

# EFFECT OF EMOTIONAL EXHAUSTION ON ORGANIZATIONAL COMMITMENT AMONG ACADEMICIANS

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**ABSTRACT:** *In Asian countries, burnout is an increasing and consider as an essential phenomenon, which may express itself differently and affect academicians in different working environment. Burnout is studies in several contexts which contribute to an understanding of the phenomenon as a whole and determine that how to minimize the negative effects on employee satisfaction, commitment and productivity within their organization. Organizational Commitment has become one of the other important factors influencing burnout in a working environment. Therefore, the current study is to investigate the effect of emotional exhaustion on organizational commitment among academicians. The results of the study, explore that there is a negative relationship, relationship between emotional exhaustion with organizational commitment. This study is not only important for academicians but also for the administrations and policy makers.*

**Keywords:** Emotional Exhaustion; Organizational Commitment; Academicians

## 1 INTRODUCTION

Academicians are usually exposed to highly stressful and emotional on the job, such as in teaching profession, student, administration meeting and work. In additions, academicians also produced quality of research work. Therefore, the academicians faces job dissatisfaction, absenteeism, low productivity, depressions and turnover intentions due to high stress and burnout in the institutions [1-3]. Moreover, burnout is inversely related to organizational commitment. Generally, the experience of stress and burnout and high level of demands of an academicians' job became difficult for institutions to retain and recruit a professional academicians' staff.

The Higher education institutions have a well-known character in the uplifting of the socioeconomic standards of the society. With this result, responsibility will be taken over on the scholars. Nowadays the burnout and Organizational commitment have been received as a burning issue in the higher education sectors of a country, and needs more attention to study the relationships between both of the constructs [4]. Burnout affect the employees, while organizational commitment protected the employees within the organization [5]. Therefore, the current study explored the relationship between burnout main dimension emotional exhaustion and organizational commitment.

Academicians' are at risk for burnout. Burnout is the influence of both personal and organization factors. Valent [6] defined some common feeling of burnout like powerless, frustrated and inability to accomplish the work task. Organizational factors of burnout has discussed as absenteeism, turnover, job dissatisfaction, having lower productivity and reduced organizational commitment [7-11]. Burnout comprises of three different and separate dimensions which are emotional exhaustion, depersonalization and reduced personal accomplishment [12]. It is negative effects of role stressors. To further understand the phenomenon of burnout, it may be defined as

that act of decrease in an individual's energy in which resources seem to be very less because of negative feelings. Generally, it is about the sum total of misfit outcomes and actuality at the job and does not match with resistance or coping strategies [13]. On the other side, organizational commitment is a protective factor to promote the positive academicians' outcomes and avoid burnout from both the individual and organization.

## 2. LITERATURE REVIEW

Burnout has been defined as a characteristic of stress, that outlines the response stressors at work [14]. It is considered as a mental health risk in working place [15]. It is a stressful and unpleasant situation which causes different types of problems and affects both individual and organization in term of effecting organizational commitment [16, 17]. It is the outcome of imbalance in provision of workload, rewards, control, values, community and fairness or some of them. Other symptoms of burnout were found by other researchers which were sick leave, ill health and absenteeism [18]. The typical symptoms of job burnout include disengagement, depression and emotional exhaustion [9].

Employees in any sector could experience burnout, but employees in certain working sectors are especially prone to it. These include the services related sectors like nursing, home care, hoteling and teaching. It is because these professions require exposure to more interpersonal and social demands and require more emotional labor [19, 20]. In teaching profession the academicians are exposed to variety of stressors which impart their daily routine work and also result in development of burnout like symptoms, in other words the academician start experiencing both physical and psychological symptoms which hamper their work and performance [21].

### Emotional Exhaustion

Emotional exhaustion is an exploratory factor of burnout. It is the most important dimension of burnout and is widely reported and analyzed [22, 23]. Demerouti *et al.*, [24] defined emotional exhaustion as “a consequence of intense physical, affective and cognitive strain, such as a long-term consequence of prolonged exposure to certain job demands” p.210. Anbar and Eker [25] explain that “emotional exhaustion refers to the depletion of psychic energy or the draining of emotional resources” (P.15). Maslach *et al.*, [10] found that feelings of being overextended and depleted are one of leading symptom of emotional exhaustion. Demerouti, Bakker, Nachreiner, and Schaufeli [26] recommended that “Emotional exhaustion refers to feelings of being overextended and exhausted by the emotional demands of one’s work” (p.499).

