



The Relationship between Burnout and Organizational Commitment: A Survey in Turkish Business Context

Kubilay OZYER

GOP University – Tokat/TURKİYE

Mehmet ERYIGIT

Abant İzzet Baysal University – Bolu/TURKİYE

Aytunc ERBAHARLI

GOP University – Tokat/TURKİYE

Abstract

The aim of the present study is to reveal the relationships between the burnout levels of the people employed in public institutions (as well as relevant sub-dimensions such as emotional exhaustion, depersonalization, and reduced personal accomplishment) and their levels of organizational commitment (as well as relevant sub-dimensions such as affective commitment, continuance commitment, and normative commitment). The study makes use of the following scales: “Burnout Scale” and “Organizational Commitment Scale.” In this context, a brief definition of burnout would be the reaction of the individual against the demands and the stress levels of the workplace, whereas organizational commitment might be defined as the interest and the attachment of the individual towards the organization (as well as a comparative sense of belonging). As a result of the analyses carried out, the Pearson correlation coefficient (a parametric test) has been calculated in order to reveal the relationships between the aforementioned variables. Two sets of relationships between the relevant sub-dimensions have been found to be statistically insignificant: 1) the relationship between the sub-dimensions “reduced personal accomplishment” and “continuance commitment,” 2) the relationship between the sub-dimensions “depersonalization” and “normative commitment.” Correlation coefficients in all other binary comparisons have been found out to be statistically significant. As a result, it has been demonstrated that there is a significant relationship between burnout and organizational commitment.

Keywords: Burnout, Organizational Commitment



BURNOUT

The concept of burnout was suggested by Herbert Freudenberger who was working as a psychoanalyst in a clinic in New York (Shepherd et al, 2011:397). However, the most widely accepted and used definition of burnout was made by Maslach who described it as a multidimensional structure. According to author, burnout is a reaction to stress and job-related demands in the workplace, and involves emotional exhaustion, depersonalisation, and personal accomplishment (Raiger, 2005:72; Halbesleben and Demerouti, 2005:208; Lee et al, 2010:405; Salmela-Aro et al, 2009:163; Oliveria et al, 2011:177). While emotional exhaustion refers to the depletion of emotional resources of a person, depersonalisation means maintaining a remote and negative attitude towards one's colleagues and disregarding them. Personal accomplishment feeling means considering oneself negative and inadequate in regard to job performance (Evers et al, 2004:132; Raiger, 2005:72).

Emerged in the 1970s, the concept of burnout still continues to be used at the present time. It is widely used in psychology and organizational behavior literature (Schaufeli et al, 2008:205). According to Swider and Zimmerman (2010:487), although different usages have come to the forefront in the course of time, the biggest emphasis has been put on job burnout. Burnout emerges as a result of the efforts to cope with the stress arising from occupation. The personality of individual mediates this relationship. Thus, burnout is mostly encountered in jobs involving humans (Marien et al, 2010:265; Law, 2010:195; Raiger, 2005:71). Burnout is more common among nurses, police, etc. who have to work in interaction with humans (Oliveria et al, 2011:177). It is a right approach to seek the origins of burnout in social, economic, and cultural developments in the last quarter of the last century. This is because; the world rapidly turned from an industrial society into a service society in that period (Schaufeli et al, 2008:204). The first studies about burnout limited burnout to certain occupations. However, recent research on this topic reveals that any job involving human factor may be associated with burnout (Lee et al, 2010:405). The studies in the literature demonstrate that burnout is negatively related to performance, but positively related to the variables including absenteeism, leaving the job, etc. (Swider and Zimmerman, 2010:488).

The factors influential on burnout have been indicated in many studies over the years (Ghorpade et al, 2007:240). Based on all these studies, it is possible to group the factors causing burnout under 3 general categories: organizational, professional, and individual factors (Swider, and Zimmerman, 2010:488-489; Prins et al, 2007:119).



In general, job stress emerges when there is too much work load and time pressure on the person, but s/he does not have any control over the work (Hakanen et al, 2006:496; Borritz et al, 2006:59; Demerouti et al, 2000:459; González-Roma et al, 2005:165).

According to Prins et al. (2007:119), it is more likely that the employees experiencing burnout in the early stages of their career will quit their job. The employees who do not quit their job will be those who know how to cope with burnout. This is because; if an employee experiencing burnout syndrome does not exactly know how to cope with this problem, this situation may have certain effects. Physical ailments, sleep disorder, and work-family conflict can be mentioned among these effects (Swider, and Zimmerman, 2010:487).

It is very important that employees know how to cope with the stress they encounter in their workplace as well as certain emotional results of this stress. Health establishments should help employees and organizations in this matter. Employees should be encouraged to cope with burnout. In addition, the risk factors causing burnout and the factors that may prevent this syndrome should be showed to them (Pereira et al, 2011: 317-323). There are different ways of coping with burnout. Each one of these ways has certain different impacts on burnout (Passon, 2009:20; Galek et al, 2011:638).

Different methods are suggested for decreasing the burnout levels of employees. Andersen et al. (2010:318) grouped these intervention methods under 8 different categories: 1) interventions through organizational practices, 2) training of managers, 3) modification of working hours, and holidays, 4) efforts for changing the skills and job roles of employees, 5) teaching of methods of coping with stress, 6) therapy, 7) physical exercises and relaxation, and 8) intervention through health insurances. Physical activeness inside and outside the workplace and spending spare time in physical activeness are quite an important factor in coping with burnout. Physical activities can be curative for many problems including depression, fear, anxiety, stress, etc. Research provides evidences demonstrating that regular physical activity is good for both preventing burnout and ensuring mental health (Sane et al, 2012:4391). One of the most important requirements for coping with burnout is the development and implementation of certain common strategies by organization and employees (Matin et al, 2012:47-61).

Personality takes an important place in preventing burnout syndrome. This is because; while some personality types are more prone to burnout, some others may cope with burnout more easily. Extroverted, reasonable, open, emotionally stable, and social personalities are advantageous personality types in terms of burnout (Ghorpade et al,



2007:243). Moreover, research reveals that music or therapy accompanied by music reduces stress, and thus burnout (Brooks et al, 2010:256).

