2023).

In the context of Pakistan, only a few research studies have been conducted exploring the positive link among the study variables. Chughati and Perveen (2013) reported that results demonstrate that, in comparison to teachers at private schools, government school teachers are typically more adaptable and content with their job hours and working conditions. Similarly, many researchers have individually explored the study variable among employees such as (Khan et al., 2022) explored the mediating role of perceived fairness between organizational commitment, organizational trust, and work engagement of female faculty (Khan et al., 2010) explored the impacts of organizational commitment on employee job performance.

The results of the current study will add to our understanding of organizational commitment, psychological capital, work burnout, and their interrelationships among government and non-government sector teachers. Results will offer empirical support for the link between organizational commitment, psychological capital, and job burnout, as well as the influence of other demographic factors on these relationships.

Methodology

Objectives

1. To investigate the interrelationship between organizational commitment, job burnout, and psychological capital among employees.
2. To explore the demographic difference (i.e., gender, job sector, and job experience) on job burnout, psychological capital, and organizational commitment among employees.

Hypotheses

1. There will be a positive relationship between organizational commitment and psychological capital, while these variables will be inversely related to job burnout.
2. Government officials will have a lower level of job burnout, job commitment, and psychological capital than non-government teachers.
3. The level of organizational commitment and psychological capital will be higher among employees with more job experience than employees with less job experience.
4. Female employees will display more job commitment, psychological capital, and fewer job burnout features than male employees.

Sample

The study's sample included 400 lecturers conveniently selected from different colleges in Mansehra, Haripur, and Abbottabad. The sample was further divided according to demographic differences, i.e., gender, job sector, and experience. Details of participant qualifications are given in Table 1.

Table 1

Sample characteristics

	f	%
Gender		
Male	190	47.5
Female	210	52.5
Job Experience		
Less than five years	213	53.25

	f	%
More than five years	187	46.75
Job Sector		
Govt	202	50.5
Non-Govt	198	49.5

Instruments

Burnout Scale

Maslach burnout inventory (Maslach & Jackson, 1986) is composed of 22 items and three subscales. These subscales are 1. emotional exhaustion with nine items; 2. depersonalization with five items; and 3. the sense of reduced personal success with eight items. Low scores indicate a low chance of burning out and that the person is feeling resourceful in that area. A high score indicates a high level of burnout or that there is a high chance of burnout occurring in the near future if it hasn't hit already. Reliability is estimated by Cronbach's alpha coefficient (Cronbach, 1951) with an average of .90, .79, and .71 for EE (Emotional Exhaustion), DP (Depersonalization), and PA (Personal Accomplishment), respectively.

Organizational Commitment Scale

Organizational commitment was assessed with the 15-item Organizational Commitment Questionnaire developed by Porter et al. (1974). The questionnaire examines a person's level of identification with the organization's goals, willingness to work hard on behalf of the organization, and intention to remain a member. To assess replies to the items, a five-point rating system ranging from strongly agree to strongly disagree is utilized. (1 = Strongly Disagree, 2 = Disagree, 3 = Uncertain, 4 = Agree, 5 = Strongly Agree). The mean score on the questionnaire represents employee commitment for most working populations. Two subscales were also created, based on the results of a factor analysis value commitment (alpha=.89) and commitment to stay (alpha=.72), which appear to differentiate between the respondent's commitment to support the goals of the organization and their commitment to retain their organizational membership.

The Psychological Capital Questionnaire

Four dimensions—self-efficacy, optimism, resiliency, and hope—are included in the 24-item Psychological Capital Questionnaire (PCQ), which was created by Luthans et al. (2006). The items are graded from 1 (strongly disagree) to 6 (strongly agree). Among the things on the list are "I usually take stressful things at work in stride" and "I always try to see the positive side of things at work." The total of the relevant items' reverse-coded ratings is the scale. The PCQ's Cronbach's alpha coefficient in this investigation was 0.84.

