The Correlation between Organizational Commitment and Occupational Burnout among the Physical Education Teachers: The Mediating Role of Self-Efficacy

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Abstract
The aim of the current study was to examine the correlation between organizational commitment and occupational burnout among the physical education teachers and to determine the mediating role of their self-efficacy perceptions in this relational status. This was a relational study and conducted with cross-sectional method. Sample group was composed of 325 physical education teachers. The relational status among the variables was analyzed with correlation and multiple linear regression analyses. As the result of the study; it was found out that there was a negative correlation between organizational commitment and occupational burnout of the physical education teachers. Besides; it was also identified that there was a negative correlation between teachers' self-efficacy perceptions and their occupational burnout but a positive correlation between their self-efficacy and organizational commitments. It was discovered that teachers' self-efficacy perceptions played a mediating role between their organizational commitment and occupational burnout.

Key Words: organizational commitment, occupational burnout, self-efficacy

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Introduction

It is only possible with an educational system compatible with the changing and advancing conditions of the age that individuals and societies can economically, politically, culturally and socially progress. The most important part of this system is the teachers who change students' behaviors positively and educate tomorrow's qualified manpower in line with the necessities of the time. However; they should cope with many problems and difficulties such as frequently changed educational policies, teacher-student conflicts, school-family conflicts, disciplinary problems of the students, overcrowded classrooms, insufficient physical conditions, lack of equipment and tools, lack of sportive fields and educative materials, low salaries and problematic promotion mechanism. All of these problems may cause the teachers to experience feeling of occupational inadequacy, occupational alienation, decreased organizational commitment, increased occupational stress and occupational burnout. Burnout leads to negative outcomes in terms of individual and organizational context. Having chronic health problems, fatigue, exhaustion, sleep disorders, excessive weight gain or excessive weight loss, excessive caffeine consumption, use of alcohol, smoking or sedatives, increasing social problems are among the individual results of burnout. In addition; decreasing occupational performance, increasing occupational absenteeism, conflicts, decreasing occupational satisfaction and organizational commitment experienced by the teachers are organizational results of burnout (Maslach and Jackson, 1981; Maslach et al., 2001; Maslach, 2003; Çetin et al., 2011).

We are of the opinion that determination of the relation between organizational commitment and occupational burnout, and mediating role of the self-efficacy perception in this relational status will help in order to prevent, to eliminate or to decrease all of these negative results caused by burnout. From this point forth; the basic aim of the study was to examine the correlation between organizational commitment and occupational burnout among the physical education teachers and to determine the mediating role of their self-efficacy perceptions in this relational status. In literature; there are studies concerning teachers' organizational commitment, self-efficacy and burnout. Yet; it is understood that most of these studies have been undertaken in western countries (Pillai and Williams, 2004; Yu et al., 2014; Cohen and Abedallah, 2015). It is not possible to claim that results of the studies undertaken in western countries are valid for Turkiye due to cultural and social differences. In Turkiye; the number of the studies that examine the correlation among occupational burnout, organizational commitment and self-efficacy of the physical education teachers is rather limited. Therefore, it is important that these subjects having been investigated more detailedly by western studies should be examined and their results should be discussed in other countries, too, in order to generalize the results for those countries with different cultural and social structures. Besides; as for the relational status between organizational commitment and occupational burnout of the physical education teachers, no study that investigates the mediating role of self-efficacy perceptions has been seen so far. From this aspect; the current study was an important and distinctive one that would fill a gap in literature.

Conceptual framework

Burnout

The term burnout was first referred in a novel "A Burnout Case" written by Greene in 1961 (Maslach et al., 2001). Later, with the definition made by Freudenberger (1974) the term burnout has been introduced into the literature. Freudenberger (1977) defined burnout as to fail, to wear out or to become exhausted by making excessive demands on energy, strength or resources and described it as a professional danger that all of the occupational groups may face. The most common and recognized definition of burnout was made by T Maslach and Jackson (1981) and they defined burnout as a syndrome that is seen among people who are exposed to intense emotional demands and work with others face to face as a part of their job and that involves negative attitudes towards work, life and others as a

result of physical burnout, long term exhaustion, hopelessness and helplessness feelings. Maslach and Jackson (1981) described burnout as emotional exhaustion, depersonalization and feeling of low personal achievement among those who due to their occupation are in close interaction with other individuals and explained these dimensions as follows:

Emotional exhaustion is the feeling that one is emotionally worn out due to the job, suffers from energy depletion and is psychologically unable to devote himself to his job. Depersonalization is one's being indifferent to his workmates with whom he is interacted and to whom he serves; low feeling of achievement is one's feeling that he is not successful in his job and he is less competent (Maslach and Jackson, 1981; Maslach et al., 2001).

