

The Impacts of Burnout, Absenteeism and Commitment on Intention to Leave

Irfanullah Khan_PhD Dr. Allah Nawaz Dr. Qamar Afaq Qureshi Zakeer Ahmed Khan_PhD
Department of Public Administration, Gomal University, Dera Ismail Khan

Abstract

It is an accredited fact that only the education can provide a solid foundation for the social and economic development. In the same line, the Higher Educational Institutions (HEIs) can play a very prominent role in the uplift of the educational standards. The number of highly qualified and experienced teachers is not proportional to the needs of the HEIs. In every country, the criterion as furnished by the corresponding authorities is also too strict to be followed in its true format. The problem of the short fall in the qualified teachers is further aggravated by the phenomenon of intention to leave (ITL). It is observed that due to the job burnout and absenteeism, the downward trends in the commitment level induce the ITL. Consequently, the concerned institution has to carry the administrative, academic and economic burdens. Therefore, the factors behind the ITL should be sorted and analyzed on priority basis to bring down the rate of switchover among the faculty members.

Keywords: Burnout, Absenteeism, Commitment, Intention to Leave

1. INTRODUCTION

The focus of the current study is to develop a correlation between the employee's burnout, the consequent absenteeism, the level of commitment, his/her intention to leave and finally the switchovers in the context of HEIs. The phenomenon of burnout originates from an unwholesome relationship between the individual and his/her job along with its working environment. In this regard, three major components can be elaborated to comprehend the subject. Firstly it is the emotional imbalance due to over fatigue, secondly the resulting demoralization and last but not the least the minimum achievements by the employee. In the professional career, the absenteeism has been perceived as an indicator for the employee's performance which is below average as well as a sheer violation of the agreement between the employer and employee. The absenteeism depicts the mindset of that employee who hesitates to perform his/her duties with utmost punctuality rather he/she prefers to keep themselves aloof from the duties as assigned by the concerned employer. At this stage, it is only the commitment which can reduce the absenteeism and the consequent burnout.

Job burnout developed as a vital idea in the contemporary focused environment and wedged the basics regarding individuals' involvement with the work. In this regard, burnout has been an idea that appears to seem to be valid to a typical ordeal among individuals (Azeem, 2013). It has enlivened professionals to study it and attempt to better understand what it is and why it happens. It has propelled experts to make sense of approaches to adapt it, forestall it or battle it. In this manner, from the earliest starting point, burnout has delighted in a joint acknowledgment from both specialists and experts as a social issue deserving of consideration and improvement (Shamila and Zafar, 2014). As this acknowledgment has spread an excess of other countries, former its causes, it has turned into a marvel of notable worldwide issue. The origination of burnout is entwined with late level directed discussions about whether burnout ought to be considered as fatigue and no more. Most exploratory examination utilizes the three dimensional depiction of weariness, negativity and inefficacy (Meryem, Elmas and Dundar, 2015). Toward the end, these culminate at the absenteeism and the ITL.

2. LITERATURE REVIEW

2.1 Existing Research

The roots of the burnout concept seem to be embedded within broad social, economic and cultural developments that took place in the last quarter of the past century and signify the rapid and profound transformation from an industrial society into a service economy. This social transformation goes along with psychological pressures that may translate into burnout. Absenteeism is a genuine working environment issue and a costly event for both businesses and representatives apparently capricious in nature. The term absenteeism alludes to the inability to take care of work. It is one of the significant issues confronted by institutions including the HEIs over the globe. In such manner, the workers' passionate connection (responsibility) can assume a crucial part. In the course of the most recent too many years of familiarity with administrative issues, the issue of employee ITL still exists in a large portion of the association including the higher educational institutions all through the world. Indeed, even in the exceptionally created mechanical countries, the rate of worker turnover is still high. The costs of this turnover not only have an impact on institutions but also would affect the morale of the remaining employees.