Research Design

Procedure

A sample of government and non-government teachers in grades 17 through 20 was gathered for the current study. Each of them was contacted separately. Along with a demographic sheet on the sample (N = 400), three scales were distributed. The participants were directed to fill out the questionnaires with utmost honesty, and it was ensured that they answered each question on all scales. There was no time restriction on how long they may take to finish the questionnaires because they were free to take their time.

Results

Table 2

Correlation of job burnout, psychological capital with organizational commitment among teachers (N=400)

Measure	1	2	3	M	SD
1. Org Commit	-	.310**	-.213**	172.2	21.74
2. Psyc Capital	-	-	-.260**	99.08	61.83
3. JBO	-	-	-	45.13	7.57

Note. JBO = Job Burnout, Orga Commit= Organizational Commitment, Psy Capital= Psychological capital



Table 2 indicates that there is a significant positive relationship between organizational commitment and psychological capital, where organizational commitment is inversely related to job burnout and job burnout.

Table 3

Mean, standard deviation, and *t*-values of scores of govt and private sector teachers on job commitment, psychological capital, and burnout scale (N=400)

Scale	Sector				<i>t</i> (398)	Cohen's <i>d</i>	95% CI	
	Govt. (n = 202)		Non-Govt. (n = 198)				LL	UL
	M	SD	M	SD				
JBO	135.3	14.74	132.1	13.08	2.12	0.47	2.684	10.45
Org Commit	66.04	8.64	79.38	7.96	3.02	0.62	0.67	2.63
Psy Capital	88.21	10.34	96.2	17.31	2.92	0.39	1.58	6.53

Note. JBO = Job Burnout, Orga Commit= Organizational Commitment, Psy Capital= Psychological capital

Table 3 shows the significant differences in job burnout, organizational commitment, and psychological capital with reference to job sectors. Results suggest that teachers affiliated with govt sector colleges experienced less job burnout and exhibited lower levels of positive psychological capital and organizational commitment.

Table 4

Mean, standard deviation, and *t*-values of scores of male and female teachers on Job commitment, psychological capital, and burnout scale (N=400)

Scale	Gender				<i>t</i> (398)	Cohen's <i>d</i>	95% CI	
	Male (n =190)		Female. (n =210)				LL	UL
	M	SD	M	SD				
JBO	52.80	13.08	73.06	14.74	2.12	0.73	6.84	8.45
Org Commit	89.38	10.06	75.51	9.83	4.32	0.68	3.27	4.63
Psy Capital	98.56	7.62	81.5	17.31	3.72	0.41	1.29	4.33

Note. JBO = Job Burnout, Orga Commit= Organizational Commitment, Psy Capital= Psychological capital

Table 4 portrays the significant gender base differences in job burnout, psychological capital, and organizational commitment. Results show that female teachers exhibited more job burnout, whereas they experienced lower levels of organizational commitment and psychological capital than male teachers.

Table 5

With reference to job experience mean, standard deviation, and *t*-values of scores of teachers on Job commitment, psychological capital, and burnout scale (N=400)

Scale	Job experience				<i>t</i> (398)	Cohen's <i>d</i>	95% CI	
	More than five years (n = 187)		Less than five years (n = 213)				LL	UL
	M	SD	M	SD				
Org Commit	66.56	5.10	56.39	5.90	2.65	0.15	-.740	2.393
JBO	49.67	14.25	74.00	14.30	3.21	0.16	-6.34	1.687
Psy Capital	88.01	10.1	72.8	9.98	3.65	0.19	0.65	1.83

Note. JBO = Job Burnout, Orga Commit= Organizational Commitment, Psy Capital= Psychological capital

Table 5 indicates that there is a significant difference in the level of organizational commitment, psychological capital, and job burnout among teachers. Results suggest that teachers with more than five years of job experience have shown more organizational commitment and psychological capital but less organizational burnout than teachers with lesser job experience.

