

## The Relationship between Organizational Commitment and Job Burnout among High Schools Physical Education Teachers

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**Abstract:** The purpose of this study was to find the relationship between the organizational commitment and job burnout among high schools physical education teachers of Ahvaz city and its comparison between full-time and invited teachers. The method of this study was correlative. The statistical population of the research included all the 139 high schools physical education teachers of Ahvaz city. 119 teachers were selected for the sample group. The instruments of collecting data were the questionnaire of demographic information, Allen and Meyer organizational commitment (1990) and Maslach burnout (1986) questionnaires. In this study, descriptive statistics were used for organizing, summarizing, classifying, and describing the data. Significant mean differences were computed by T-Test method. Pearson's coefficient was used to find the relationships. Zr Fischer was used to find whether the relationship coefficient difference among variables was significant or not. There was a significant relationship between the organizational commitment and burnout among full-time teachers, but there was no significant relationship among invited teachers. The results showed no significant difference between the organizational commitment of full-time and invited teachers; also, there was no significant difference between their job burnout. *Life Sci J* 2013;10(1):1268-1273] (ISSN:1097-8135). <http://www.lifesciencesite.com>. 193

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### 1. Introduction

Physical education teachers are people whose important role is evident in the society and if they are not committed to their work and don't feel responsible to their important duties, it is not expected that they educate healthy, creative, progressive, responsible and good students. Indeed, when the output of the work labor is increased that the staffs feel more near the organization and they will have commitment, belonging and more loyalty to the organization because a person who is under the consult of the organization and participates in the decision making feel that the organization belongs to him and he should be committed to the goals and this unity causes the consistency of his goals and the organization. Thus, to use and maintain them, there should be some regulations and criteria along with the cultural, economical, and social and education system that by preparation, qualification and morale, we can use their abilities in educational activities (Tusi, 2000). Strong mental pressure of the nature or unsuitable nature of work results into the state that is called burnout. In this condition, the person lose the importance of the meaning of work and is tiered always. He is aggressive, pessimistic, suspicious and angry. The burn out person transfers this feeling to all his colleagues. The burn out person should be recognized rapidly and some solutions to remove his tension should be considered (Moshabaki, 1997).

Education department for its mission in education process and human resources requires healthy, empowered, motivated and committed education group and on the other hand, like other organizations due to personal reasons, organizations and super-organization are exposed to burn-out and reduction of motivation and commitment and low output of human resources in education sector (Eskandari Rad, 2005).

Although the relationship between burn-out and organization commitment is investigated via some researches, the research gap is evident in various job communities. In addition, the researches prove that burnout and organization commitment can be related by some ways. Separately or in combination with each other, these two factors and related components can be intermediate variables between stress variables and organization outcomes. One of the weaknesses of the research literature is related to the relationship between the burnout and organization obligation and most of the studies are done in health services institution in which high level of burn out is reported. In this regard, some of the studies by referring to the point that burn out and organization commitment are related by similar aspects of organization characteristics and organization outcomes emphasize on the need of the study of these two variables as it is stated that to remove the existing concept contradictions, it is

required to clarify the relationship between the burnout and organization commitment with each other and other variables (Lither and Moslesh, 1988).

Some of the main reasons of burnout from the view of scientists are the high volume of work, the great number of clients and organization commitment. As the nature of physical education is of high work volume and the volume of the clients to the teachers of physical education is high, the physical education teachers' community can be susceptible to burnout (Sabaqianrad et al., 2006).

The teachers of physical education are a part of human resources in Iran and they take some measurements for health goals of the society. It should be considered that the existing problems of work fields and the factors making negative in specialized fields to provide a good job environment for them. The questions raised here are that how is the organization commitment of physical education teachers of high school? Is there any association between organization commitment and job burnout of these teachers? How are the dimensions of organization commitment and burnout dimensions of the teachers? How we can avoid burnout among physical education teachers by creating good personal and organization conditions to provide the background for more health of the future generation of the society?