2.2 The Employee's Burnout

Looking at the part of word related stressors has constituted a critical bit of the burnout research, especially as it

identifies with the emotional status of the employees. Burnout is a long haul result of mental strain, which can be ascribed to insufficient employment plan. Since each occupation may have its own particular arrangement of working conditions that may produce burnout, which are the particular demands and assets fit to create burnout among the employees (Demerouti, Bakker, Nachreiner and Ebbinghaus, 2002). Proficient viability, then again, alludes to a general assessment of the adequacy and achievement got from the execution itself. Job burnout is considered as an interminable anxiety disorder whose principle measurements are weariness and skepticism, which speak to its fiery and motivational segments, individually (Halbesleben and Buckley, 2004). The accompanying survey of the writing on burnout continues by generally partitioning the earlier research into two gatherings. The principal gathering offers a clarification of the etiology of burnout as it identifies with self-viability, while the second gathering spotlights on word related stressors.

Indeed, there is an imperative assemblage of writing that underlines a dynamic exchange between the work environment and feelings. It is past the extent of this article to give this range satisfactory consideration. Burnout is a word related hazard identified with various individual and hierarchical costs, for example, contamination and absenteeism. Sick absence, characterized as neglecting to report for retained work in view of septicity, is an intricate wonder affected by different social, hierarchical and individual components (Peterson, Bergstrom, Samuelsson, and Nygren, 2008). In spite of the way that the dominant part of studies has drawn nearer contagion nonattendance as an individual prodigy, there has been an expanding enthusiasm for absenteeism conceptualized as a group level develops. A larger improvement that incorporates a large number of the past issues and that appear to have encouraged burnout is the quick and significant change from a modern culture into a developed economy that occurred in the last quarter of the previous century (Wilmar, Michael, and Maslach, 2010).

2.3 The Absenteeism

Later writing seeks after to understand absenteeism as a marker of mental, restorative, or social conformity to work. Unscheduled absenteeism severely harms the advancement of an association bringing about loss of profitability, expanded expenses in employing extra staff and low confidence among the employees. It was seen as a management issue and surrounded in monetary/financial terms. Absenteeism influences the proficiency, profitability and control of an institution (Boer, Elpine, Bakker, Syroit and Schaufeli, 2002). It demonstrates the flightiness of the employee as well as their unfaithfulness towards the institution. Endeavors to enhance specialist efficiency ought to take an all-encompassing methodology enveloping employee wellbeing change and engagement procedures. In an inexorably focused worldwide economy, institutions require a more beneficial, more connected with workforce (Godin and Kittel, 2004). To this end, managers are executing different projects to advance worker welfare and improved employment execution.

The institutional high ups can energize enhanced gratification practices and a worksite society of wellbeing through building up work environment arrangements that bolster and empower solid practices, a more advantageous physical workplace and other obvious changes to the workplaces. Notwithstanding making a work environment more helpful for security, institutions can advance enhanced employees commitment by incorporating advancement activities. All these assist the employees with reducing their intentions to leave, thereby bringing down the occurrence of endless contagions and action restrictions that are essential drivers of social insurance expenses and lost employee efficiency (Miller, Murnane & Willet, 2008). Absenteeism is a common problem in many institutions, small or big, private or government. The high rate of absenteeism is at times due to lack of commitment to work. Absenteeism results in dislocation of work increase in labor costs, reduction in productivity and if unchecked, it causes an increase in indiscipline. It is important to try to take the subjectivity out of managing absenteeism and to ensure that all employees are treated the same. It is essential to be consistent, persistent, and fair to all (Shapira, & Rosenblatt, 2010).

2.4 The Organizational commitment

The ratio of absenteeism, burnout and ITL is comparatively lower among the employees those who are organizationally committed. Psychologically, the phenomenon of organizational commitment aligns the potential and the skills of the workforce with the aims and objectives of the institution. Parallel to it, the level of ITL will touch its minima. The employees, with enhanced commitment level, are assumed to have a greater sense of recognition and belonging to the aims and objectives of the institution. It implies that the phenomenon of 'Organizational Commitment' exhibits the workforce's psychosomatic affection with the institution (Irfan, Nawaz & Saqib., 2013). Last but not the least, the commitment provides a binding force between the employee and the employer. The majority of the research on organizational commitment has been pursued by industrial, organizational and professional psychologists. A little research on organizational commitment has been conducted within the educational settings.

