Exploring Predictors of Burnout and Work Engagement among Teachers – A Review on Higher Educational Institutions of India

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The education system has two important pillars namely the teachers and the students. Primarily, the teachers play a pivotal role in building the future of the students. In recent times, the challenge of a teacher is not limited to classroom teaching only but, enhancing the overall development of their students. Additionally, a faculty is assigned other academic tasks such as research activities, organising workshops and seminars and managing placements. The strenuous and dynamic occupation of teaching has lead to a high rate of burnout as compared to other professionals. Many researchers have tried to explore various facets of burn-out, but recently the paradigm is shifting into the concept of work-engagement of the teacher fraternity as an antidote to burn-out. However, in India the studies' pertaining to this integrated approach is at a nascent stage. The present study focuses on predictors of employees' burnout and work engagement among teachers.

Keywords: Employees' Burnout, Work Engagement, Higher Educational Institutions

Globalization has imposed a challenge to higher educational institutions due to increasing competitiveness in the field of academics. As a result of this, teaching sector across the globe has compelled the higher education system to adopt effective methodologies pertaining to appointment of better faculties, high standards of admission criteria, technical based teaching pedagogies, practical-oriented curriculum, implementation of performance assessment system and overall infrastructural benefits. In recent times, the challenge of a teacher is not only limited to classroom lectures but, also enhancing the overall development of his or her students. Additionally, a faculty is credited with other academic responsibilities such as research activities, organising workshops and seminars and managing placements and other developmental programmes.

However, concern has already been expressed that teaching is measured as one of the most stressful occupation (Johnson, 2005), ascribed to a soaring workload, derisory salary, huge class size, arousing anxiety, students' misbehaviour and professed low eminence of the profession (Hakanen, Bakker, & Schaufeli, 2006). Previous research has emphasized those teachers in Higher Educational Institutions (HEI)'s score comparatively higher on the burnout quotient. According to a report published in TNO (2010), teachers feel empty or emotionally exhausted after a working day's schedule compared to employees' working in other industries. The reason may be that the pertinent role played by the teachers in their educational institutes in the course of all round progress of the students may result in their stress and burnout. Teachers undergo a heavy work pressure experience because of the lists of tasks they have to carry out during the academic sessions, comparatively low level of self-governance in their work and the limited hold up they get from institutes (OECD, 2003). Over a period of last 20 years or more, numerous social and behavioural science analysts perceived instructing as an occupation with high danger of anxiety (Dunham & Verma, 1998; Kyriacou, 2000, 2001), which prompts higher insights in the teaching profession (Richards, & Akroyd, 1994). As a result of the requesting nature of work educators they are in high danger of burnout. A few studies have recorded larger amounts of tension experienced by higher instructive

foundations instructors in appreciation to their employment obligations (Gersten et.al., 2001; Miller et.al, 1999).

According to the above proof, it seems that there is lack of research in the professional burn out area of the HEI's teachers in the Indian setting. For example, there are studies lead by Amirta Gowri and Thiagarajan (2005); Balabaskar (2010); Chopra and Gartia (2009); Kaur (2008); Kumar (2007); Poornima (2012); Reddy (2007); Reddy and Poornima (2009) who focused on professional burnout of teachers working in primary, secondary, university and special schools. According to Azeem and Nazir (2008), the degree of professional burnout among the university teachers are higher in terms of emotional exhaustion. The level of professed occupational stress and burnout in male teachers were examined in 56 engineering colleges (Pandey &Tripathi, 2001). Thus, it shows that HEI's teachers may reach a burnout point at any point of time. However, we haven't found any study on integrated approach of employees' burnout and work engagement of teachers in HEIs in the Indian context. As it is highlighted that it is a vital concern for educational institutes to become competent and preserve the best teaching resources thus, it is crucial for them to find out the predictors of employees' burnout and work engagement so that they can overcome the challenges.

Objective:

The present paper reviews the literature in burnout, work engagement and their integrated approach exhaustively and how the integrated approach can help management of HEIs to improve their performance and work without much stress.

The paper first discusses the rationale of the study and later reviews the literature related to burnout, work engagement, its integrated approach and the predictors of burnout and work engagement.