Organizational Commitment

When the literature on organizational commitment is examined, it is possible to see many different definitions of organizational commitment. The reason is that having drawn the biggest interest among the modern management terms, organizational commitment has been studied by many authors from different disciplines –like management, sports, education, sociology, psychology, etc.- in relation with their specialty. According to Becker (1960); organizational commitment is one's disposition for the integration into the organization with organizational deeds. Meyer and Allen (1991) explained organizational commitment as a psychological state that shapes personnel's relation with the organization and has an effect upon whether or not the personnel should continue their organizational memberships. Generally speaking; organizational commitment may be described as employees' desire to stay in organization and commitment to organizational objectives and values (Seymen, 2008). Meyer and Allen (1991) clustered organizational commitment into three dimensions: normative, affective and continuance commitment (Allen and Meyer, 1990). Affective commitment is defined as the employee's sensual and emotional attachment to the organization and the employee identify and unite himself with the organization, becomes a part of the organization and remains being a member of the organization. In continuance commitment, an individual cannot risk the costs of a possible losing organizational membership if he leaves the organization. Continuance commitment may be continued either due to lack of other alternatives or the amount of the investment made in the organization being big. Finally; in the normative commitment the individual thinks that he is obliged to remain with the organization because he believes in the responsibility for the organization and gratitude is internalized such that the individual feels that he should stay in the organization (Allen and Meyer, 1990; Çetin, 2004).

Self-efficacy

Theoretical basis of self-efficacy term lies in social cognitive theory developed by Albert Bandura (1977; 1997). Self-efficacy term and its study field are based on behavioral changes and were first introduced by Albert Bandura. It is emphasized that beliefs people have affect their motivational level, emotional status and behaviors. It is argued that in relation with performing a behavior successfully, self-efficacy belief of a person affects and directs how he can perform that behavior (Bandura, 1977; 1997).

Self-efficacy is defined as *"beliefs in one's capabilities to organize and to execute the course of action required to produce the given attainments successfully"* (Bandura 1994). Self-efficacy is based on the beliefs in our capacity. It is needed to organize and to execute the course of action required to produce the given attainments (Schmitz and Schwarzer, 2000). Self-efficacy is the function produced by people's capabilities as well as by all of their judgments that they can execute using their skills (Gürcan, 2005). It is reported that self-efficacy beliefs can be utilized in educational field, in explaining individual differences, in teaching activities done by teachers and may contribute a lot to understanding and improving teacher behaviors (Enochs and Riggs, 1990; Pajares, 1997). Teacher self-efficacy perceptions

point out a teacher's beliefs that he can successfully fulfill teaching function (Guskey and Passaro, 1994, Eryaman at al. 2013). The studies conducted have demonstrated that teacher self-efficacy perceptions affect teaching and learning, particularly teachers' classroom practices. It is regarded that teacher self-efficacy perceptions are one of the most important factors that predict their teaching capabilities (Tschannen-Moran et al., 1998; Schmitz and Schwarzer, 2000).

The Correlation among Burnout, Organizational Commitment and Self-efficacy

In literature are studies that investigated the correlation among self-efficacy, burnout and organizational commitment (Pillai and Williams, 2004; Yu et al., 2014; Cohen and Abedallah, 2015). When some of these studies are examined, Klassen et al. (2013) determined there was a positive correlation between candidate teachers' commitment and their self-efficacy but a negative correlation between their commitment and stress. Yu et al. (2014) found out that there was a negative correlation between teachers' self-efficacy and their occupational burnout and that their self-efficacy perceptions played a mediating role in their burnout. Hakanen et al. (2006), Salehi and Gholtash (2011), Tekin et al. (2014) reported that occupational burnout reduced as commitment increased. These studies in literature state that a correlation exists among self-efficacy, burnout and organizational commitment. In this sense; for the current study the following hypotheses were developed.

H_1: There is a negative correlation between self-efficacy and occupational burnout.
H_2: There is a positive correlation between self-efficacy and organizational commitment.
H_3: There is a negative correlation between organizational commitment and occupational burnout.
H_4: Self-efficacy perceptions execute a mediating effect upon the relation between occupational burnout and organizational commitment.