Emotional exhaustion frequently occurs with physical exhaustion and its symptoms include deficiency of energy, less sleeping, problems in family and increase in drinking [27]. When an employee is emotionally exhausted then he no longer stays in that personal or professional position [28]. Almost half of workers have high level of emotional exhaustion due to main factors of stress such as heavy workloads, low supportive relations, personal engagement, less quantity of staff members, professional development and understanding burnout [29, 30].

It has been found that emotional exhaustion plays a mediating role between job demand (workload) with other two measures of burnout and performance [16, 26, 31, 32] and is positively correlated with stress outcomes [9, 33] but some of the researchers argue that stress and burnout are two different things [34, 35]. In this regard the higher level of support from colleagues is related to low level of emotional exhaustion [36, 37]. However, the present study examines the following points regarding emotional exhaustion like feeling of tiredness, tolerance for pressure, emotionally drained, worn-out, and time and work management.

### ORGANIZATIONAL COMMITMENT

Organizational commitment is the psychological connection of the employee with the organization [38]. Buchanan [39] reported that organizational commitment is the emotional attachment of the employee with the organization [40]. Similarly, Cullen *et al.* [41] defined organizational commitment the identification and participations of the employee in the organization. It is the acceptance of organizational goals [42, 43]. It is the general attitude of employees [44]. It is both behavioral [45] and attitudinal commitment [46]. Pool and Pool [47] defined organizational commitment as “the relative strength of an individual’s identification with and involvement in a particular organization” (p. 354). He also explained the three different characteristics of the organizational commitment like “a desire to remain with the organization, a belief and acceptance of values of the organization and strong willingness to put in effort for the organization” [48] (p:243). Therefore, from the three dimensions, it has exposed that commitment defines by both attitude and behavior. In addition, in every organization job rotation also effect organizational commitment [49].

In the organization, an employee develops his relationships through expectations, reputation, recognition, and future development and progression. Affective commitment is defined by Meyer and Allen [50] that “as positive feelings of identification with, attachment to, and involvement in the work organisation” (p. 375). It is the one of the characteristics and supportive part of an employee commitment to the organization, and associates the individual involvement, attachment, and loyalty. In commitment domain, an employee affective commitment has also identified by normative, alienative, and moral commitment [51] It measured employee commitment in the organization like job characteristics, good communication, decision-making power Loyalty, involvement, dependability, autonomy, skill variety, supervisory feedback, task significance, task identity, organizational dependability, perceived participatory management [51-53].

Allen and Meyer [51] defined that Continuance commitment is association between perceived cost and leaving organization. Perceived cost has further elaborated by the authors, that its multidimensional such as that the employee will sacrifices with the organization and another as the lackness of opportunity [54]. Therefore, the organizational employees will stay with the organization having strong continuance commitment except having self-interest [55]. It has connected with less emotion and more logic [56, 57]. It also works as an affective commitment, to increase the chance of employee to stay with the organization.

Normative commitment is another important dimension of organizational commitment and as defined as that the feeling’s of the obligation of an employee to remain in the organization [56, 58]. Normative commitment deals with the feeling of an employee, which has to stay within the organization [51].

### 3. RESEARCH METHODOLOGY

In social science research, there are two different types of philosophies like positivism and interpretivism [59]. Positivism is called objectives, while the interpretivism is subjective. Therefore, the current study is quantitative in nature and data of the study has been collected one time known as cross-sectional study. Furthermore, the study finds out the relationship between the study variables, therefore, the current study is also a correlational. The data were collected from 162 academicians from the universities of Pakistan.

