

Turnover Intention: A Product of Job Burnout in Public Elementary Schools

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Abstract

This study was designed to study job demands-resources model for the purpose of finding the relationship between teachers' job burnout and turnover intention. Cross-sectional survey was used. From public elementary schools of district Lahore and Kasur 375 teachers were selected as sample through Taro Yamane's formula. Instruments used for this study were based on the construct of job burnout and turnover intention. Reliability, as well as the validity of the instrument, was also ensured through pilot testing and expert opinion, respectively. Data collected through the survey were statistically analyzed through SPSS version 21 to calculate frequency and percentages for demographic information whereas Pearson r was used for relationship analysis. It was found that turnover intention in teachers was found correlated with their job burnout.

Keywords: Teachers' Job Burnout, Teachers' Turnover Intention, Job Demands-Resources Model, Public Elementary Schools.

Introduction

Job burnout has been viewed as severe issue in stable progress of organizations. Meanwhile different authors proposed their particular understanding of the term burnout but Herbert Freudenberger is considered as an earliest researcher to propose this term burnout in 1974, while referring it job stress and behavioral symptoms caused by emotional breakdown. Whereas, Maslach et al. (2001) objected that the origin of this term belongs to earliest work of Greene (1961), *A Burnout Case*. Maslach himself was one of the scholar in job burnout related research.

Afterwards, Maslach defined burnout as three-dimensional phenomenon considering emotional exhaustion, feeling of low personal accomplishment, and depersonalization. Emotional Exhaustion means diminution of emotional stability as well as trust in others. Depersonalization is related with low level of personal attachment with others and job whereas feeling of low personal accomplishment means lack of confidence in one's own abilities and expertise (Maslach, 2007). This framework has been highly appreciated among researchers (Cheek et al., 2003; Hakanen et al., 2006; Hanson, 2006; Kokkinos, 2007; Leithwood et al., 2001; Noushad, 2008). Some researchers also recommend that these dimensions may be affected by any stimulus independently (Blazer, 2010; Evers et al., 2000; Kokkinos, 2007).

In any workplace job stress and burnout have been found as a main factor to influence employee's intention to stay or leave their organization. This intention to leave can be termed as their turnover intention which eventually leads

to turnover (Aydin, & Kaptanoglu, 2022; Ford, 2012; Mobley et al., 1978; Pozanti, 2022; Samgnanakkan, 2010).

Liu, Chen, Xu, YaWen and Fang (2021) also established a relationship between teachers' job burnout and turnover intention which implied that when teachers feel excess stress it eventually causes them have an intrinsic intention to leave their current job. Lee (2019) highlighted in his study that physical education teachers feel high level of burnout which affects their wellbeing and increase their intention to leave teaching profession. Likewise, Conley and You (2018) also found that workplace stress (job burnout) often raises employees' intention to quit their job.

Researchers have implied that teachers' emotional side of workplace demands as factor influencing job stress which finally leads to turnover intention (Han, 2018). Similarly, teachers increased workload, burnout and intention to leave have also been found interlinked by different foreign researchers (Ballet & Kelchtemans, 2009; Smethem, 2007; Webb et al., 2004; With, 2017).