To develop organizational commitment among the academic staff is significant because employees that are highly committed continue longer, perform better, work more, and get engaged in organizational

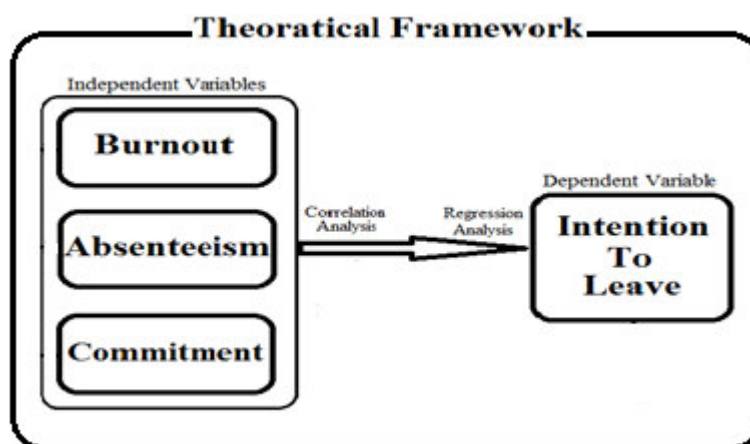
citizenship behaviors. Teachers who are not committed to their work are expected to put less effort in the classroom as compared to teachers with elevated levels of commitment (Irfan, Nawaz & Saqib., 2014a). This would affect adversely upon the student learning and success in particular and the standards of education in the country in general. Higher education is not immune to the problem of lower levels of commitment. Educational leaders have increased the emphasis on studies that try to identify factors that affect organizational commitment (Irfan, Nawaz, Farhat & Naseem, 2014b). Organization commitment refers to the employee's emotional attachment to, recognition with, and involvement in the organization. It is generally measured as three dimensional constructions comprising of affective commitment, continuance commitment and normative commitment.

2.5 The Intention to leave

In the age of globalization, intention to leave is a dilemma, persistently faced by the organizations at every level. Employee's intention to leave is a grave issue particularly in the field of HRM. It is very costly for an organization and the cost is due to termination, advertisement, recruitment, selection, and hiring of the employees. After an employee leaves the organization, the working aptitude of the remaining employees to fulfill their tasks may be affected. Employees who are contented are more expected to be loyal to their organizations and with a decreased level of intention to leave the job (Irfan, Nawaz & Saqib., 2014a). The origination of representative goal to leave implies that the representatives leave their employments because of occupation related disappointments rising up out of unacceptable pay, ugly work and issues of advancement, interpersonal relations, working conditions and terrible supervisory methodology. Goal to leave is characterized as one's behavioral mentality to leave the association while withdrawals are thought to be the real detachment from the association.

Switchovers can be sure or negative for representatives, associations and groups. Once in a while the workers may go to a choice to move from one association to the other for their vocation goals. Work fulfillment is an issue that would convince the laborer to work in the long length of time. Despite occupation fulfillment, the association would go up against with the consumption of enrollment created by the switchovers. Therefore, the association ought to offer fixation to workers' occupation fulfillment too (Saqib, Kundi and Irfan, 2014a). In other word, low instructors' employment fulfillment is the critical indicators of educators' aim to leave the instructing calling. People who are not fulfilled in their employment turn out to be less dedicated or leave the occupation when all is said in done. It is imperative for higher educational institutions to be familiar with, what urges personnel to proceed in their positions, as supplanting them is mind boggling as well as costly in unrecoverable expenses. Turnover goal may be characterized as the goal of representatives to stop their association. The most noteworthy relationship with turnover expectation was of Pay, Promotion, Fringe advantages and unexpected prizes (Irfan, Nawaz & Saqib., 2014a).

