

Relationship Between Teachers' Job Burnout, Teachers' Organizational Commitment, and Teachers Job Performance at State Elementary Schools in Boven Digoel Regency, Papua, Indonesia

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Abstract: *Teachers' job performance is of high important in an educational organizations. Teachers play a valuable role in helping children grow. In order to do this teachers must remain physically and mentally well. The main objective of this study was to examine the relationship between teachers' job burnout, teachers' organizational commitment, and teachers' job performance at state elementary schools in Boven Digoel Regency, Papua, Indonesia. The research sampels included 123 teachers at state elementary schools in Boven Digoel regency, Papua, Indonesia. Questionairres were the main tool of data collecting. The data were given quantitative treatment. In order to have an acurate results of data analysis, the researchers using the help of Statistical Package for Social Sciences (SPSS) version 21 for windows. The research revealed that: (a) there was a significant relationship between teachers' job burnout and teachers' organizational commitment at state elementary schools in Boven Digoel regency, Papua, Indonesia; (b) there was a significant relationship between teachers' job burnout and teachers' job performance at state elementary schools in Boven Digoel regency, Papua, Indonesia; and (c) there was a significant relationship between teachers' organizational commitment and teachers' job performance at state elementary schools in Boven Digoel regency, Papua, Indonesia.*

Keywords: teachers, job burnout, job commitment, job performance, state elementary schools, Boven Digoel regency, Indonesia

1. Introduction

Job performance is of high important for organizations and individuals alike. Showing high performance when accomplishing tasks results in satisfaction, feelings of selfefficacy and mastery (Bandura, 1995 and Kanfer et al., 2005; as cited in Sonnentag et al., 2010). There are various definition of job performance which reflect the complexity and multifaceted nature of the concept. Scott (as cited in Ali, et al., 2014: 15) viewed job performance as the total output that employees give to the organization, which it recognizes. It is the sum total of abilities, opportunities and motivation. Campbell, et al. (1993, p. 40) viewed performance as "what the organization hires one to do, and do well".

In this research, job performance refers to the way teachers perform their work in the classroom and how tha affects students learning. Okeniyi (1995, as cited in Werang, 2014) defined teacher's job performance as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning process. In the similar way, Selamat, et al. (2013) defined teachers'job performance as the way in which a teacher behaves in the process of teaching and it is known to be related to teachers'effectiveness. Meindle (1995) argued that teachers' job performance is determined by teachers' level of participation in the day to day running of the school organization.

As the leader of a class, what teachers perform in the classroom can greatly affect to the whole process of students' learning and, in turn, affect the quality of graduates (Werang, Betaubun, & Radja Leba, 2014). In a study

conducted by Lewis (1982, cited in Werang, 2014) pointed out eight characteristics of effective teachers (instructors) as follows: [a] enthusiasm about the subject; [b] knowledge of the subject and the ability to communicate this knowledge; [c] cares about the progress and welfare of students; [d] dares to discipline (govern) to eliminate unnecessary talking, etc; (e) has a sense of humor; (f) uses a variety of instructional strategies; [g] interacts with students during, as well as before and after class; and [h] has confidence in him/herself and what he/she is doing. Azer (2005, as cited in Werang & Lena, 2014) pointed out twelve characteristics of a good teacher as follow:

- a) Committed to the work: focuses on educational needs of the students; work with passion; keep to hold the university's values; enthusiastic about work and about teaching;
- b) Encourages and appreciates diversity: does not stereotype or speak negatively of others; nurtures and encourages diversity; seeks and encourages understanding of, and respect for, people of diverse background;
- c) Interacts and communicates respect: communicates effectively with others; encourages input from others, listening deeply and giving credit for their contributions; acts with integrity; provides a model of high ethical standards; shows a caring attitude.
- d) Motivates students and co-workers: encourages students to achieve their goals; provides constructive feedback; monitors progress of students and foster their success.
- e) Brings a wide range of skills and talents to teaching: teaching is clearly presented and stimulates high-order thinking skills; presents difficult concepts

comprehensibly; brings appropriate evidence to the critique; teaches memorably.