It has been stated above that there are certain ways of preventing burnout. However, one needs to notice burnout in the first place in order to put into practice all these methods. In this regard, the first signs indicating the emergence of burnout are of vital importance. Colleagues, chiefs or subordinates may help an individual notice these signs. However, what is ideal is an attempt by organization to keep burnout under control consistently through an advanced detailed program, and to intervene through certain preventive methods when required. The literature contains no consilience in this matter (Ericson-Lidman and Strandberg, 2007:200).

Burnout may have many negative effects on organization as well as on individual. Cynicism, job dissatisfaction, low organizational commitment, and quitting the job can be mentioned among the most important effects on organization (Ghorpade et al, 2007:240). At this point, organizational commitment stands out due to its relationship with many other organizational behavior variables.

ORGANIZATIONAL COMMITMENT

Organizational commitment is quite an important subject which has been the focus of studies for approximately 30 years (Cullinan et al., 2008). It has been a significant research subject as it is associated with many variables that are useful for organizations (Hunt et al, 1989; Jaros, 1997; Vitell and Singhapakdi, 2008; Mathieu, and Zajac, 1990; Morris and Sherman, 1981; Randall, 1987; Schwepker, 2001).

Literature contains many definitions about organizational commitment. According to Jaramillo et al. (2005), organizational commitment refers to the interest of an individual in his organization, his bond with the organization, identification of himself with the organization, and belonging to the organization. Another definition suggests that organizational commitment is an employee's interest in and bond with his organization (Tsai ve Huang, 2008; Morrison, 2004; Slatery and Selvarajan, 2005; Kelly ve Dorsch, 1991). According to Cullen et al. (2003), organizational commitment can be defined as a person's relative identification of himself with a particular organization and the degree of participation in that organization. Among all definitions, the most widely accepted one is that organizational commitment is the bond of an employee with a particular organization and his identification of himself with that organization. This commitment is characterized by at least 3 important factors: (a) a very strong belief and acceptance in regard to the values and goals of the organization, (b) a considerable desire for the



progress or goodness of the organization, and (c) a serious intention to remain as a member of the organization. Especially the last factor shows that the intention to remain as a member of the organization will be negatively related to leaving the job (Porter et al., 1974). A similar definition was made by Marsh and Mannari (1977) and Blau and Boal (1989), who defined organizational commitment on the basis of the acceptance of the organizational goals.

Commitment stands for much more than a passive loyalty to an organization. It contains active relationship with the organization. For instance, in a commitment-based environment, individuals have a personal desire to give something to the organization in order to enable it to be better (Asan and Özyer, 2008).

There is an increasing consensus that there are certain differences in conceptualizations and definitions, and organizational commitment is a multi-dimensional structure (Wasti, 2003). The most popular and valid multi-dimensional organizational commitment model has been proposed by Meyer and Allen. This model contains the components of affective commitment, normative commitment, and continuance commitment. Each one of these three dimensions is negatively related to the intention to leave the job. However, this relationship differs for each component (Vanderberge ve Tremblay, 2008).

The three-dimensional commitment model of Allen and Meyer (1990) has been examined and generally approved in many studies (Cohen ve Kirchmeyer, 1995; Somers, 1995; Dunham et al., 1994; Hackett et al., 1994; Meyer et al., 1993; Meyer et al., 1991; Randall et al., 1990; Meyer et al., 1989; Jaros, 1997; Meyer ve Allen, 1984, 1991; Mowday, 1998; Allen ve Grisafe, 2001; Allen ve Meyer, 1996; Aşan ve Özyer, 2006, 2008).

The basic logic behind the development of three-component model is that each commitment variable emerges through different experiences, and each one has different effects on work behaviors. While all three commitment forms are negatively related to leaving the job, these forms have different relationships with other types of behaviors related to work (e.g., attendance, in-role performance, organizational citizenship behavior (Meyer ve diğ., 2002).

According to this model, the psychological state that characterizes the relationship of employee with organization has three separate components which develop independently from one another and determine the behaviors of employee. Affective commitment refers to the affective relationship of an employee with his organization. The employees with a strong affective commitment remain in the organization because they *want* to do it. Continuance commitment indicates the situation where an employee



realizes that leaving the organization would cost him a lot. The employees with a strong affective commitment remain in the organization because they *have to* do it. Normative commitment refers to an employee's feelings of obligation for the organization. To "remain" with organization is to do the "right" thing for the employee. The employees with a strong normative commitment remain in the organization because they *ought to* do it (Allen ve Meyer, 1990; Allen ve Grisafe, 2001).

Affective Commitment

The most effective approach in the organizational commitment literature is affective commitment. In this kind of commitment, employee identifies himself with the organization, and is pleased with being a member or part of the organization (Allen ve Meyer, 1990; Wasti, 2003). This approach is based on "cohesion commitment" defined by Kanter (1968). Kanter (1968) defined "cohesion commitment" as the *attachment of an individual's fund of affectivity* and emotion to the group. In addition, Buchanan (1974) defined commitment as artisan, affective attachment to the goals and values of the organization, to one's role in relation to the goals and values, and to the organization for its own sake, apart from its purely instrumental worth. In fact, affective commitment was defined by Porter et al. after all these efforts (Mowday et al., 1979; Porter et al., 1976; Porter et al., 1974). According to the authors, organizational commitment is an individual's identification of himself with and participation in a particular organization (Mowday ve diğ., 1979).

Mowday et al., (1982) suggested two types of factors influential on the development of affective commitment: before starting a job, and after starting a job. Personal characteristics, job choice characteristics, and expectations from the job may be considered among the factors before starting a job. Personal factors, organizational factors, and non-organizational factors can be mentioned among the factors after starting a job. The variables before starting a job have two types of effects on affective commitment: future-based effects and past-based effects. According to future-based view, the better job choice and organization choice an individual makes, the higher affective commitment he has. The past-based view suggests that affective commitment takes shape in the review process following the decision. The effects of factors after starting a job on commitment are closely related to the quality of work experience in the organization.