Discussion

The current study is to investigate the relationship between organizational commitment, psychological capital, and job burnout among teachers. The current study sought to investigate the links between job burnout, organizational commitment, and psychological capital among teachers. The data on the first hypothesis revealed a substantial negative link between job burnout and organizational commitment, although psychological capital is favorably associated with job commitment. (see Table 2). These findings are consistent with previous research (Khan et al., 2010; Parmar et al., 2022; Peng et al., 2013), which revealed a high relationship between employee organizational commitment and job burnout. According to Mathieu and Zajac's (1990) research, persons who are particularly committed to their organizations experience higher stress than those who are not as committed. (Mathieu & Zajac, 1990). Similarly, many other researchers (Shuja'at et al., 2012; Soumyaja et al., 2022; Peng et al., 2013) Workers who are experiencing higher degrees of job burnout are less productive, less loyal to the firm, have higher turnover rates, don't give as much care to the quality of their work, and don't believe they will be happy with the company in the long run, according to studies. Employees with higher job burnout also had lower levels of organizational commitment because a lower level of job burnout is a direct effect of a lower level of organizational commitment.

The findings of the data analysis confirm the current study's prediction that government teachers will have higher levels of organizational burnout, less psychological capital, and less job commitment than non-government officials (see Table 3). These findings are consistent with the findings of earlier studies. (Ã-zpolat et al., 2022; Muhammad et al., 2021; Peng et al., 2013; Pérez-Luño et al., 2022) Conducted to identify the significant difference between the level of job burnout among the employees affiliated with government and private organizations. Data analysis suggested that job burnout among government officials is higher than among non-government officials; the result indicates that there is a significant difference among burnout levels of officials regarding the sectors they are working in.

The findings of the current study revealed significant differences between job experience-based organizational commitment, psychological commitment, and job burnout among teachers (see Table 4). Current study results also proved the existence of gender base differences in organizational commitment, psychological capital, and job burnout. These results suggest that females are more prone to experience job burnout, whereas male employees are superior with reference to organizational commitment and psychological capital. These results are consistent with the findings of previous studies suggesting that the gender of the employees plays a significant role in developing their attitude towards their job and organization. Al-Aameri (2000) states that female employees exhibit more burnout tendencies. Comparing organizational commitment, previous studies have shown that female is more ready to identify themselves with the organization, thus developing a feeling of commitment to their respective organizations (Al-Ma'aitah et al., 1999). Contrary to the results of the present study, another study has reported a significant tendency of employed men to display higher organizational commitment (OC) than employed women do (Marsden et al., 1993).

Analyzing job experience base differences, current study results have proved that employees with less than five years of experience have shown more organizational commitment and psychological capital but less organizational burnout than teachers with lesser job experience. These results are supported by earlier research by (Hunter & Thatcher, 2007; Meyer & Allen, 1988), suggesting time-lagged job commitment among employees. Mouna (2013) also reported the same findings, proving that experienced employees work extra hard to overcome job burnout.

Conclusion

Based on the study results, it is safe to conclude that teachers' organizational commitment, psychological capital, and job burnout are significantly related to each other. The results also revealed significant job sector, gender, and job experience-based differences on study variables, suggesting that government teachers are more prone to experience job burnout, whereas psychological capital and organizational commitment were lower than teachers affiliated with govt institutes.



Limitations and Suggestions of the Study

The present research has the following limitations and suggestions:

1. The present study was conducted, covering only a limited area of K.P. K. The future researchers highly suggested including all main cities in order to increase the generalizability of the results.
2. Other demographic parameters were overlooked to concentrate entirely on the association between study variables and work sector, experience, and gender. To gain a better understanding of the relationship between job burnout, organizational commitment, and psychological capital, future research should look at some other significant demographic variables (such as the employee's status within the organization, area, ethnicity, and socioeconomic status) and their effects on these variables. The present study explores the relationships between job burnout, psychological capital, and organizational commitment. For future research, it is suggested that causal inferences for these relationships be found.
3. The only data included in this study were self-reports of organizational commitment, psychological capital, and job burnout. We assumed that workers could complete these questionnaires truthfully by doing this. In this instance, the report's impression management motivation is evident, yet the influence of this impression management bias might be negligible, and it might not be eliminated. Therefore, to reduce the influence of impression management motivation bias, it is advised that future studies combine self-reports of job fatigue and organizational commitment with additional methods or tools.

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