Method: The current study is descriptive-correlation and the data are collected by field method and questionnaire. The statistical population is all the full-time teachers and invited teachers of physical education of high school of Ahvaz city as 139 people. Of 139 people, 119 people were selected as sample. The data collection measurement was organization commitment of Alen and Mayer 1990 and Moslesh burnout questionnaire (1986) and personal characteristics questionnaire of the participants.

## 2. Research findings

1. There is a reversed and significant association between organization commitment and job burnout in all the teachers and full-time teachers of physical education (Table 4).

2. There is a reversed and significant association between emotional commitment and job burnout in all the teachers and full-time teachers of physical education (Table 5).

3. There is a reversed and significant association between permanent commitment and job burnout in all the teachers and full-time teachers and invited teachers of physical education (Table 6).

4. There is a reversed and significant association between normative commitment and job

burnout in all the teachers and full-time teachers of physical education (Table 7).

**Table 1: The characteristics of physical education teachers (Research sample)**

Characteristics		F	%
Gender	Woman	53	56.4
	Man	41	43.6
Employment	Full-time	67	71.2
	Invited	27	28.8
Education	Diploma	4	4.3
	Associate	25	26.6
	BA	55	58.51
	MA	10	10.59
Age (y)	To 30 years	28	29.1
	31-40	46	48.9
	Above 40	20	21
Experience (y)	Under 5 years	17	18
	5-10	25	26.6
	11-15	15	16
	Above 15 years	37	39.4
Total		94	100

**Table 2: Statistical indices of organization commitment variable of full-time teachers and invited teachers and total teachers of physical education**

Statistical indices			Min score	Max score	Mean	SD
Variables	Subjects	N				
Emotional commitment	Full-time	67	13	56	37.44	8.54
	Invited teacher	27	30	53	38.43	6.6
	Total teachers	94	13	56	37.7	8.05
Permanent commitment	Full-time	67	19	54	33.64	6.89
	Invited teacher	27	29	44	36.69	3.86
	Total teachers	94	19	54	34.41	6.38
Normative commitment	Full-time	67	28	47	35.76	4.75
	Invited teacher	27	28	45	32.94	4.05
	Total teachers	94	28	47	35.05	4.72
Organization commitment	Full-time	67	78	141	107.08	12.39
	Invited teacher	27	90	128	108.06	10.9
	Total teachers	94	78	141	107.33	11.95

**Table 3: Statistical indices of job burnout variable of full-time teachers and invited teachers and total teachers of physical education**

Statistical indices			Min score	Max score	Mean	SD
Variables	Subjects	N				
Emotional fatigue	Full-time	67	9	46	21.04	8.7
	Invited teacher	27	11	42	21.37	9.83
	Total teachers	94	9	46	21.12	8.91
Performance reduction	Full-time	67	8	41	23.23	7.46
	Invited teacher	27	8	43	27.37	9.35
	Total teachers	94	8	43	24.28	8.11
Personality degradation	Full-time	67	0	24	7.42	4.34
	Invited teacher	27	5	28	9.81	6.89
	Total teachers	94	0	28	8.03	5.15
Job burnout	Full-time	67	23	91	51.7	16.14
	Invited teacher	27	27	88	58.25	18.25
	Total teachers	94	23	91	53.36	16.79

**Table 4: Pearson correlation coefficient and significance level between organization commitment and job burnout**

Index	r Pearson coefficient	P significance level	N
Organization commitment and burnout of total teachers	-0.42	0.001	94
Organization commitment and burnout of full-time teachers	-0.443	0.002	67
Organization commitment and burnout of invited teachers	-0.416	0.109	27

**Table 5: Pearson correlation coefficient and significance level between emotional commitment and job burnout**

Index	r Pearson coefficient	P significance level	N
Emotional commitment and burnout of total teachers	-0.432	0.0001	94
Emotional commitment and burnout of full-time teachers	-0.497	0.0001	67
Emotional commitment and burnout of invited teachers	-0.30	0.253	27