Continuance Commitment



Continuance commitment contains less emotion and more logic (Hackett et al., 1994; Aşan ve Özyer, 2006). Continuance commitment increases the probability of an individual to remain with the organization, as does the affective commitment. However, there is a cost for it in continuance commitment: low job performance (Meyer vd., 1991; Aşan ve Özyer, 2006). According to some authors, emotions play little role in the concept of commitment. Instead, commitment is regarded as following an ongoing series of actions (Becker, 1960). This is because; the individual is aware of the costs or side bets that he would encounter if he did not follow such series of actions (Farrell ve Rusbult, 1981; Tett ve Meyer, 1993; Wasti, 2003: 303). Kanter (1968) defined this situation as “cognitive-continuance commitment”. According to the author, this commitment occurs if continuation as the member of the organization provides the individual with a profit or the individual encounters a cost in case of leaving the organization.

Continuance commitment will develop based on two basic factors: the size of the investment made, and the lack of perceived alternatives. These inferences are fundamentally based on the studies of Becker (1960) and Farrell ve Rusbult (1981; Rusbult ve Farrell, 1983). According to Becker (1960), the probability for an employee to remain in an organization is directly proportional to the size of the side bets made by him for the organization. Likewise, lack of alternatives appears to be a factor that increases the cost of leaving the organization. In addition to the fact that the size of side bets is directly proportional to leaving the organization, the fewer alternatives an employee has, the degree of commitment to the current organization is higher. In other words, there is an inverse relationship between the number of alternatives and commitment.

Normative Commitment

Another form of commitment is normative commitment, which is discussed less in comparison to other two forms of commitment but has an importance not less than them. Normative commitment refers to an employee’s feeling of obligation to remain with the organization (Hackett et al., 1994; Wasti, 2003). The normative component of commitment is shaped by the experiences of the individual prior to participation in the organization (familial or cultural factors) or the experiences of the individual after participating in the organization (Allen ve Meyer, 1990; Aşan ve Özyer, 2006).

If important determiners of an employee’s life (e.g. family) have remained as an employee of an organization for a long time or influenced the individual about organizational loyalty, etc., it may be expected for the employee to be committed to his organization with a strong normative commitment. On the other hand, the formation of a strong belief through organizational socialization tools that the organization expects

loyalty from the employee may enable him to have a strong normative commitment (Aşan ve Özyer, 2006). Not much emphasis has been put on the component of normative commitment in the US business community where attitudes and cost-benefit calculations, but not norms or values, are mainly used for defining social behaviors. However, the component of normative commitment may be a more important determiner for many business outputs in more collectivist societies where strong social bonds and responsibilities are emphasized (Wasti, 2003). On the normative basis, the employees affiliated to an organization perform particular actions in a sense of responsibility or mission. They act in accordance with organizational goals as they believe that it is right and ethical to do so. These employees act in this way due to various organizational practices, socialization process, or their personal background (Randall et al., 1990).

Burnout does not only affect job satisfaction negatively, but also brings about low organizational commitment (Ashil and Rod, 2011; Matin et al, 2012; Shirazi et al, 2011; Boyas et al, 2012; Hakanen et al, 2008). As an employee contributes to and integrates with his organization, his organizational commitment will increase, which will decrease his level of burnout (Shirazi et. al, 2011). According to Leiter and Maslach (1988), organizational commitment mediates the relationship between burnout and leaving the job.

In today's contemporary business world, one of the variables influencing burnout is organizational commitment (Marmaya et al, 2011). Social life in the organization is also influential on the burnout syndrome. In this regard, a person's social relations with his colleagues, subordinates, and superiors are quite important in terms of the level of burnout of that person (Boyas et al, 2012; Shirazi et al, 2011).

THE PURPOSE AND SIGNIFICANCE OF THE STUDY

The main purpose of this study is to determine whether the levels of burnout of employees are related to their organizational commitments. Another purpose of the present study is to reveal the relationships between the sub-dimensions of burnout and the sub-dimensions of organization commitment. This is because; a clear understanding and thus effective management of the relationships between the said two variables can be achieved only in this way.

The fewness of the number of studies where these two variables have been covered and examined in the literature makes this study more significant. It is noteworthy that no such detailed study has been conducted on this subject in Turkey. This study will guide and be useful for both researchers and implementers in the future works.

THE HYPOTHESES OF THE STUDY

The hypotheses of the study, in light of the explanations offered above, have been formulated as follows:

Hypothesis 1: There is a negative relationship between burnout (and the relevant sub-dimensions) and organizational commitment.

Hypothesis 2: The relationships between burnout (and the relevant sub-dimensions) and the sub-dimensions of organizational commitment vary.

Hypothesis 3: Demographic variables constitute a difference in terms of burnout.

Hypothesis 4: Demographic variables constitute a difference in terms of organizational commitment.

THE SCALES USED IN THE STUDY

Two different scales have been employed in the study. One of these scales is the Maslach Burnout Scale. The other is the “Organizational Commitment Scale” devised by Allen and Meyer (1990) and translated into Turkish by Asan and Ozyer (2004). The Burnout Scale consists of twenty two questions and three sub-dimensions (emotional exhaustion, depersonalization, and reduced personal accomplishment) whereas the organizational commitment scale is comprised of twenty four questions and three sub-dimensions (affective commitment, continuance commitment, and normative commitment) in total. The scales have been administered to a total of 108 public employees in the municipality of TOKAT city -TURKEY by means of convenience sampling technique.

ANALYSES

The relationships between the burnout levels of the people employed in public institutions and their levels of organizational commitment have been examined through correlation analysis. Another purpose of the study is to demonstrate the relationships between the sub-dimensions of burnout and the sub-dimensions of organizational commitment.

The reliability levels of the relevant scales and their sub-dimensions have been measured via Cronbach’s Alpha values. The relevant figures are presented in the tables below. According to table 2, the burnout scale and the organizational commitment scale can be considered reliable as a whole (and also with regard to their sub-dimensions). Table 1 covers the generally accepted evaluation in regard to Cronbach’s alpha values.