- f) Demonstrates leadership in teaching: contributes to course design and structure; contributes to publications on education; evidence of self-development in an educational context; demonstrates creativity in teaching strategies; and committed to professional development in education.
- g) Encourages an open and trusting learning environment: creates a climate of trust; encourages students to learn from mistakes; helps students redefine failure as a learning experience; encourages student questions and engagement in the learning process; encourages student growth with appropriate behavior-based feedback.
- h) Fosters critical thinking: teaches students how to think, not what to think; encourages students to organize, analyze and evaluate; explores with probing questions; discusses ideas in an organized way; helps students to focus on key issues; and trains students in strategic thinking.
- i) Encourages creative work: motivates students to create new ideas; fosters innovation and new approaches.
- j) Emphasizes teamwork: build links at national and international levels in education; encourages students to work in teams; encourages collaborative learning.
- k) Seeks continually to improve teaching skills: seeks to learn and incorporate new skills, and information teaching; seeks feedback and criticism; keeps up to date in speciality.
- l) Provides positive feedback: listens to students and discovers their educational needs; values students, never belittles; provides constructive feedback; helps and supports people to grow; and teaches students how to monitor their own progress [pp. 635-636].

The maximum contribution of teachers will be seen clearly in students' learning outcomes. In order that teachers are able to contribute maximally for students success, it is necessarily that all of the facilities needed are adequate provided (Werang, 2014). Keeping on the view of the valuable role of teachers, the researchers have tried to make a study of the prevalent conditions in which the teachers performing their duties. First prevalent condition is teachers' job burnout. Maslach, et al. (1996: 4) defined burnout as a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who work with people in some capacity. In the same way, Merriam-Webster's Collegiate Dictionary (2003) defined burnout as exhaustion of physical or emotional strength or motivation usually as a result of prolonged stress or frustration.

Teachers, as well as administrators, counselors, doctors, and so on have the additional burden of extreme responsibility for the well being of others on top of the multitude of stressors that stem from routine job activities (Dworkin, 1987). In connection to the syndrome engaged, Corey (1996) stated that those who experience this syndrome typically find that they are tired, drained, and without enthusiasm. They talk of feeling pulled by their many projects, most of which seem to have lost meaning. They feel that what they do have to offer is either not wanted or not received, they feel

unappreciated, unrecognized, and unimportant, and they go about their jobs in a mechanical and routine way.

Teachers' job burnout is one of the factors which is believed to affect teachers' organizational commitment. In a research conducted by Gemlik, et al. (2010) indicated a relationship between burnout and organizational commitment. The research showed a linear relationship between emotional exhaustion and affective and normative commitment. Other research conducted by Basami, et al. (2013) also showed that there were a positive significant relationship between the personal accomplishment subscale and affective and continuance commitment. A positive significant relationship between the emotional exhaustion and depersonalization with normative commitment were also showed in the results of the research. Eventhough the research showed a negative relationship between two burnout subscale, namely emotional exhaustion and depersonalization, with the total organizational commitment, it seems reasonable to conclude that the experience of burnout would lead employees to be less committed to the organization, and thus more likely to quit their jobs. Besides, teachers' job burnout is also known as one of the factors that could affect teachers' job performance. Maslach et al. (2001) argued that burnout leads to lower productivity and effectiveness, and what's worse, people who are experiencing burnout can have a negative impact on their colleagues, both by causing greater personal conflict and by disrupting job tasks. A research conducted by Ashtari, et al. (2009) revealed a significant correlation between job burnout and inability for job performance.

Second prevalent factor that closely relates to teachers' job performance is teachers' organizational commitment. Organizational commitment refers to an attitude shows the relationship between employee and organization. Bateman & Strasser (1984, as cited in Yener, et al., 2014: 17) defined organizational commitment as employee's loyalty to an organization and aspire to preserve membership. In the different way, Buchanan (1974, as cited in Marmaya, et al. 2011) viewed organizational commitment as the emotional connection to a particular organization, which is characterized by three major parameters in the individual's attitudes towards the organization. In connection to Buchanan's opinion, Marmaya, et al. (2011) wrote as follow:

It is the identification which means internalization of the organization's goals and value. Organizational commitment reflects the individual relationship with the organization, and that this relationship is significant in explaining the individual's behavior in the organization (p. 185).

Meyer & Allen (1991, as cited in Yener, et al., 2014: 17) proposed three types of commitment namely: affective commitment, continuance commitment, and normative commitment. Affective commitment is defined as employee's emotional attachment and involvement to the organization. An employee's who is committed strongly to a particular organization in which he or she is being a part will usually identify with the goals of organization and desire to remain a part of the organization. In other words, an employee commits to the organization due to the fact that he or she wants to (Marmaya, et al., 2011).