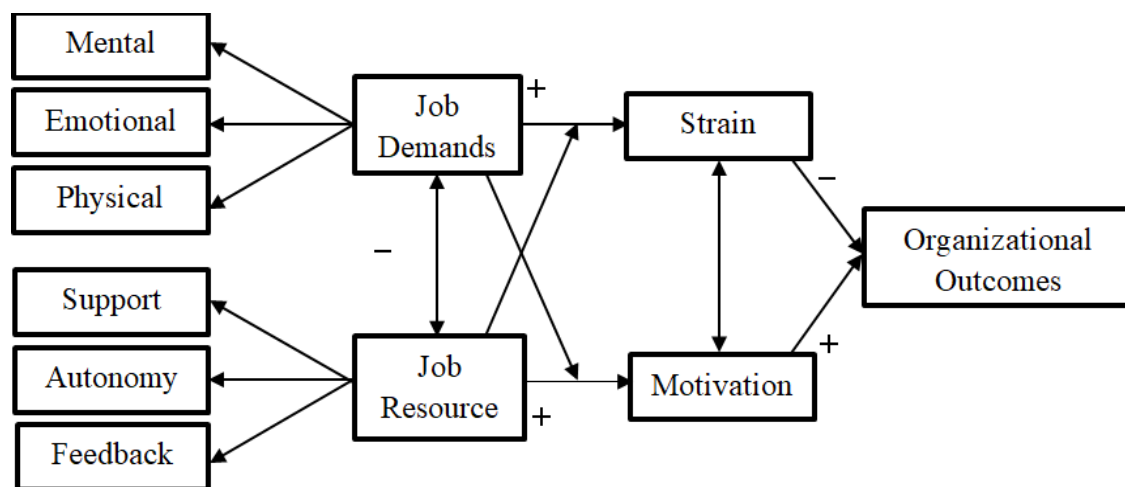
However, so far review of literature suggested that there is lack of research to identify relationship between job burnout and their turnover intention in public elementary schools' teachers of Pakistan. Consequently, researchers designed this study to fill this gap of literature regarding burnout and turnover intention in Pakistan's context.

Theoretical background

The Job Demands-Resources Model

Job Demands-Resources (JD-R) model was studied to articulate the concept that any job or occupation may yield certain effects on employees based on the concept demands-resources balance. Which ultimately implies that employees' job demands are related to stress and burnout when an employee have incompatible between job resources and demands more often low resources and high demands it causes job stress and burnout which eventually turns into turnover intention (Bakker et al., 2003; Demerouti et al., 2001; Demerouti et al., 2000; Bakker & Demerouti, 2007).

Figure 1. *Job Demands-Resources Model. Originated from "The Job Demands-Resources Model: State of the Art Dual Processes" by A.B. Bakker and E. Demerouti, 2007, p. 313.*



Research Hypothesis

H: There is a significant relationship between teachers' job burnout and turnover intention.

Methodology

Researchers used a cross-sectional survey which was planned under a positivistic paradigm. A structured questionnaire was used to collect data. Instrument consisted of two sections. Section I was related to respondents' demographic variables (age, gender, academic qualification, professional qualification and marital status). Whereas, Section II was concerned with items related to job burnout and turnover intention. Reliability for instrument developed by Shaheen and Mahmood (2018) "Teachers' Emotional Burnout Scale" was $\alpha=0.89$.

Similarly, instrument for turnover intention namely "Turnover Intention Scale" developed by Martin and Roodt (2008) had reliability value of $\alpha = 0.76$. Reliability values falls under the acceptable value range of reliability which is 0.70-1.00.

Results***Descriptive Statistics***

Table 1

Frequency and Percentages for Demographic Variables of Respondents

Demographic Variables	<i>f</i>	%
Gender		
Male	170	45.3
Female	205	54.7
Level		
Primary	216	57.6
Middle	159	42.4
Age		
23-30	106	28.3
31-38	83	22.1
39-46	75	20.0
47- 60	111	29.6
Experience		
1-8	128	34.1
9-18	126	33.6
19-26	70	18.7
27-above	51	13.6
Marital Status		
Married	316	84.3
Single	59	15.7
Academic Qualification		
Matric	4	1.1
F.A/F.Sc.	12	3.2
B.A/B.Sc.	50	13.3
M.A/M.Sc.	216	57.6
BS	35	9.3
M.Phil.	58	15.5
Professional Qualification		
B.Ed.	193	51.5
M.Ed.	155	41.3
PTC	15	4.0
CT	12	3.2
Job Status		
Permanent	269	71.7
Contract	106	28.3

Descriptive statistics on demographic information of respondents indicated that 207(54.7%) were female whereas 170(45.3%) were male. Likewise, 216(57.6%) teachers were for primary classes and 159(42.4%) teacher were for middle classes. Furthermore, 106(28.3%) teachers were in age group of 23-30, 83(22.1%) belonged to 31-38 age group range, 75(20.0%) were within age group of 39-46, and 111 (29.6%) teachers belonged to age range 47-60. While in experience level 1-8 year range had 128(34.1%) teachers, 9-18 had 126(33.6%), 19-26 range consisted of 70(18.7%) teachers and 27-above year range entailed 51(13.6%) respondents out of total 375 respondents.