Table.1: Generally Accepted Cronbach's Alpha Values

Cronbach's alpha	Internal consistency
$\alpha \geq 0.9$	Excellent
$0.8 \leq \alpha < 0.9$	Good
$0.7 \leq \alpha < 0.8$	Acceptable
$0.6 \leq \alpha < 0.7$	Questionable
$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

When the data presented in the table 1 and table 2 are taken together, it becomes apparent that both scales (as well as their sub-dimensions) have acceptable levels of reliability. The reliability of total burnout is perfect (0.909), whereas that of emotional exhaustion is good (0.888). The reliability levels of depersonalization (0.762), reduced personal accomplishment (0.747), total commitment (0.742) and affective commitment (0.748) are acceptable whereas those of continuance commitment (0.694) and normative commitment (0.673) are weak.

Table.2: The Result of Reliability Analyses

		Cronbach's Alpha Value
Burnout Scale	Total Burnout	0.909
	Emotional Exhaustion	0.888
	Depersonalization	0.762
	Personal Accomplishment	0.747
Organizational Commitment Scale	Organizational Commitment	0.742
	Emotional Commitment	0.748
	Continuance Commitment	0.694
	Normative Commitment	0.673

Prior to the investigation of the relationship between burnout and organizational commitment, whether or not these variables display a normal distribution has been investigated. The results have showed that they display a normal distribution. Therefore, parametric analyses have been preferred. The Pearson correlation coefficient (a parametric test) has been calculated in order to reveal the relationships between the aforementioned variables. Table 3 displays the results of the correlation analyses between burnout and organizational commitment. The correlation value between the sub-dimension of reduced personal accomplishment and continuance commitment has been found out to be 0.129, which is deemed to be statistically insignificant. In addition, no statistically significant correlation has been found between depersonalization and



normative commitment (-0.141). Whereas the relationships between continuance commitment and total burnout (as well as the sub-dimensions of the burnout) are positive, all other relationships have been found out to be negative and statistically significant. The results demonstrate that hypotheses 1 and 2 are correct.

Table.3: Correlations between burnout and organization commitment

	Emotional Commitment	Continuance Commitment	Normative Commitment	Organizational Commitment
Emotional Exhaustion	-.539**	.192*	-.292**	-.335**
Depersonalization	-.542**	.282**	-.141	-.234*
Personal Accomplishment	-.593**	.129	-.397**	-.423**
Total Burnout	-.643**	.231*	-.323**	-.384**

*. Correlation is significant at the 0.05 level (2-tailed)

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

As with the correlative analysis, in order to determine whether the sub-dimensions of burnout and organizational commitment vary according to gender, age, and relevant levels of education, an independent two-sample t-test (for gender) and a one-way variance analysis (for age and levels of education) have been carried out. Both of these tests are parametric and the results are summarized in the table 4. The results demonstrate that depersonalization and emotional exhaustion levels vary up to 10% in a statistically significant fashion between men and women. Likewise, the following elements have been found out to significantly vary by 5% between men and women: reduced personal accomplishment, affective commitment, and total burnout.

Table.4: Independence 2 Samples T-Test

		Levene's Test for Equality of Variances	t-test for Equality of Means	
		F (Sig.)	t- (Sig. 2-tailed)	Mean Difference
Emotional Exhaustion	Equal variances assumed	.301 (0,585)	-2,021 (0,046)	-3,228
	Equal variances not assumed		-2,018* (,049)	-3,228
Depersonalization	Equal variances assumed	1,080 (0,301)	-1,903 (,060)	-2,041
	Equal variances not assumed		-2,130* (,037)	-2,041



Personal Accomplishment	Equal variances assumed	,017 (0,896)	-2,730 (,007)	-2,964
	Equal variances not assumed		-2,736** (,009)	-2,964
Emotional Commitment	Equal variances assumed	9,230 (0,003)	1,976 (,051)	2,48
	Equal variances not assumed		2,383** (,020)	2,48
Continuance Commitment	Equal variances assumed	,340 (0,561)	,244 (,807)	0,274
	Equal variances not assumed		,243 (,809)	0,274
Normative Commitment	Equal variances assumed	1,084 (0,300)	,917 (,361)	0,947
	Equal variances not assumed		1,037 (,304)	0,947
Total Burnout	Equal variances assumed	4,205 (0,043)	-2,544** (,012)	-8,23
	Equal variances not assumed		-2,774 (,007)	-8,23
Organizational Commitment	Equal variances assumed	,532 (0,467)	1,493 (,138)	3,37
	Equal variances not assumed		1,655 (,103)	3,37

*. significant at the 0.10 level (2-tailed)

**.. significant at the 0.05 level (2-tailed)

Another question investigated in the present study is whether burnout and organizational commitment levels (along with their sub-dimensions) vary according to age (table 5) and level of education (table 6). To determine this, a one-way ANOVA has been carried out. A statistically significant difference of 5% has been found out to exist between different age groups in the following elements: emotional exhaustion, reduced personal accomplishment, continuance commitment, normative commitment, total burnout, and total commitment. In order to see which age groups are responsible for this statistically significant difference, the LSD (Least Significant Difference) test has been carried out (a Posthoc test). According to the results of the Posthoc test (table 6), this difference in terms of affective commitment manifests itself between the age groups of 1 and 3, and 2 and 3 in particular. In terms of reduced personal accomplishment, the difference exists between the age groups of 1 and 2, 1 and 3, and 2 and 3. The rest are as follows: affective commitment between 1 and 2, and 1 and 3; continuance commitment between 2 and 3; normative commitment between 1 and 2, 1 and 3, 1 and 4, and 2 and 3; total burnout between 1 and 3, and 2 and 3; and total commitment between 1 and 2, and 1 and 3.