Continuance commitment is associated with the costs relevant to leaving the organization as employee's feelings to be dependent on the organization. In the same way, Meyer & Allen (1997, as cited in Marmaya, et al. 2011) stated as follow:

Continuance commitment develops out of the perceived costs (benefit against loss) and requires that the employee be aware of these benefit and losses. Therefore, different workers who account identical situation may experience different level of continuance commitment (pp. 185-186).

Normative commitment is seen as perceived obligation to remain with the organization. Normative commitment develops out of internal pressures that result from norms that encourage extended commitment to the organization. Employees derive these norms from socialization process in their family and surroundings culture, which include experiences that stress loyalty towards a particular organization. The employees who undergo a process of internalization of norms and expectations in which they learn and later are aware of the expectation of their family, surroundings culture, and organization that lead to internalization of loyalty to the place of work and commitment to act in a manner that fits the organization's goals and interests (Dunham, et al., 1994).

Teachers' organizational commitment is also known as one of the factors that could affect job performance. Suliman and Lles (2002, as cited in Memari, et al., 2013) uncovered a positive relationship between commitment and job performance. Cen, et al., (2006) and Memari, et al. (2013), in their research findings, indicated that there are positive relationships between organizational commitment and employees' job performance.

2. Methods

The research was a quantitative approach that made use of numerical expressions of respondents. The nature of the research is a correlational that was conducted using survey method as it sought to establish relationships among variables of the research, namely teachers' job burnout, teachers' organizational commitment, and teachers' job performance. Conceptual model of the research was as follow (Diagram 1).

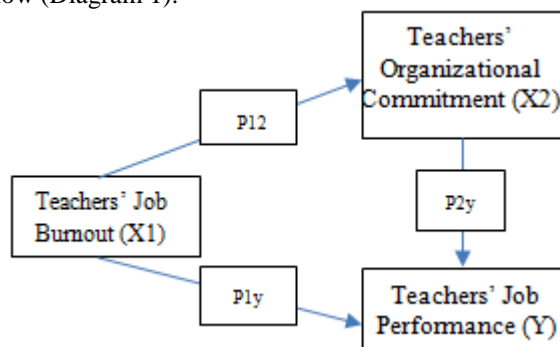


Diagram 1: Conceptual model of relationship among research variables

Null hypothesis that were examined in this research as follow: (a) there was no significant relationship between

teachers' job burnout and teachers' organizational commitment at state elementary schools in Boven Digoel Regency, Papua Province, Indonesia; (b) there was no relationship between teachers' job burnout and teachers' job performance at state elementary schools in Boven Digoel Regency, Papua Province, Indonesia; and (c) there was no relationship between teachers' organizational commitment and teachers' job performance at state elementary schools in Boven Digoel Regency, Papua Province, Indonesia.

The research sampels involved 123 teachers at state elementary schools in Boven Digoel regency, Papua, Indonesia. Questionnaires were the main tool of data collecting. The data were given quantitative treatment using statistical tools. In order to have an accurate results of data analysis, the researchers using the help of Statistical Package for Social Sciences (SPSS) version 21 for windows.

3. Research Findings

The researchers conducted data analysis using the help of SPSS program version 21 for windows, quantitative approach design to investigate the relationship between teachers' job burnout, teachers' organizational commitment, and teachers' job performance at state elementary schools in Boven Digoel regency, Papua Province, Indonesia. The results of the data analysis were presented in the following tabel.

		Burnout	Commitment	Performance
Burnout	Pearson Correlation	1	,672**	,797**
	Sig. (2-tailed)		,000	,000
	N	123	123	123
Commitment	Pearson Correlation	,672**	1	,762**
	Sig. (2-tailed)	,000		,000
	N	123	123	123
Performance	Pearson Correlation	,797**	,762**	1
	Sig. (2-tailed)	,000	,000	
	N	123	123	123

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the results of data analysis as they were presented above, empiric model of relationship among research variabels could be reflected in diagram 2 below.