Rationale of the Study

Advancement of technology has reduced the manual workload of employees; however, it has increased stress adversely and consequently. The case of HEI (Higher Educational Institutions)

is no different. Now-a-days, HEI's employees' work includes beyond teaching, like other tasks have been added to their academic assignments, such as administrative tasks, guiding research activities, managing placement for graduate and post graduate students, managing seminars and conferences etc. Job demands are increasing, and the number of institutions in the government and private sector is also increasing, which is leading to shortage of employees. Consequently, employees are in constant stress, which has resulted into a syndrome called burnout.

The present study wishes to understand burnout and work engagement and their congregated approach in the Indian HEI set up.

Literature Review

Burnout

It is defined as a corporeal and emotional tiredness sourced by tremendous demands of energy, strength and resources (Freudenberg, 1974). Freudenberg says that "Persistence or increase of tension, anxiety and aggravation develops the stress into a syndrome called burnout". At first, burnout was related to negative psychology directed towards the negative state of mind like emotional exhaustion, cynicism and professional inefficacy. It was also noted that people do not consider themselves cynical or depressed even when they complain about everything and everyone and they react critically to suggestions of others. It has been seen that burnout teachers are losing or have lost his/her energy and enthusiasm needed to teach children (Hindrickson, 1979).

Research on burnout started in mid 1970s, as it began to gain momentum and was discussed primarily as referred work in the human service industries, such as health concern, social work, psychoanalysis, legal services, and police work (Maslach, Schaufeli, & Leiter, 2008). Over the span of one's work, constructive feelings are required to be communicated, which might restrict the genuine feeling of being by the individual and hence, it could be set up to deliver a passionate clash (Ashforth & Humphery, 1993). Individuals working in businesses, which involve passionate work, incorporate advisors (Freudenberger, 1975);

flight specialists (Ashforth & Humphrey, 1993); cordiality labourers (Ross, 1997); instructors (Dorman, 2003) and restorative staff (Maslach et al., 2001).

Hence, burnout is likewise found outside human administrations in numerous commercial enterprises running from manufacturing to data innovation (Demerouti, Bakker, Nachreiner & Schaufeli, 2001; Maudagalya, Wallace, Daraiseh & Salem, 2006). This has prompted an expanding of the burnout build, to the degree that it is presently characterized as an emergency in one's association with work by and large, and not as a matter of course as an emergency in one's association with individuals at work (C Timms et al., 2008; Schaufeli & Bunnk, 2003).

Maslach and Leiter (1997) have defined burnout as the "prolonged response to chronic emotional and interpersonal stressors on the job, and is comprised of three dimensions: exhaustion, cynicism, and inefficacy". According to Maslach et.al. (2001), based upon a study that observed that exhaustion is one of the prime component of burnout. Exhaustion refers to bodily and emotionally exhausted employees who, as a result of their overtiredness, distance themselves emotionally and cognitively from their jobs. The second dimension, cynicism, is hallmarked by an indifferent or negative attitude towards work. Usually, cynicism is noted as a direct response to exhaustion, and experiential proof supports this supposition (Maslach et al., 2001). The last dimension of burnout, inefficacy, is defined by reduced personal accomplishment. The authors proposed that a poor fit between employees and their jobs would lead to burnout (Maslach & Leiter, 1997). Conversely, they wrap up that the better the fit between the person and his or her job, the more likely the employee would be involved in his or her work. In this light, the concept of engagement as the polar reverse of burnout was born.

Work Engagement

Encouraged by the development towards positive psychology Maslach and Leiter (1997) say differently about burnout; it is an abrasion or reduction in engagement. This leads to a broader and more positive point of view that emerged and rephrased burnout as an abrasion

of an encouraging state of mind, which they labelled as engagement. For more than two decades, research has been conducted in the area of burnout in order to discover the ways to improve employees' well-being. Thus, the concept of work engagement materialized from the burnout research, and it attempted to cover the entire gamut right from employee unwell-being (burnout) to employee wellbeing (Maslach, Schaufeli, & Leiter, 2008). As stated by Maslach and Leiter (1997) the burnout procedure begins with the utilization of engagement, when "energy turns into exhaustion, dedication turns into cynicism, and efficacy turns into inefficacy". Maslach and Leiter (1997) considered work engagement and burnout as two extremes of a continuum. This means that the decrease of job engagement leads to employees' burnout. Thus, the decrease in elements at one extreme strengthens the elements at other extreme. For example, reduction of vigour makes a person exhausted; reduced dedication makes him cynical; and reduced job absorption makes him professionally inefficient.