Table.5: The ANOVA Result For Burnout and Commitment By Age

	F	Sig.
Emotional Exhaustion	3,209*	,026
Depersonalization	,607	,612
Personal Accomplishment	4,890*	,003
Emotional Commitment	2,030	,114
Continuance Commitment	5,157*	,002
Normative Commitment	11,670*	,000
Total Burnout	2,981*	,035
Organizational Commitment	6,917*	,000

*. significant at the 0.05 level

Table.6: The LSD Result For Burnout and Commitment By Age

Dependent Variable			Mean Difference (I-J)	Std. Error	Sig.
Emotional Exhaustion	20-30	41-50	-5,436*	2,138	,012
	31-40	41-50	-5,684*	1,919	,004
	41-50	20-30	5,436*	2,138	,012
		31-40	5,684*	1,919	,004
Personal Accomplishment	20-30	31-40	-2,688*	1,115	,018
		41-50	-5,425*	1,443	,000
	31-40	20-30	2,688*	1,115	,018
		41-50	-2,737*	1,295	,037
	41-50	20-30	5,425*	1,443	,000
		31-40	2,737*	1,295	,037
Continuance Commitment	31-40	41-50	-4,912*	1,288	,000
	41-50	31-40	4,912*	1,288	,000
Normative Commitment		31-40	4,086*	,951	,000
	20-30	41-50	6,946*	1,230	,000
		50 +	5,103*	2,527	,046
	31-40	20-30	-4,086*	,951	,000
		41-50	2,860*	1,104	,011
	41-50	20-30	-6,946*	1,230	,000
		31-40	-2,860*	1,104	,011
	50 +	20-30	-5,103*	2,527	,046
Total Burnout	20-30	41-50	-12,21053*	4,39053	,006
	31-40	41-50	-9,98246*	3,94062	,013



Organizational Commitment	41-50	20-30	12,21053*	4,39053	,006
		31-40	9,98246*	3,94062	,013
	20-30	31-40	9,97157*	2,21015	,000
		41-50	8,14701*	2,85992	,005
	31-40	20-30	-9,97157*	2,21015	,000
	41-50	20-30	-8,14701*	2,85992	,005

*. The mean difference is significant at the 0.05 level.

The table 7 reveals that the sub-dimensions of burnout (total burnout, emotional exhaustion, depersonalization, reduced personal accomplishment) and of organizational commitment (continuance commitment) display variety according to education levels in a statistically significant manner. In order to see which age groups are responsible for this statistically significant difference, the LSD has been carried out again. The results of this test are summarised in the table 8. These differences are as follows:

- in total burnout, between undergraduate and graduate groups; undergraduate and doctorate groups; and graduate and doctorate groups,
- in emotional exhaustion, between undergraduate and graduate groups; and graduate and doctorate groups,
- in depersonalization, between all groups,
- in reduced personal accomplishment, between undergraduate and doctorate groups; and graduate and doctorate groups,
- in continuance commitment, only between undergraduate and graduate groups.

Table.7: The ANOVA Result For Bunout and Commitment By Education

	F	Sig.
Emotional Exhaustion	5,097	,008
Depersonalization	13,435	,000
Personal Accomplishment	4,127	,019
Emotional Commitment	1,040	,357
Continuance Commitment	12,655	,000
Normative Commitment	1,053	,353
Total Burnout	8,322	,000
Organizational Commitment	,446	,641

**. significant at the 0.10 level (2-tailed)

*. significant at the 0.05 level (2-tailed)

Table.8: The LSD Results For Burnout and Commitment By Education



			Mean Difference (I-J)	Std. Error	Sig.
Dependent Variable					
Emotional Exhaustion	Undergraduate	Master Degree	-3,508*	1,456	,018
	Master Degree	Undergraduate	3,508*	1,456	,018
		PhD	6,865*	2,510	,007
	PhD	Master Degree	-6,865*	2,510	,007
Depersonalization	Undergraduate	Master Degree	-2,814*	,911	,003
		PhD	4,904*	1,555	,002
	Master Degree	Undergraduate	2,814*	,911	,003
		Doktora	7,717*	1,571	,000
	PhD	Undergraduate	-4,904*	1,555	,002
		Master Degree	-7,717*	1,571	,000
Personal Accomplishment	Undergraduate	PhD	4,523*	1,728	,010
	Master Degree	PhD	4,948*	1,746	,006
	PhD	Undergraduate	-4,523*	1,728	,010
		Master Degree	-4,948*	1,746	,006
Continuance Commitment	Undergraduate	Master Degree	-4,721*	,942	,000
	Master Degree	Undergraduate	4,721*	,942	,000
Total Buronut	Undergraduate	Master Degree	-6,74582*	2,90130	,022
		PhD	12,78462*	4,94942	,011
	Master Degree	Undergraduate	6,74582*	2,90130	,022
		PhD	19,53043*	5,00121	,000
	PhD	Undergraduate	-12,78462*	4,94942	,011
		Master Degree	-19,53043*	5,00121	,000

*. The mean difference is significant at the 0.05 level.

CONCLUSION

The analyses reveal quite interesting and significant results. The first important result is the existence of a negative relationship between burnout and organizational



commitment. When their definitions are taken into consideration, this is hardly surprising. The unique contributions of this study lie in the relationships between the sub-dimensions of organizational commitment and burnout. As a matter of fact, the present study demonstrates the differences observed in the relationships between the sub-dimensions of organizational commitment and burnout levels. What is most critical here is the relationship between burnout and continuance commitment. Whereas burnout is negatively related to organizational commitment, affective commitment, and normative commitment, it seems to have a positive relationship with continuance commitment. Burnout by definition is a negative variable whereas organizational commitment is again by definition a positive variable. A negative correlation between these two variables is therefore to be expected as normal. However, it seems that as the burnout levels of the employees rise, so do their continuance commitment levels. The truth that emerges out of this finding is that perhaps continuance commitment is a variable to be questioned. Whereas literature usually accepts continuance commitment as a sub-form of organizational commitment, this finding shows to us that the subject should be investigated to a greater depth. It will perhaps be necessary, as a result of future studies, to separate continuance commitment from organizational commitment and define it under a new label.

The second critical result is that burnout has the most negative relationship with affective commitment among all the sub-dimensions of organizational commitment. This is a vital, but expected result. This is because the basis of organizational commitment is the individual identifying himself/herself with the organization (as well as his/her satisfaction with it). Such a situation would require the employee to foster an affective bond with his/her organization, which denotes affective commitment. This result demonstrates, both to theoreticians and practitioners, that one of the most vital aspects of the struggle against burnout is the cultivation of positive attitudes in the individual towards his/her organization. The relationship between the last sub-dimension of commitment i.e. normative commitment and burnout is likewise negative. It may therefore be concluded that whenever employees feel a sense of “loyalty” towards their organizations, burnout levels are bound to drop.