Moreover, 316(84.3%) teachers were married whereas 59(15.7%) were single. In terms of academic qualification 4(1.1%) were matric pass, 12(3.2%) were F.Sc. pass, 50(13.3%) were B.A/B.Sc. qualified, 216(57.6%) were M.A/M.Sc. qualified, 35(9.3%) were BS (hons.) degree holders, and 58(15.5) were M.Phil. qualified. Similarly, in professional qualification 12(3.2%) had CT, 15(4.0%) had PTC, 193(51.5%) had B.Ed., and 155(41.3%) had M.Ed. Lastly, 269(71.7%) respondents were permanent teachers and 106(28.3%) were on contract.

Table 2

Correlation between Job Burnout and Turnover Intention (n=375)

Variables	1	2	3	4	5
1. JB	-				
2. JB-1	.94**	-			
3. JB-2	.66**	.44**	-		
4. JB-3	.84**	.68**	.44**	-	
5. TI	.58**	.58**	.27**	.50**	-

Note. **p<.01

“JB=Teachers’ Job Burnout, JB-1=Exhaustion, JB2= Low Personal Accomplishment, JB-3= Depersonalization, TI- Teachers’ Turnover Intention”.

Result from Pearson r Correlation on variables in their cumulative form showed that teachers' job burnout has a positive, significant and moderate level relationship with turnover intention ($r=.58$, $p<.01$). Moreover, correlation of sub factors of job burnout in relation with turnover intention showed that exhaustion (JB-1) had a positive, significant and moderate level relationship with turnover intention ($r=.58$, $p<.01$). Similarly, depersonalization (JB-3) had positive, significant and moderate level relationship with turnover intention ($r=.50$, $p<.01$). But feeling of low personal accomplishment (JB-2) had weak relationship with turnover intention ($r=.27$, $p<.01$).

Discussion

Results from the current research study tested the research hypothesis that there is significant relationship between teachers' job burnout and turnover intention. But the moderate level of relationship may indicate that there may be some other factors playing a mediating role in this relationship. Whereas, analysis at factor level showed that turnover intention had different strength level of relationship with all three factors of job burnout as suggested by previous researches that different dimension of burnout may occur independently so they may have different relationship with any other variable (Blazer, 2010; Evers et al., 2000; Kokkinos, 2007).

Moreover, results were also aligned with previous researches fostering their findings about existence of relationship between teachers' job burnout and turnover intention (Ballet & Kelchtemans, 2009; Conley & You, 2018; Ford, 2012; Han, 2018; Lee, 2019; Liu, Chen, Xu, YaWen & Fang, 2021).

Conclusion

It was concluded that in any organization where demands from profession supersedes their resources it often creates stress with in turn builds up burnout eventually causing an arousal and increase of turnover intention in employees. Which was clearly stated in the results of this study that burnout in teachers leaded them to have intention to leave their organization or profession as well.

Recommendations

The results from the study may serve as a basis to understand the role of burnout in teachers' turnover intention. So, it may stimulate education officers to pay heed to teachers' problems causing stress. Teachers may be equipped with required expertise as well resources to continue their job smoothly. Moreover, Future researchers may focus on finding out how burnout can be lowered and possible factors causing job burnout and turnover intention.