Schaufeli et.al. (2008), defined work engagement "as a positive, fulfilling, work-related state of mind that is characterized by vigour, dedication and absorption". Kahn (1990) also argued that work engagement is tackling of organization members' selves to their work part. Cognitively, physically and emotionally people can use shifting degrees of selves in their work even as they sustain the limitations between which they are and the roles they reside in. People perform better when they draw on their selves to perform their roles. After coming in light, work engagement became the focus of the researchers because it reflects positive psychology towards employees' wellbeing. Therefore, engagement is categorized by energy, involvement and efficacy - the direct opposites of the burnout dimensions. Vigour is defined by "high levels of energy and mental flexibility while working, the eagerness to spend effort in one's work, and diligence in the face of difficulties". Dedication is defined by "a sense of meaning, enthusiasm, self-importance, encouragement, and challenge". Absorption is defined by "being fully concentrated and happily absorbed in one's work, whereby time passes

quickly and one has difficulties with detaching oneself from work" (Schaufeli & Bakker, 2001).

Predictors of Burnout

Demographic variables: Under demographic variable different sub variables are as follows:

- Gender
- Age
- Marital status
- Children

Gender: There is a difference in the burnout level observed differently in males and females. However, there is a mixed pattern and complex relationship of burnout with gender (Lemkau, Rafferty, Purdy, & Rudisill, 1987; Maslach & Jackson, 1981, 1985; Pretty et al., 1992; Schwab & Iwanicki, 1982b).

Age: Young generation gives an evidence of higher burnout level as compared to older people. As age increases the level of burnout decreases (Anderson & Iwanicki, 1984; Maslach & Jackson, 1981; Russell et al., 1987; Schwab & Iwanicki, 1982b; Stevens & O'Neill, 1983; Zabel & Zabel, 1982).

Marital Status: Married people have lower levels of burnout as contrasted with unmarried ones. The level of responsibility has a greater relation with burnout level (Maslach & Jackson, 1985).

Role Conflict

It is an ambiguous situation where an individual has to perform two incompatible roles at the same time. Role conflict creates job dissatisfaction and makes them stressed out. Burnout is inevitable for those confronted with role conflict (Brookings & colleagues, 1985; Kahn, 1978; Schwab & Iwanicki, 1982a).

Role Ambiguity

It is a need of precision about the usual behaviour from the defined job or a position. Ambiguity is related to one's objectives and means of completing them. It can occur when a person has inadequate information about the task he needs to perform (Brookings & Colleagues, 1985; Jackson & Schuler, 1985; Kahn, 1978; Schwab &Iwanicki, 1982a).

Role Overload

It happens when there are too many roles at the same time or roles keep changing too frequently. Conceptually, burnout results partly from qualitative and quantitative overload. In qualitative overload individuals have the feeling that they lack in the basic skills required to perform their job. When an individual perceives that he cannot accomplish his work in a specified time than he is having quantitative overload (Maslach & Jackson, 1984). Role overload happens due to scanty resources and the retrenchment threat (Jackson, 1984). Numerous researches have been found that quantitative overload on individuals' result in burnout (Russell, Altmaier & Van Velzen, 1987).

Job Context

The environment in which the specific activities of a job take place is known as job context. It is involved with the actual works and responsibilities associated with the job. The context of the job is categorized by a range of reasons, such as psychological environment, subsystem and work shift, which have been exposed to subsidize burnout. If the job context changes drastically by which they are characterized, then the job-context would be differently related to burnout.

A number of scientists discovered experimental backing that designates that a particular employment connection influences the event of anxiety and burnout in the work environment. (Gaines & Jermier, 1983; Pretty, McCarthy, & Catano, 1992).