**Table 6: Pearson correlation coefficient and significance level between permanent commitment and job burnout**

Index	r Pearson coefficient	P significance level	N
Permanent commitment and burnout of total teachers	0.003	0.981	94
Permanent commitment and burnout of full-time teachers	-0.025	0.866	67
Permanent commitment and burnout of invited teachers	-0.084	0.757	27

**Table 7: Pearson correlation coefficient and significance level between permanent commitment and job burnout**

Index	r Pearson coefficient	P significance level	N
Normative commitment and burnout of total teachers	-0.326	0.009	94
Normative commitment and burnout of full-time teachers	-0.221	0.136	67
Normative commitment and burnout of invited teachers	-0.542	0.030	27

### 3. Discussion and conclusion

In the current study, it was observed that in both groups of the teachers of physical education have high organization commitments. The results of the study were consistent with the results of Sabaqianrad et al. (2006) and Kiwit (2000) based on the fact that physical education teachers have high commitment. There was no significant difference between full-time teachers and invited teachers in terms of organization commitment and the three dimensions. The results of the study were not in line with the results of the study of Mortazavi (1991) regarding the fact that organization commitment is more among full-time staffs than invited staffs. One of the reasons of the lack of consistency of the results of this study with the study of Mortazavi was the lack of similarity of the test groups that is different with the characteristics of the current study. Job security is one of the most important aspects of organization commitment that in some full-time groups increased organization commitment to the invited groups. Teacher job is one of the jobs that is different in terms of internal nature and people do this job with interest and invited teachers fill the gap of job security affecting the organization commitment by increasing the positive emotional, valuable and belief attitudes to their job. By some extensive studies among full-time staffs and invited staffs in various organizations with social, economical and cultural

backgrounds and controlling some of the effective factors as environmental, personal and organizational factors and even internal nature of work, we can achieve exact findings to increase the generalization capability. One of the most important findings of the study was that there was a negative and significant association between organization commitment and job burnout of the physical education teachers of Ahvaz city. The results of this study were in line with the results of Sabaqianrad et al. (2006), King Vesti (1997), Vikram and Rut (1998), Chang et al. (2003), Busman et al. (2005), Liter and MOslash (2006), Lambert et al. (2010) and Jordian and Chenort (2010) regarding the negative and significant association between organization commitment and job burnout. There was significant and negative association between organization commitment and job burnout of full-time teachers of physical education. By reviewing the literature, we can say that organization commitment is one of the most important factors on job burnout in each organization and this effective factor is true about the physical education teachers of Ahvaz. Thus, the authorities of education organization by creating a good environment in this organization by good solutions increased the organization commitment of physical education teachers that by this way, their job burnout is reduced. The other result of the study was that there was no association between organization commitment and job burnout of invited teachers of physical education in Ahvaz. The results of this study were in line with the results of Sabaqianrad et al. (2006) regarding the lack of relationship between the organization commitment and job burnout of the invited teachers. It seems that there are other effective factors instead of organization commitment such as job satisfaction, organization support, organization justice, personal characteristics or self-sufficiency belief with invited teachers' job burnout.

The other result of this study showed that there was negative and significant association between emotional commitment and job burnout in total teachers and full-time teachers. The results of this study were in line with the researches of King Vesti (1997), Vikram and Rut (1998) and Busman et al. (2005) and were not in line with the results of the study of Sabaqian rad et al. (2006) regarding the lack of relationship between the emotional commitment and job burnout. Other results of the study were that there was no association between emotional commitment and job burnout of invited teachers of physical education and they were not in line with the results of Sabaqianrad et al. (2006) regarding the positive and significant relationship between emotional commitment and job burnout of invited teachers. As emotional commitment is including the