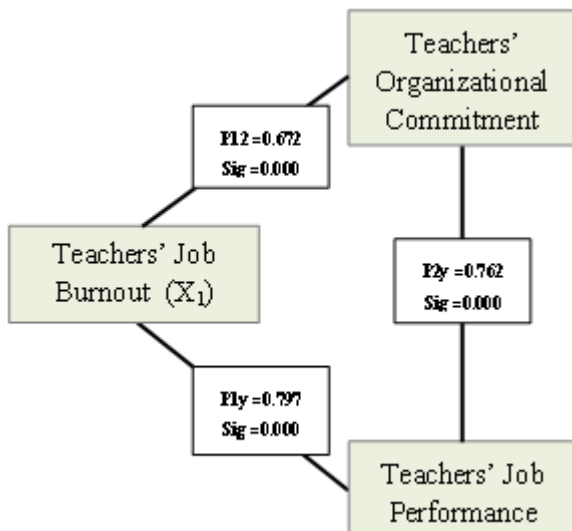


Diagram 2: Empiric Model of Relationship among Research Variables

Results of data analysis as reflected on the above model revealed that:

- a) There was a significant relationship between teachers' job burnout (X1) and teachers' organizational commitment (X2). It's indicated by pearson correlation (r) of 0.672 with the significance level of 0.000. It means that at the level of alpha (α) = 0.01, the null hypotheses that there was no significant relationship between teachers' job burnout and teachers' organizational commitment at state elementary schools in Boven Digoel regency, Papua Province, Indonesia, was rejected.
- b) There was a significant relationship between teachers' job burnout (X1) and teachers' job performance (Y). It's indicated by pearson correlation (r) of 0.797 with the significance level of 0.000. It means that at the level of alpha (α) = 0.01, the null hypothesis that there was no significant relationship between teachers' job burnout and teachers' job performance at state elementary schools in Boven Digoel regency, Papua Province, Indonesia, was rejected.
- c) There was a significant relationship between teachers' organizational commitment (X2) and teachers' job performance (Y). It's indicated by pearson correlation (r) of 0.762 with the significance level of 0.000. It means that at the level of alpha (α) = 0.01, the null hypothesis that there was no significant relationship between teachers' organizational commitment and teachers' job performance at state elementary schools in Boven Digoel regency, Papua, Indonesia.

4. Discussion

The results of this present research indicate a significant relationship between teachers' job burnout and teachers' organizational commitment. This result was consistent with Gemlik, et al. (2010) and Basami, et al. (2013) findings that there are relationship between employee's burnout and employee's organizational commitment. This inferred that the experience of burnout would lead teachers to be less committed to the educational organization, and thus more likely to quit their jobs. It means that, if the regional education administrators want to improve teachers'

organizational commitment, then they have to take some strategic steps to reducing teachers' job burnout.

The results of this present research also indicate a significant relationship between teachers' job burnout and teachers' job performance. This result was consistent with Maslach et al. (2001) and Ashtari, et al. (2009) findings. Maslach, et al. (2001) argued that burnout leads to lower productivity and effectiveness, and what's worse, people who are experiencing burnout can have a negative impact on their colleagues, both by causing greater personal conflict and by disrupting job tasks. Meanwhile Ashtari, et al. (2009), in their study, revealed a significant correlation between job burnout and inability for job performance. This inferred that the experience of burnout would lead teachers to lower productivity and effectiveness in heling students to demonstrate their knowledges and skills. It means that, if the regional education administrators want to improve teachers' job performance, then they have to take some strategic steps to reducing teachers' job burnout.

The result of this present research indicate a significant relationship between teachers' organizational commitment and teachers' job performance. This result was consistent with Cen, et al., (2006) and Memari, et al. (2013) findings that there are positive relationships between organizational commitment and employees' job performance. This inferred that high teachers' organizational commitment could improve teachers' job performance. It means that, if the school principals want to improve their teachers' job performance, then they have to take some strategic steps to improving teachers' organizational commitment.

5. Conclusion

The objective of this empirical research was to examine the relationship between teachers' job burnout, teachers' organizational commitment, and teachers' job performance at state elementary schools in Boven Digoel regency, Papua, Indonesia. The following are the conclusions drawn from the results of the research:

- a) There was a significant relationship between teachers' job burnout and teachers' organizational commitment at state elementary schools in Boven Digoel regency, Papua, Indonesia.
- b) There was a significant relationship between teachers' job burnout and teachers' job performance at state elementary schools in Boven Digoel regency, Papua, Indonesia.
- c) There was a significant relationship between teachers' organizational commitment and teachers' job performance at state elementary schools in Boven Digoel regency, Papua, Indonesia.

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