Social Support

Cherniss (1980); Maslach (1982) and numerous specialists on burnout have pushed that social support is a variable that helps in reducing burnout. With a variety of professionals, a supportive social structure has been related to low levels of occupation anxiety and burnout, which is exactly demonstrated in numerous studies (e.g., Boyle et al., 1991; Duquette et al., 1995; Lee & Ashforth, 1996; Schaufeli & Enzmann, 1998). Hallsten (1993) proposes that burnout is probably arising; if work surroundings are stressful and professionals require social support. Contrarily, under the same demanding

job condition if social support is given to an employee then chances of burnout are less likely to arise (Pines, 1993).

Social support is classified in different ways, like, social support in the work place, social support in the family and general social support.

Social support in work place

One of the most dominant antecedents associated to burnout in human service professionals is social support within the workplace (Koeske & Koeske, 1989; Pines, 1993). Pines (1993) says that a helpful job surrounding can empower human service employees to accomplish their ambition and intention of retaining inspiration and sensing what is necessary to engage in emotional work that their jobs required. In actuality, if a representative is short of social backing in the work environment, he or she might be prone to encounter work stress more seriously and even burnout (Winnubst, 1993). Russell et al. (1987), in a study found that educators who had a feeling of high backing from bosses reported lower burnout than teachers who had an impression of low backing from bosses. It is empirically proved that social support in the workplace and burnout is authenticated by facts, findings for critical care nurses (Boyle et al., 1991), social workers (Koeske & Koeske, 1989) and school teachers (Burke & Greenglass, 1995).

General social support

Social support or backing is regularly conceptualized as a general resource that individuals have in changing degrees from high too low and has been dissected in association with burnout in human service organization experts (Boyle et al., 1991; Lee & Ashforth, 1996; Schaufeli & Enzmann, 1998). Social backing has been connected exactly with low proficient burnout for human administration experts in an assortment of parts (Lee &Ashforth, 1996).

In a late audit of variables influencing burnout, Schaufeli and Enzmann (1998) reported that inadequate social bolster represents a little, yet huge bit of the fluctuation of passionate weariness, depersonalization, and individual achievement.

Workload

A growing number of literature finds workload to be a variable for burnout. In today's world there is too little time to complete work with minimum resources and employees have a lot of work. Ever-increasing workload has an endless link with burnout, specifically with the exhaustion dimension (Cordes & Dougherty, 1993; Maslach et al., 2001; Schaufeli & Enzmann, 1998).

Mutually qualitative and quantitative work overload commits to exhaustion by draining the capability of employees to meet the demands of the job and is incapable to recuperate from work demands; this occurs as a crucial point. Experiencing intense weariness because of a work meeting or a due date or attending to an emergency need not prompt burnout, if individuals have a chance to recoup amid serene periods at work or at home (Shinn et al., 1984).

Lee and Ashforth, (1996); Leiter and Harvie, (1998) also found that workload has a relationship with the other two dimensions as well.

Control

The Demand-Control hypothesis of employment anxiety has put forth the defence for empowering a part of control (Karasek & Theorell, 1990). This territory incorporates representatives' apparent ability to impact choices that influence their work, to practice proficient self-sufficiency, and to access the important . Individuals can think and take care of issues, and need to have the chance to settle on decisions and choices. At the end of the day, they need to have some contribution to the procedure of accomplishing the results for which they will be considered responsible. Control issues happen when labourers lack authority over their work or can't shape the workplace to be predictable with their qualities. A feeling of adequacy is unrealistic when labourers feel slammed by circumstances or intense individuals inside the association.

A noteworthy control issue happens when individuals experience part struggle. Numerous burnout researchers have found that more prominent part strife is emphatically and decidedly connected with more noteworthy depletion (Maslach et al., 1996). Part strife

emerges from numerous powers with clashing requests or incongruent values, and individuals in these circumstances can't practice successful control in their employment. Opposing requests meddle with their ability to set needs or to confer themselves completely to their work. Part struggle is not just a marker of extra work requests, but rather is sincerely debilitating in itself (Cordes & Dougherty, 1993; Maslach et al., 1996).

Predictors of Work Engagement

Psychological safety. The ability to show and employ the self-devoid negative consequences can be called as psychological safety. When employees show and engage themselves a sense of psychological safety is involved. A significant feature of safety stems from the total care and support employees discern as given by their organization as well as their direct manager (Kahn, 1992, 1990; May et al., 2004).