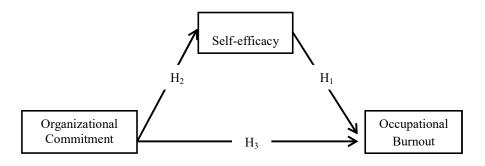In line with these hypotheses; the research model was presented in Figure 1.

Figure 1. Conceptual Model of the Research

Material and Method

This was a relational study and conducted with cross-sectional method. A questionnaire form was designed by the researcher to obtain the data.

Population and Sample

With acceptable error limit of 5% and 90% confidence interval; the sample size for the current study should be 268 and sample size of the study was 325. The sample group was composed of 325 voluntary physical education teachers who worked in 15 provinces in different geographical regions of

Turkiye. The ages of the participant physical education teachers ranged between 22 and 57 and average age was 35.09±6.62 years. 94 of the teachers were female and 231 were males. 91 of the teachers were single while 234 were married.

Data Collection Method

The data of the study were collected using a questionnaire form composed of demographic information, self-efficacy, occupational burnout and organizational commitment scales. **Burnout scale:** In order to measure burnout levels, the short form of the scale developed by Pines and Aronson (1988) was employed. The short form of the scale was designed and its validity and reliability tests were performed by Malach-Pines (2005). The scale consists of 10 items and is one-dimensional scale with 7 point Likert type. High scores indicate burnout. Cronbach's Alpha internal consistency coefficient calculated for the current study was 0.90. **Organizational commitment scale:** In order to measure organizational commitment levels of the teachers; the scale developed by Allen and Meyer (1990) was used. The scale is consisted of three subscales (normative, affective and continuance commitment) and 18 items. In the current study; subdimensions were not used and organizational commitment was evaluated with total item scores. A factor analysis was made for the commitment scale by Bolat and Bolat (2008). Cronbach's Alpha internal consistency coefficient calculated for the current study was 0.80.

Self-efficacy Scale

Self-efficacy scale which was developed by Yıldırım (2012) and later revised by Yıldırım (2015) was employed. The scale consists of 33 items with 5 point Likert type. It is clustered into 9 subscales. The subscales were not used in the current study and self-efficacy was evaluated through total/item score. Cronbach's Alpha internal consistency coefficient calculated for the current study was 0.92.

Analyzes of Data

The data were assessed with SPSS software package program. First; descriptive statistical assessments were performed for the data analyses. The relational status among the variables was analyzed with correlation and multiple linear regression analyses. In the multiple linear regression analyses, Stepwise method was used. Hypotheses in the multiple linear regression analyses were tested. Tolerance (0.826) and VIF (1.210) were within acceptable limits. Durbin-Watson coefficient (1.784) was used in order to test autocorrelation. It was determined that regression model did not demonstrate any multicollinearity and autocorrelation problem. Results were considered significant at $p<0.05$ with 95% confidence interval.

Results

It was found out that there was a negative correlation between physical education teachers' occupational burnout, and their organizational commitments (r=-0.531) and their self-efficacy (r= -0.460). Also; a positive correlation existed between the teachers' self-efficacy and organizational commitment (r=0.425).

According to the stepwise regression method; organizational commitment accounted for occupational burnout considerably ($p<0.01$). Organizational commitment explained 26% of occupational burnout alone ($R^2=0.260$). Accordingly; first stepwise regression model was constructed as follows (Table 4):

Burnout=4.727-0.808 x Organizational Commitment

Into the second stepwise regression model; self-efficacy variable was included. Both organizational commitment and self-efficacy variable included in the model explained burnout significantly (p<0.01). Organizational commitment and self-efficacy variable included in the model explained 34.1% of burnout (R^2=0.341). In light of these results; second stepwise regression model was constructed as follows (Appendix:Table 4):

Burnout= 6.835-0.601 x Organizational Commitment- 0.384 x Self-efficacy

In the first step of Stepwise regression model; organizational commitment explained 26% of the occupational burnout whereas in the second model into which self-efficacy was included, self-efficacy explained 34.1% of the occupational burnout together with organizational commitment variable. According to these results; it was concluded that self-efficacy perceptions of the teachers played a mediating role in the relation between teachers' organizational commitments and their occupational burnout by contributing 8% to this relational status (Appendix:Table 4, Graphic 1).