When the relationships between the sub-dimensions of burnout and organizational commitment (and the sub-dimensions of the organizational commitment) are examined, it is seen that results are somewhat different. First of all, reduced personal accomplishment is the sub-dimension most negatively correlated with organizational commitment, followed by emotional exhaustion and finally depersonalization. This finding demonstrates to what extent organizational commitment is good for the personal



health of employees and for the organization. This is because as organizational commitment rises, individuals will work with greater levels of success and will be able to contribute to the organizational output even more.

It is seen that the gender variable has more impact on burnout than organizational commitment. Whereas gender constitutes a difference only in terms of affective commitment, it seems to have an impact on all sub-dimensions of burnout, as well as on burnout itself. When we look at the details of the analysis, it is seen that women experience less burnout than men. For example, whereas women have got an average score of 66.55 in total burnout, the same figure rises to 74.78 in men. That women are experiencing less burnout than men is an interesting conclusion since professional women in Turkey are also responsible for the majority of the housework. This situation in Turkey give rises to the expectation that women would experience more burnout, but the findings prove the opposite. The most natural explanation for this would be that the women act out of maternal instincts. This natural predisposition of women guides them to be more patient in interpersonal relationships, thus leading to lower levels of burnout.

There seems to be a generally significant relationship between the age of the participants and their levels of burnout and organizational commitment. As can be seen from the tables found in the analysis section, increasing age usually means higher levels of burnout. The same is valid for the sub-dimensions of burnout. This in itself seems to be a natural conclusion because all participants are engaged in social, interpersonal jobs. As a result, their levels of burnout will rise with age, and it will be more difficult for them to cope with burnout, which is a psychological state.

The education levels of the participants have led to certain differences, too. The critical point of this finding is that whereas education level has no impact on levels of organizational commitment, with the exception of continuance commitment, it has created significant differences both in total burnout and in its sub-dimensions.

It is evident that different studies on this subject will be necessary in the future. It is clear that studies which are to focus on the sub-dimensions of variables will be more beneficent. It is thought that studies to be carried out with more participants and in different sectors will make important contributions to both researchers and practitioners.

REFERENCES



- Allen, N.J. and Meyer, J.P. (1990). The Measurement and Antecedents of Affective, Continuance and Normative Commitment, *Journal of Occupational Psychology*, 63, 1 – 18.
- Allen, N.J. and Meyer, J.P. (1996). Affective, Continuance and Normative Commitment to the Organization: An Examination of Construct Validity, *Journal of Vocational Behavior*, 49, 252 – 276.
- Allen, N.J. and Grisaffe, D.B. (2001). Employee Commitment to the Organization and Human Customer Reactions. Mapping the Linkages, *Human Resource Management Review*, 11, 209 – 236.
- Andersen, I., Borritz, M., Christensen, K. B., and Finn Diderichsen, (2010). Changing Job-Related Burnout After Intervention-A Quasi-Experimental Study in Six Human Service Organizations. *JOEM*, 52(3), 318-323.
- Asan, O. and Ozyer, K. (2008). Duygusal Bağlılık ile İş Tatmini ve İş Tatmininin Alt Boyutları Arasındaki İlişkileri Analiz Etmeye Yönelik Ampirik Bir Çalışma, *Süleyman Demirel Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 13 (3), 129 – 151.
- Asan, O. and Ozyer, K. (2006). Farklı İki Üniversite Akademik Personelinin Duygusal, Zorunlu ve Normatif Bağlılıklarının Karşılaştırılması, *Sosyoloji Araştırmaları Dergisi*, 9 (1), 5 – 23.
- Ashil, N. J., and Rod, M. (2011). Burnout Processes in Non-Clinical Health Service Encounters. *Journal of Business Research*, 64, 1116–1127.
- Becker, H.S. (1960). Notes on the Concept of Commitment, *American Journal of Sociology*, 97, 15 – 22.
- Blau, G.J. and Boal, K.B. (1989). Using Job Involvement and Organizational Commitment Interactively to Predict Turnover, *Journal of Management*, 15 (1), 115 – 127.
- Borritz, M., Rugulies, R., Bjorner, J., B., Villadsen, E., Mikkelsen, O., A. and Kristensen, T., S. (2006). Burnout Among Employees in Human Service Work: Design and Baseline Findings of the PUMA study. *Scandinavian Journal of Public Health*, 34, 49–58.
- Brooks, D. M., Bradt, J., Eyre, L., Hunt, A., and Dileo, C., (2010). Creative Approaches for Reducing Burnout in Medical Personnel. *The Arts in Psychotherapy*, 37, 255–263.
- Boyas, J., Wind, L. H., and Kang, S. Y. (2012). Exploring the Relationship Between Employment-Based Social Capital, Job Stress, Burnout, and Intent to Leave Among Child Protection Workers: An Age-Based Path Analysis Model. *Children and Youth Services Review*, 34, 50–62.
- Buchanan, B. (1974). Building Organizational Commitment: The Socialization of Managers in Work Organizations, *American Science Quarterly*, 17, 533 – 546.