Social Support. Social support is moreover one of the conditions in the Maslach et al. (2001) model and a study by Schaufeli and Bakker (2004), which found that a measure of business resources that joins support from accomplices expected engagement. A nonappearance of social support has also dependably been seen to be related to burnout (Maslach et al., 2001).

These variables are empirically proved by many researchers (May et al., 2004; Rhoades et al., 2001; Rhoades & Eisenberger, 2002; Schaufeli & Bakker, 2004)

Job Resources. Work assets allude to those physical, social, or authoritative parts of the employment that may: (1) lessen work requests and the related physiological and mental costs, (2) be utilitarian in accomplishing work objectives, or (3) invigorate self-awareness, learning, and improvement (Bakker & Demerouti, 2008). As per Kahn (1990) work assets as attributes of circumstances of work that administer the extent to which individuals express and utilize themselves physically, subjectively and candidly amid part execution. Case of employment assets are independence, supervisory honing, and open doors for improvement (Bakker & Bal, 2010).

Work assets either assume an inherent motivational part since they cultivate representatives' development, learning and advancement, or they assume an outward motivational part since they are instrumental in accomplishing work objectives. In the past case, work resources fulfil crucial human needs, for instance, the necessities for self-administration, relatedness and capacity (Ryan & Frederick, 1997; Van den Broeck, Vansteenkiste, De Witte, & Lens, 2008). Work assets may likewise stance to be extraneous helpers since workplaces that offer numerous assets elevate the eagerness to commit one's exertion and capacities to one's work.

Individual studies have consistently demonstrated that employment assets, for example, social backing from collaborators and bosses, execution input, self-rule, and open doors for expert advancement are emphatically connected with work engagement (Bakker & Demerouti, 2008; Hakanen, Bakker, & Schaufeli, 2006; Llorens, Schaufeli, Bakker & Salanova, 2007; Schaufeli & Bakker, 2004).

Personal Resources. Singular resources are certain self-evaluations that are associated with adaptability and suggest individuals' sentiment and their ability to control and impact upon their surroundings adequately (Hobfoll et al., 2003). It has been convincingly demonstrated that such positive self-assessments foresee objective setting, inspiration, execution, employment and life fulfilment, vocation aspiration and other attractive results (Judge et al., 2004). The reason abaft this is the higher an individual's near and dear resources, the more helpful the individual's dignity and the more target self-concordance is depended upon to be experienced (Judge et al., 2005). Individuals with target self-concordance are naturally stirred to look for after their destinations and subsequently they trigger higher execution and satisfaction. A few researchers have examined the connections between personal resources and work engagement(Bakker et al., 2006; Bakker & Demerouti, 2008; Luthans et al. 2008; Rothmann & Storm, 2003; Xanthopoulou et al., 2007).

Rewards and recognition. According to a report by Kahn (1990), individuals contrast in their engagement as a part of their view of the advantage they get from a part. Besides, every worker needs an arrival on speculations, which will be given by the association as an outside prize and acknowledgment in summing to important work. Thus, one may trust that representatives' will be more plausible to draw in themselves at work to the extent that they perceive a more noteworthy measure of prizes and acknowledgment for their part exhibitions (Maslach et al., 2001). Maslach et al. (2001) recommended that appropriate sum acknowledgment and prize is critical for engagement yet, absence of acknowledgment and prizes can prompt burnout.

Distributive and procedural justice. Kahn (1990) recognized that the safety dimension contains social situation that are certain and consistent. In any organization, it is specifically significant to be certain and consistent when it comes to the distribution of rewards and the processes used to allocate them. Albeit distributive equity alludes to representative impression of the reasonableness of choice results, procedural equity alludes to the apparent decency of the methods and procedures used to control the sum and dissemination of assets (Colquitt, 2001; Rhoades et al., 2001). A survey identified with authoritative equity demonstrates that hierarchical results like execution, authoritative responsibilities, hierarchical citizenship conduct, withdrawal and employment fulfilment are identified with equity results (Colquitt et al., 2001; Mashlach et al., 2001).