Discussion and Conclusion

Today, the quality and level of education have been increasing day by day due to economic and technological advancements and increasing competition; which –in turn- results in increased tasks and responsibilities on education laborers. Doubtlessly; the most affected group by these developments is teachers. Teachers are supposed to constantly improve themselves and to make extra efforts in order to comply with these increasing competition and educational level. Besides; they need to overcome many problems, difficulties and conflicts while they are performing their professional tasks (Eryaman, 2007). That the teachers try to overcome many problems and difficulties while they are performing their professional tasks and responsibilities may cause them to be negatively affected in physical, mental and psychological sense; which leads to reduced organizational commitment and increased occupational burnout among them. Those who experience decreased organizational commitment and increased occupational burnout feel inadequate, become alienated to the profession and thus their performances slow down. In the studies done; it is reported that teachers with occupational burnout suffer from lower occupational satisfaction (Koustelios and Tsigilis, 2005; Skaalvik and Skaalvik, 2009) and decreased organizational commitment (Salehi and Gholtash, 2011; Tekin et al., 2014). In the current study; the correlation between organizational commitment and occupational burnout among the physical education teachers was examined and the mediating role of their self-efficacy perceptions in this relational status was examined. According to the results of the current study; it was identified that there was a negative correlation between teachers' organizational commitments and occupational burnout (Table 1); which concurred with the similar studies in literature (Hakanen et al., 2006; Salehi and Gholtash, 2011;Tekin et al., 2014). Being extremely important for the organization; organizational commitment is affected by numerous organizational and personal factors such as age, marital status, organizational justice, gender, trust, occupational satisfaction, role ambiguity, role conflicts, non-participation in decision-making process, promotion opportunities, salaries and leadership (Balay, 2000; Çetin, 2004; Tekin et al., 2014). All of these personal and organizational factors affect emotional commitments of the teachers to the schools where they work negatively; generate such occupational reluctance and disinterest such as being late for classes and taking unnecessary day off and sick-leaves in addition to occupational absenteeism and reduce their organizational commitments. Thus; teachers who demonstrate work-negligence become subjected to the objections and reactions from school administrators, students' parents and colleagues. We are of the opinion that occupational stress levels of those teachers who show lowered organizational commitments and work-negligence and receive negative reactions increase and they experience occupational burnout. Occupational burnout of teachers causes lowered occupational enthusiasm, amotivation and occupational alienation (Akman et al., 2010) and end up with reduced organizational commitment; which indicates that burnout and organizational commitment are closely interrelated.

Occupational burnout that emerges because of the problems and difficulties teachers encounter while they are performing their professional tasks and responsibilities can only be coped with professional background composed of knowledge, skills and qualifications and teachers' belief that they can meet the necessities and requirements of the teaching profession (self-efficacy) (Enochs and Riggs, 1990; Bandura, 1977). To put it in other words; teachers that encounter burnout due to personal and organizational reasons can defeat burnout using their self-efficacy perceptions. Indeed; as far as the results of the current study were concerned; it was found out that there was a negative correlation between teachers' self-efficacy perceptions and their occupational burnout levels but as their self-efficacy perceptions increased their burnout decreased (Appendix:Table 1). The studies in literature supported this result, too and pointed out that a negative correlation existed between self-efficacy and burnout and people's self-efficacy perceptions decreased their occupational burnouts (Skaalvik and Skaalvik, 2010; Yu et al., 2014; Cohen and Abedallah, 2015; Telef, 2011).

Organizational commitment –which is negatively correlated with occupational burnout- demonstrates a positive correlation with self-efficacy. According to the study results; it was explored that as self-efficacy increased so did organizational commitment level (Table 1); which was in agreement with the studies done by Kang and Kim (2014), Klassen et al. (2013) and Pillai and Williams (2004) in literature. In relation to this result; we could suggest that teachers' educational efforts, enthusiasm and objectives increased thanks to their self-efficacy beliefs. One of the most major results determined in the current study was that self-efficacy perceptions played a moderating role in the relation between organizational commitment and burnout (Table 4); which will fill an important gap in the relevant literature.