strong dependency and interest to the organization and its identity (Alen and Mayer, 1996) and as Mulki (2006) considered four characteristics as effective factors on emotional commitment and the factors are the need to achieve success, structural characteristics as the participation of people in decision making process, job characteristics as having an improved job and work experiences that are effective by fulfillment of job expectations on emotional commitment. Thus, if we consider the need to achieve success and more participation in organization and having good job, we can increase the emotional commitment and we can expect that the bad conditions of each factor can affect the mental and emotional and personality conditions of a person and affects his efficiency and performance. As full-time teachers are working for many years in this organization and are related emotionally and found their real identity. If they got problematic in terms of emotional commitment to the organization, this change in the emotional commitment can cause their burnout. It seems that invited teachers couldn't establish emotional bond with the organization and they couldn't find their real identity in these organizations. The change in the emotional commitment approach can not cause their burn out and burn out in them cause personal and organization factors or other dimensions of organization commitment.

Another finding of this study showed that there was no association between permanent commitment and job burnout of total teachers and full-time and invited teachers of physical education of Ahvaz city. The results of this study were in line with the research of Sabaqianrad et al. (2006) and King Vesti (1997) regarding the lack of association between the permanent commitment and job burnout and were not in line with the Vicram and Rot (1998) study regarding the positive and significant relationship between permanent commitment and job burnout. As permanent commitment is the advantage of the staffs in the organization and lose it by leaving the organization (Baker, 1960). According to the research findings, we can say that normally, physical education teacher give importance to spiritual, emotional, ethical and belief aspects of their job more than materialistic aspects and achieved points in the organization (wage, pension, promotion, easy work, comfort of life) and the change in permanent commitment approach didn't have any effect on burnouts.

Other findings of the research showed negative and significant association between normative commitment and job burnout of total teachers and invited teachers. The results of the study were in line with the Busman et al. (2010) regarding the negative

and significant association between normative commitment and job burnout and were not in line with the researches of Durin and Seyed Akhtar (1998) regarding the positive and significant relationship between normative commitment and job burnout and were in line with the researches of Sabaqianrad et al. (2006) regarding the lack of relationship between the normative commitment and job burnout. As Normative commitment is consisting of the belief of the staffs against the responsibility to the organization and its goals (Allen and Mayer, 1996). According to the findings of the study we can say that total teachers and invited teachers are more responsible to their job and resort to the organization goals and if a problem is made in their beliefs, they find that the reality of the organization job is in contrast with their goals and can cause a background for job burnout. It seems that normative commitment can be considered as predictive factor of job burnout in invited teachers. This factor in full-time teachers can not be a factor for their job burnout and their burnout can be due to other organization commitment factors.

The research findings showed that there was a multiple relationship between the organization commitment components and job burnout of the teachers of physical education of Ahvaz. The results of this study were in line with the findings of Sabaqianrad et al. (2006). As multiple correlation is looking for that fact that which of the predictive variables (emotional commitment, permanent commitment and normative commitment) can predict job burnout, the results of this study showed that in all the teachers, emotional commitment and normative commitment were job burnout predictive factors and permanent commitment didn't have any role in prediction of job burnout. In full-time teachers, emotional commitment was predicting factor of job burnout and permanent commitment and normative commitment were no role in burnout. In invited teachers, normative commitment was prediction factor of job burnout and emotional and permanent commitment didn't have any role in prediction of burnout.

Briefly, according to the current study results regarding the organization commitment and its relationship with the job burnout, we can say that organization commitment as one of the important job attitudes can have good or bad effect on job burnout of people. Based on this fact, providing good conditions for increasing organization commitment that is achieved by change in its subsets, can lead into the main changes and reduction of job burnout in people, while the lack of consideration of this relation caused the weakness of the organization and make the organization away from its goals. Because the

staffs are considered as the main tools of achieving the goals. Thus, it is recommended to the managers and authorities of the organization that use good management methods to improve their job level to improve the quality level of organization commitment of physical education teachers.

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