Psychological Meaningfulness. Mental weightiness alludes "an inclination that one is getting an arrival on speculation of one's self in a coin of physical, intellectual, or passionate vitality" (Kahn 1990). Psychological significance happens when people feel helpful and important, and is affected by work-part fit and remunerating interpersonal associations with collaborators. Seriousness as the most grounded indicator of work engagement has been experimentally demonstrated by numerous scientists (May et al., 2004; Schaufeli, Salanova, Gonzalez-Roma & Bakker, 2000).

Burnout-Engagement: An integrated approach

Schaufeli and Bakker (2000; 2001) suggested that burnout and work engagement must be studied as two autonomous methodologies that must be measured freely with various measuring instruments. In conjunction with this connection, the Utrecht Work Engagement Scale (UWES) has been produced to gauge the work engagement and the three significant measurements, which are considered inverse end of the same state of mind measurement called distinguishing proof (González-Romá, Schaufeli, Bakker, & Lloret, 2006). Despite the fact that exhaustion and vigour measurements are as a rule, exceedingly related, they don't appear to mean the changed finishes of the vitality continuum. This presumption was included by the outcomes that fatigue related primarily to work weight, while life to occupation independence. The main issue is that burnout (as measured with the MBI-GS) and engagement (as measured with the UWES) hopes to be connected. It later backs the utilization of UWES for the estimation of work engagement.

Two contradictory paradigms in relation to work engagement are existent. Firstly, burnout and work engagement are two opposite poles on the same continuum as assumed by Maslach and Leiter. On the other hand, engagement is independent from burnout and is seen as a positive antithesis of burnout.

The concept of work engagement was empirically studied before its official commencement in the positive psychology movement in 2000. This has lead researchers' interest in work engagement and its studies. Thus, burnout is known as the negative side of the job but, it is complemented with a positive approach that focuses on work engagement (Maslach, Schaufeli, & Leiter, 2008).

Every organization wants to produce more output with less employee input and this is a critical issue nowadays, the only way to achieve the target with less employee input is to engage the mind and soul of the employees. Obviously, this objective of the organization is not achieved until your employees are motivated, proactive, responsible and involved. However, till the

work force is free from illness and/or burnout an engaged organization cannot achieve their targets. So, for associations counteracting burnout it is insufficient and it is important to have additional support for work engagement. Anticipation of burnout is traded by progression of work engagement. The common-sense ramifications were apparent in a late meta-investigation that convincingly demonstrated the monetary advantages of specialty units with high normal levels of engagement contrasted with those with lower levels of engagement (Harter et al., 2002).

Conclusion and Managerial Implication

It is found from the literature review that integrated approach of burnout and work engagement is necessary for any organization to predict correctly about burnout and work engagement of their employees. It is very important for any organization to achieve organizational goals by knowing their employees' status. In HEIs of India the lecturer-to-student ratio in the country is 1:20.9 against 1:13.5 recommended by the University Grants Commission (1:12 for postgraduate students and 1:15 for undergraduates) (Mishra, 2011).

The above mentioned statement shows that how teachers are overburdened due to large number of students and shortage of faculties. In tune with this, the higher educational institutions in India had faced changes in terms of development, privatization, curriculum changes and teaching innovation (Reddy & Pornima, 2012). Transformations forces to change the educational system but, we are still lagging behind. An integrated study of burnout and work engagement of teacher in the Indian context is necessary. It will help the higher educational institutions to provide adequate resources to teachers enabling them to perform well and equip students for their career. This study concludes that an integrated study on burnout and work engagement must be undertaken. Hakanen et.al. (2006) found in their study that an integrated approach of burnout and work engagement helps to predict health problems of employees and their organizational commitment. Burnout and work engagement speak about important job related outcomes; burnout appears to be more strongly related to health outcomes, while work engagement is more related to motivational outcomes (Bakker et. al., 2014). It improves the standard of the student as well as the teacher. Pradhan (2014) rightly said that "teachers are nation builders". They are the architects of modern society and destiny makers of youth. They are the representatives of the society who instils moral precepts. In developing countries like India great attention needs to be paid to education and learning, as well as good principles, as no one is more appropriate to support this process than the humble teacher. Without good teachers, both knowledge and morals would suffer.

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