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Appendix

Questionnaire for Teachers

Demographic Information

Gender: Male ☐ Female ☐ Others ☐

Level of teacher: Primary ☐ Middle ☐

Age: _____ (Years) Experience: _____ (Years)

Marital status: Married ☐ Widow ☐ Divorced ☐ Single ☐

Academic Qualification: Matric ☐ P.A/F.Sc ☐ B.A ☐ A ☐ BS (honors) ☐

M.Phil. ☐ Ph.D. ☐ M.Ed. ☐

Professional Qualification: B.Ed. ☐

Job Status: Permanent ☐ Contract ☐ PTC ☐ CT ☐

Teacher Emotional Burnout Scale

Exhaustion						
1.	I feel emotionally fed up from my job.	1	2	3	4	5
2.	I get up fatigued yet have to work day long.	1	2	3	4	5
3.	Working with people during job is a burden for me.	1	2	3	4	5
4.	I feel sick of my job.	1	2	3	4	5
5.	I find no interest in my job.	1	2	3	4	5
6.	It is very stressful for me to work intra-personally.	1	2	3	4	5
7.	I think my patience has expired.	1	2	3	4	5
8.	I feel like being ignored at my workplace.	1	2	3	4	5
9.	My job is killing me emotionally.	1	2	3	4	5
10.	My mood remains off at my workplace.	1	2	3	4	5
11.	A sense of insecurity follows me as I feel alone.	1	2	3	4	5
12.	I normally feel dizzy at my workplace.	1	2	3	4	5
13.	I fear going to school.	1	2	3	4	5
14.	Owing to work pressure, I often face physical symptoms as headaches, stomach upsets, and sleep disturbances etc.	1	2	3	4	5
15.	The feeling of uneasiness causes lack of concentration in my work.	1	2	3	4	5
16.	I feel as if my work has been stopped.	1	2	3	4	5
Personal accomplishment						
17.	I can judge what my students are thinking.	1	2	3	4	5
18.	I play role to amicable resolution of my students' problems.	1	2	3	4	5
19.	Through my job I am making peoples' lives better.	1	2	3	4	5
20.	I feel myself very active at job.	1	2	3	4	5
21.	I mix up well with my students to create a frank environment.	1	2	3	4	5

22.	Working together with my students is delightful for me.	1	2	3	4	5
23.	My current job is full of valuable success stories.	1	2	3	4	5
Depersonalization						
24.	I feel detached from my students.	1	2	3	4	5
25.	Job stress has made me insensitive towards people.	1	2	3	4	5
26.	I am afraid that this job is making me emotionally stern.	1	2	3	4	5
27.	I am good with being ignorant of what befalls on some of my students.	1	2	3	4	5
28.	Students feel that I create problems for them.	1	2	3	4	5
29.	Over smartness has become a key to promotion on job that I lack.	1	2	3	4	5
30.	I ignore the presence of valuable people around at workplace.	1	2	3	4	5
31.	I like remaining silent and away from people.	1	2	3	4	5

Turnover Intention Scale

1.	I often consider leaving this job.	1	2	3	4	5
2.	I frequently scan the newspapers in search of alternative job opportunities.	1	2	3	4	5
3.	I am satisfied with my job for fulfilling my personal needs.	1	2	3	4	5
4.	I often feel frustrated when not given the opportunity at work to achieve my personal work-related goals.	1	2	3	4	5
5.	I often have to compromise my personal values at work.	1	2	3	4	5
6.	I often dream about getting another job that will better suit my personal needs.	1	2	3	4	5
7.	I will readily accept another job with same compensation level it may be offering.	1	2	3	4	5
8.	I often look forward to another day at work.	1	2	3	4	5
9.	I often think about opening my own institute (school or academy).	1	2	3	4	5
10.	My responsibilities prevent me from quitting my job.	1	2	3	4	5
11.	The benefits associated with my current job prevent me from quitting this job.	1	2	3	4	5
12.	I get frequently emotionally enthusiastic when arriving home after work.	1	2	3	4	5
13.	My current job has a negative effect on my personal well-being.	1	2	3	4	5
14.	The fear of unknown prevents me from quitting this job.	1	2	3	4	5
15.	I frequently scan the internet in search of alternative job opportunities.	1	2	3	4	5