- Cohen, A. and Kirchmeyer, C. (1995). A Multidimensional Approach to the Relationship Between organizational Commitment and Non – Work Participation, *Journal of Vocational Behavior*, 46, 189 – 202.
- Cullen, J.B., Parboteeah, K.P. and Victor, B. (2003). The Effects of Ethical Climates on Organizational Commitment: A Two Study Analysis, *Journal of Business Ethics*, 46, 127 – 141.
- Cullinan, C., Blin, D., Farrar, R. and Lowe, D. (2008). Organization – Harm vs. Organization – Gain Ethical Issues: An Exploratory Examination of the Effects of Organizational Commitment, *Journal of Business Ethics*, 80, 225 – 235.
- Demerouti, E., Bakker, A., Nachreiner, F. and Schaufeli, B., W. (2000). 1A Model of Burnout and Life Satisfaction Amongst Nurses. *Journal of Advanced Nursing*, 32(2), 454-464.
- Dunham, R., Grube, J. and Castenada, M. (1994). Organizational Commitment: The Utility of an Integrative Definition, *Journal of Applied Psychology*, 79, 370 – 380.
- Ericson-Lidman, E., and Strandberg, G. (2007). Burnout: Co-Workers' Perceptions of Signs Preceding Workmates' Burnout. *Journal of Advanced Nursing*, 60(2), 199–208.
- Farrell, D. and Rusbult, C.E. (1981). Exchange Variables as Predictors of Job Satisfaction, Job Commitment and Turnover: The Impact of Rewards, Costs, Alternatives and Investments, *Organizational Behavior and Human Performance*, 27, 78 – 95.
- Galek, K., Flannelly, K. J., Grene, P. B., and Kudler, T. (2011). Burnout, Secondary Traumatic Stress, and Social Support. *Pastoral Psychol*, 60:633–649.
- Ghorpade, J., Lackritz, J. and Singh, G. (2007). Burnout and Personality: Evidence From Academia. *Journal of Career Assessment*, 15(2), 240-256.
- González-Roma, V., Schaufeli, B., W., Bakker, B., A. and Lloret, S. (2006). Burnout and Work Engagement: Independent Factors or Opposite Poles?. *Journal of Vocational Behavior*, 68, 165–174.
- Hackett, R. D., Bycio, P. and Hausdorf, P. (1994). Further Assessment of Meyer Allen's (1991) Three – Component Model of Organizational Commitment, *Journal of Applied Psychology*, 79, 15 – 24.
- Hakanen J., J., Bakker, B., A. and Schaufeli, B., W. (2006). Burnout and Work Engagement Among Teachers. *Journal of School Psychology*, 43, 495–513.
- Hakanen, J. J., Schaufeli, W. B., and Ahola, K. (2008). The Job Demands-Resources Model: A Three-Year Cross-Lagged Study of Burnout, Depression, Commitment, and Work Engagement. *Work & Stress: An International Journal of Work, Health & Organisations*, 22(3), 224-241.



- Halbesleben, R. and Demerouti, E. (2005). The Construct Validity of An Alternative Measure of Burnout: Investigating The English Translation of The Oldenburg Burnout Inventory. *Work & Stress*, 19(3), 208-220.
- Hunt, S.D., Wood V.R. and Chonko, L.B. (1989). Corporate Ethical Values and organizational Commitment in Marketing. *Journal of Marketing*, 53, 79 – 90.
- Jaros, S.J. (1997). An Assessment of Meyer and Allen's (1991) Three – Component Model of Organizational Commitment and Turnover Intentions, *Journal of Vocational Behavior*, 51, 319 – 337.
- Jaramillo, F., Mulki, J.P. and Marshall, G.W. (2005). A Meta-Analysis of the Relationship Between Orgaizational Commitment and Salesperson Job Performance: 25 Years of Research, *Journal of Business Research*, 58, 705 – 714.
- Kanter, R.M. (1968). Commitment and Social Organizations: A Study of Commitment Mechanisms in Utopian Communities, *American Sociological Review*, 33, 499 – 517.
- Kelley, S.W. and Dorsch, M.J. (1991). Ethical Climate, Organizational Commitment and Indebtedness Among Purchasing Executives. *Journal of Personal Selling and Sales Management*, 11, 55 – 66.
- Law, W., D. (2010). A Measure of Burnout for Business Students. *Journal Of Education For Business*, 85, 195–202.
- Lee, J., Puig, A., Kim, Y., Shin, H., Lee, J. and Lee, M., S. (2010). Academic Burnout Profiles in Korean Adolescents. *Stress and Health*, 26, 404–416.
- Leiter, M. P., and Maslach, C. (1988). The Impact of Interpersonal Environment on Burnout and Organizational Commitment. *Journal Of Organizational Behavior*, 9, 297-308.
- Marien, P., Auvert, L., Porras, J. and Michel, G. (2010). Burn Out and Craft Emergency. *Injury Prevention*, 16, A1–A289.
- Marmaya, N.H., Zawawi, N., Hitam, M., and Jody, J.M. (2011). Organizational Commitment and Job Burnout Among Employees in Mmalaysia. *International Conference on Business and Economics Research*, 1, 185-187).
- Matin, H. Z., Kalali, N. S., and Anvari, M. R. A. (2012). Do Demographic Variables Moderate the Relationship Between Job Burnout and its Consequences. *Iranian Journal of Management Studies*, 5(1), 47-61.
- Marsh, R.M. and Mannari, H. (1977). Organizational Commitment and Turnover: A Prediction Study, *Administrative Science Quarterly*, 22, 57 – 75.
- Martin, T. (1980). Modeling the Turnover Process, *Journal of Management Studies*, 17, 261 – 274.



- Mathieu, J.E. and Zajac D.M. (1990). A Review and Meta-Analysis of the Antecedents, Correlates and Consequences of Organizational Commitment. *Psychological Bulletin*, 108, 171 – 194.
- Meyer, J.P. and Allen, N.J. (1991). A Three – Component Conceptualization of Organizational Commitment, *Human Resource Management Review*, 1, 61 – 89.
- Meyer, J.P. and Allen, N.J. (1984). Testing the “Side – Bet Theory” of Organizational Commitment: Some Methodological Considerations, *Journal of Applied Psychology*, 69, 372 – 378.
- Meyer, J.P., Allen, N.J. and Smith, C. (1993). Commitment to Organizations and Occupations: Extension and Test of a Three – Component Conceptualization, *Journal of Applied Psychology*, 78, 538 – 551.
- Meyer, J.P., Bobocel, D. and Allen, N.J. (1991). Development of Organizational Commitment During the First Year of Employment: A Longitudinal Study of Pre – and Post – Entry Influences, *Journal of Management*, 17, 717 – 733.
- Meyer, J.P., Paunonen, S.V., Gellatly, I.R., Goffin, R.D. ve Jackson, D.N. (1989). Organizational Commitment and Job Performance: It’s nature of the Commitment That Counts, *Journal of Applied Psychology*, 74, 152 – 156.
- Meyer, J.P., Stanley, D.J., Herscovith, L. and Topolnytsky, L. (2002). Affective, Continuance and Normative Commitment to the Organisation: A Meta-Analysis of Antecedents, Correlates and Consequences. *Journal of Vocational Behavior*, 61, 20 – 52.
- Morris, J. and Sherman, D.J. (1981). Generalizability of Organizational Commitment Model. *Academic Management Journal*, 24, 512 – 526.
- Morrison, R. (2004). Informal Relationships in the Workplace: Associations With Job Satisfaction, Organizational Commitment and Turnover Intentions, *New Zealand Journal of Psychology*, 33 (3), 114 – 128.
- Mowday, R.T. (1998). Reflections on the Study and Relevance of Organizational Commitment: *Human Resource Management Review*, 4, 387 – 401.
- Mowday, R.T, Porter, L.W. and Steers, R.M. (1982). Employee – Organization Linkages: The Psychological of Commitment, Absenteeism and Turnover, New York: Academic Press.
- Mowday, R.T, Porter, L.W. and Steers, R.M. (1979). The Measure of Organizational Commitment. *Journal of Vocational Behavior*, 14, 224 – 247.
- Neuhauser, P. (2004). Beating Burnout. *Association Management*, 56(6) 27-29.
- Oliveira, S., G., Almeida, D., M., Ahmad, S., Fitzgerald, C., P. and McCarthy, J., R. (2011). Anesthesiology Residency Program Director Burnout. *Journal of Clinical Anesthesia*, 23, 176–182.