Organizational commitment positively affects occupational satisfaction, motivation, occupational participation, desire to stay in organization, organizational commitment and organizational citizenship behavior and prevents job switches and occupational absenteeism. Generally speaking; since organizational commitment is one's desire to make more efforts on behalf of the organizational benefit; it is natural that these efforts are transformed into performance (Balay, 2000; Seymen, 2008). As to occupational burnout; it leads to fatigue, insomnia and some psychosomatic disturbances among the teachers. Teachers with occupational burnout lose their interest and excitement in students, school and teaching profession and thus occupational burnout causes the teachers to disrupt educational services, to become alienated from teaching profession, to show decreased level of organizational commitment and to withdraw teaching profession (Akman et al., 2010). Therefore; occupational burnout and low level of organizational commitment suffered by teachers are unwanted consequence in an effective education system. When negative results of occupational burnout and positive results of organizational commitment are considered; it is highly crucial that teachers' occupational burnout should be minimized and their organizational commitments should be maximized in the name of enhancing educational quality. In this regard; self-efficacy perceptions that play a mediating role in the relation between burnout and organizational commitment become important. Depending on self-efficacy perceptions; teachers' educational efforts, enthusiasm and objectives vary. Self-efficacy beliefs influence teachers' way of thinking, problems solving skills and emotional reactions. Teachers with low self-efficacy regard things as if they were more difficult than they are and their problem solving skills are rather limited. Yet, teachers with high self-efficacy are more confident and resolved and demonstrate higher level of problem solving skills when they come across a difficult task (Enochs and Riggs, 1990; Pajares, 1997; Tschannen-Moran et al., 1998; Schmitz and Schwarzer, 2000). When teachers with high self-efficacy perceptions meet problems and difficulties while performing professional tasks and responsibilities they will make more efforts in a more confident and determined way and thus cope with these problems and difficulties; and thus their organizational commitments will increase but occupational burnouts will decrease. Moreover; depending on self-efficacy levels; the increasing organizational commitment will end up with

reduced burnout. In this sense; self-efficacy perceptions, which are associated with these two variables and play a mediating role between them, are extremely important. Teachers that do not suffer from occupational burnout but show high organizational commitment and self-efficacy will enhance student success and motivation and provide effective educational services.

In sum; it was found out that there was a negative correlation between organizational commitment and occupational burnout of the physical education teachers and their self-efficacy perceptions played a mediating role in this relational status. We could suggest that this result will fill an important gap in literature. We were also of the opinion that the current study would help the prospective studies that would investigate the moderating role of teachers' self-efficacy perceptions in the relation between organizational stress and burnout.

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Appendix

Table 1. Correlation results between descriptive statistics and variables

	Cronbach's Alpha (α)	Mean±S.d	Occupational Burnout	Organizational Commitment
Occupational Burnout	0.902	2.00±0.92	-	-
Organizational Commitment	0.807	3.36±0.58	-0.531*	-
Self-efficacy	0.923	7.30±0.75	-0.460*	0.425*

P<0.001 indicated a significant relation.

Table 2. Regression Analysis Results of the Effect of Organizational Commitment on Self-Efficacy

Variables	B	S.E	β	T	R	R^2	F	P
Organizational Commitment	0.539	0.065	0.417	8.237	0.417	0.174	67.850	0.001*

P<0.001 indicated a significant relation.
Independent Variables: Organizational Commitment, Dependent Variables: Self-Efficacy

Table 3. Regression Analysis Results of the Effect of Self-Efficacy on Occupational Burnout

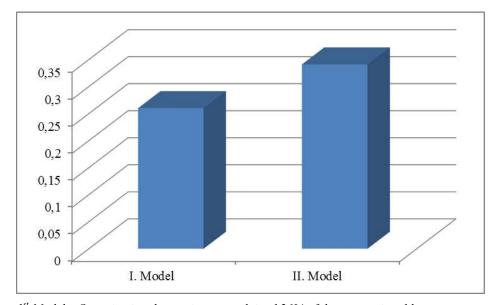| Variables	B	S.E	B	t	R	R^2	F	P
Self-Efficacy	-0.578	0.060	-0.472	-9.614	0.472	0.222	92.419	0.001*

P<0.001 indicated a significant relation.
Independent Variables: Self-Efficacy, Dependent Variables: Occupational Burnout

Table 4. Results of Multiple Linear Regression Analyses: The relation between organizational commitment and occupational burnout and Mediating Role of Self-efficacy

Variables	B	S.E	β	t	R	R^2	F	P
Organizational Commitment	-0.808	0.076	-0.510	-10.647	0.510	0.260	113.350	0.001*
Occupational Burnout	-0.601	0.079	-0.379	-7,615				
Self-efficacy	-0.384	0.061	-0.314	-6.306	0.584	0.341	83.361	0.001*

P<0.001 indicated a significant relation.
Independent Variables: Organizational Commitment, Self-Efficacy, Dependent Variables: Occupational Burnout

Graphic 1. Occupational burnout according to stepwise regression models

1st Model= Organizational commitment explained 26% of the occupational burnout.

2nd Model=Self-efficacy contributed to the model by 8% and explained 34.1% of the occupational burnout together with organizational commitment.