#### 3.1 INSTRUMENT

The study used the self-administrated questionnaire, designed with 5-point Likert scale. Likert scale was first introduced by Rensis Likert [60], mostly 5 point Likert scale was mostly used in the research in psychology and social sciences. For measuring the burnout among the academicians the Oldenburg Burnout inventory has been used, which consists of the two core dimensions of burnout. OLBI is an alternative inventory of Maslach Burnout inventory (MBI) [61] for burnout. In the current study the researcher used 08 questions of emotional exhaustion which have both negative and positive questions about emotional exhaustion [24]. On the other hand, organizational

commitment was measured based on their three constructs called effective, normative and continuances commitment. organizational commitment was measured by a total of 18 items from Meyer and Allen’s, [40].

**4. RESULT AND DISCUSSIONS**

Data was entered and analyzed using the software of Statistical Packages of Social Sciences (SPSS) 18.0. The researcher has applied SPSS to the research objectives of gaining meaningful results. The SPSS is a statistical measurement tool for analyzing, testing and evaluating the correlational and causal associations. In the result, Table 1, shows that job burnout dimensions emotional exhaustion have a negative relationship with organizational commitment among the academicians’ of universities in Pakistan. The study results was in line with Leiter and Maslach [18], where they found that high job burnout reduced organizational commitment. Similarly, in other studies the organizational determinants of burnout has discussed like absenteeism, turnover, job dissatisfaction, low productivity and reduced organizational commitment [7].

**Table 1: Descriptive Analysis**

Variables	Emotional Exhaustion	Organizational Commitment
Emotional Exhaustion	1	
Organizational Commitment	-0.242**	1

Note EE: Emotional Exhaustion, OC: Organizational commitment In the same way, for further testing the negative relationship between variables, Multiple Regression Analysis (MRA) was used. In the model of using MRA, independent variables of job burnout dimensions, particularly emotional exhaustion have entered into the model. The result shows that organizational commitment shows 2.8% variance significance at  $p > 0.001$  with  $\Delta F = 4.101$ .

**Table 2: Regression Analysis Results**

Model	Organizational Commitment	
	Standardized $\beta$ Coefficients	T-test Scores
Emotional Exhaustion	-0.246	-0.842
R <sup>2</sup>	0.028	
F Model	4.101**	

\*\*Significant at  $p < 0.01$

**5. CONCLUSION AND RECOMMENDATIONS**

The aim of the current study was to determine academicians’ perceptions of burnout and organizational commitment. In additions, it has investigated that burnout dimension emotional exhaustion have a negative relationship with organizational commitment, which means that as the level of exhaustion increases the level of commitment is decreasing in the academicians. Such results, of the study were also supported by previous studies. Hakanen *et al.* [62] and Bakker and Demerouti [63] reported in his studies, as the job demands increase the burnout is increase, where job demand has impact on ill-health, low performance and organizational commitment. Moreover, job resources boost the engagement and organizational commitment, as job resources is an influential determinant for organizational commitment such

as job resources increases the level of an organizational commitment in an employee is increasing. Borg and Riding [64] and Rudow [65] recommended from his studies that burnout and low commitment are one of the major problems in the teaching profession. Similarly, Lee and Ashforth [16] reported that two diemnsions of burnout (emotional exhaustion and depersonalization) are negatively associated with organizational commitment [13, 66]. Maslach *et al.* [10] examined that stress and burnout decreases the organizational commitment, performance and productivity. Therefore, the results of the study are concurring with the theoretical contributions of previous literatures.

One limitation of the current study, focused very specific group of the academicians’ in universities, so in future studies should consider selecting a combination of other Academicians across the country. Other limitations of the study was to account variables for the difference, such as, personality traits, demographic variable like, age, gender, experience, etc. according to the measurement scale for burnout the current study used the Oldenburg burnout inventory so it is recommended that test the relationship with another burnout inventory like Copenhagen Burnout Inventory.

In the face of all the aforementioned limitations, the study provides critical information regarding the protective factors of the Academicians in higher education institutions. For instance, organizational commitment is a protective factor of stress and burnout among academicians. Therefore, the conclusion of the study is there are negative relationship organizational commitment and the two core dimensions of burnout particularly emotional exhaustion.

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