- Pason, S. (2009). *Moving Up or Moving Out: New Job Demands, Ability to Cope and Burnout Among*
- Pereira, S. M., Fonseca, A. M., and Carvalho, A. S. (2012). Burnout in Palliative Care: A Systematic Review. *Nursing Ethics*, 18(3), 317–326.
- Porter, L.W., Crampon, W.J. and Smith, F.J. (1976). Organizational Commitment and Managerial Turnover: A Longitudinal Study, *Organizational Behavior and Human Performance*, 15, 87 – 98.
- Porter, L.W., Steers, R.M., Mowday, R.T. and Boulian, P.V. (1974). Organizational Commitment, Job Satisfaction and Turnover Among Psychiatric Technicians, *Journal of Applied Psychology*, 59, 603 – 609.
- Prins, T., J., Hoekstra-Weebers, H., E., J., Wiel, M., B., H., Gazendam-Donofrio, M., S., Sprangers, F., Jaspers, A., J. and Heijden, A., M., M., F. (2007). Burnout Among Dutch Medical Residents. *International Journal of Behavioral Medicine*, 14(3), 119–125.
- Raiger, J. (2005). Applying a Cultural Lens to the Concept of Burnout. *Journal of Transcultural Nursing*, 16(1), 2005 71-76.
- Randall, D.M. (1987). Commitment and the Organization: The Organization Man Revised. *Academic Management Review*, 12, 460 – 471.
- Randall, D.M., Fedor, D.B. and Longnecker, C.O. (1990). The Behavioral Expression of Organizational Commitment, *Journal of Vocational Behavior*, 36, 210 – 224.
- Rusbult, C.E. and Farrell, D. (1983). A Longitudinal Test of the Investment Model: The Impact on Job Satisfaction, Job Commitment and Turnover of Variations in Rewards, Costs, Alternatives and Investments, *Journal of Applied Psychology*, 68, 429 – 438.
- Salmela-Aro, K., Tolvanen. And A., Nurmi, J-E. (2009). Achievement Strategies During University Studies Predict Early Career Burnout and Engagement. *Journal of Vocational Behavior*, 75, 162–172.
- Sane, M. A., Devin, F. H., Jafari, R., and Zohoorian, Z. (2012). Relationship Between Physical Activity and it's Components with Burnout in Academic Members of Dargaz Universities. *Procedia - Social and Behavioral Sciences*, 46, 4291 – 4294.
- Schaufeli, B., W., Leiter, P., M. and Maslach, C. (2009). Burnout: 35 Years of Research and Practice. *Career Development International*, 14(3), 204-220.
- Schweper, C.H. (2001). Thical Climate's Relationship to Job Satisfaction, Organizational Commitment and Turnover in the Sales Force, *Journal of Business Research*, 54, 39 – 52.



- Shepherd, D., C., Tashchian, A. and Ridnour, E., R. (2011). An Investigation of the Job Burnout Syndrome in Personal Selling. *Journal of Personal Selling & Sales Management*, XXXI(4)397–409.
- Shirazi, R. R., Beiki, Y., Zamanian, F., and Esapour, K. (2011). Study of the Relationship Between Organizational Commitment and Job Burnout Among Physical Education Teachers of Golestan Province, Iran. *Australian Journal of Basic and Applied Sciences*, 5(10), 1379-1384.
- Slattery, J.P. and Selvarajan, T.T.R. (2005). Antecedents to Temporary Employee's Turnover Intention, *Journal of Leadership and Organizational Studies*, 12 (1), 53 – 65.
- Somers, M. (1995). Organizational Commitment, Turnover and Absenteeism: An Examination of Direct and Indirect Effects, *Journal of Organizational Behavior*, 16, 49 – 58.
- Swider, W., B. and Zimmerman, D., R.(2010). Born to burnout: A meta-analytic path model of personality, job burnout, and work outcomes. *Journal of Vocational Behavior*, 76, 487–506.
- Tett, R.P. and Meyer, J.P. (1993). Job Satisfaction, Organizational Commitment, Turnover Intention and Turnover: Path Analysis Based on Meta-Analytic Findings. *Personnel Psychology*, 46, 259 -291.
- Tsai, M.T. and Huang, C.C. (2008). The Relationship Among Ethical Climate Types, Facets of Job Satisfaction and the Three Components of Organizational Commitment: A Study of Nurses in Taiwan, *Journal of Business Ethics*, 80, 565 – 581.
- Vanderberge, C. and Tremblay, M. (2008). The Role of Pay Satisfaction and Organizational Commitment in Turnover Intentions: A Two – Sample Study, *Journal of Business Psychology*, 22, 275 – 286.
- Vitell, S.J. and Singhapakdi, A. (2008). The Role of Ethics Institutionalization in Influencing Organizational Commitment, Job Satisfaction and Esprit de Corps, *Journal of Business Ethics*, 81, 343 – 353.
- Wasti, A. (2003). Organizational Commitment, Turnover Intentions and the Influence of Cultural Values, *Journal of Occupational Psychology*, 76, 303 – 321.