Figure 1 Schematic Diagram of the Theoretical Framework



3. DISCUSSION

To develop commitment among the faculty staff has some critical consequences and implications for educational institutions. The highly dedicated faculty members are expected to prolong their association with their institutions, they are working presently. Meanwhile, they are likely to do more hard work for their respective institutions. The strongly committed faculty members would have a stronger aspiration to come to their work and pay a meaningful contribution to their respective institutions and have lesser intentions to leave the institution (Irfan, Nawaz & Saqib, 2013). The maximum value of the organizational commitment on the part of the academicians will guarantee their efficiency to a higher level. It is widely reported that affectively committed

workforce continue working with the loyalty of high degree. Continuance commitment ensures that employees maintain their organizational membership. While those who are normally committed feel obligatory on their part to continue in the organization. Thus, motivation and commitment on the part of workers are the important conditions for the accomplishment of the organizational goals (Saqib, Irfan, Farhat & Naseem, 2014).

The institution has to face the brunt on the huge scale when an employee leaves and joins another institution. Drain of an employee tells upon the social and financial health of the concerned establishment as it takes ample time and investment for the rehabilitation in this regard. Moreover, the financial losses also go parallel with the others like decline in the production level, low profits and savings ratios, hampers the future development plans, investment in the training and skill related orientation programs. The switchovers at the larger scale has certain implications which may amount to the shattered working relationship, employee's demoralization and the job insecurity (Irfan, Nawaz, Farhat, Saqib & Naseem, 2014b). On the part of the employee, his/her dissatisfaction is a multidimensional phenomenon which has a strong impact on the entire institutional setup thus bringing its social and financial credibility at stake. In this regard, the present work is an effort to present a detailed view about the employee's attitudes and feelings those which are operative behind his/her burnout, absenteeism, commitment, ITL and finally the switchovers.

4. CONCLUSION

The intention to leave has put the higher educational institutions in great jeopardy as far as their academic framework is concerned. In this regard the random leavings of teachers are gradually harming the educational output of the HEIs. Recent studies have provided, to some extent, diverse viewpoints on the academician's intention to leave in the higher educational institutions. An important study in the area of Intention to leave of faculty members may be helpful in understanding faculty members' attrition due to burnout and absenteeism. The topic is significant for numerous grounds, firstly, to examine in particular, what the high ups in the higher educational structure may take measures to deal with and consequently bring down the pressure in the working environment variables of the faculty members to reduce the absenteeism, job burnout and to enhance their level of commitment. Regardless of the significance of the faculty retention, there is a slight understanding of how work related variables, organizational commitment and the satisfaction level in the job collaborate to make clear the faculty intentions to continue or leave at the level of higher educational institutions.

References

1. Azeem, S. M. (2013). Influence of Organizational Role Stress and Personality Hardiness on Teachers' Burnout. *International Journal of Academic Research in Business and Social Sciences*, 3 (7), 608-627.
2. Boer, D., Elpine M., Bakker, A. B., Syroit, J. E., & Schaufeli, W. B. (2002). Unfairness at work as a predictor of absenteeism. *Journal of Organizational Behavior*, 23 (2) 181-197.
3. Demerouti, E., Bakker, A. B., Nachreiner, F., & Ebbinghaus, M. (2002). From mental strain to burnout. *European Journal of Work and Organizational Psychology*, 11(4), 423-441.
4. Godin, I., & Kittel, F. (2004). Differential economic stability and psychosocial stress at work: associations with psychosomatic complaints and absenteeism. *Social Science & Medicine*, 58(8) 1543-1553.
5. Halbesleben, J. R., & Buckley, M. R. (2004). Burnout in organizational life. *Journal of Management*, 30, 859-879.
6. Irfan, U. K., Nawaz, A., Farhat U. K., Naseem B, Yar. (2014). The impact of Organizational Commitment on the ITL among the Academicians in HEIs in Pakistan. *International Journal of Academic Research in Business and Social Sciences*, 4(2), 88-99, (Impact Factor_ 0.305).
7. Irfan, U. K., Farhat U. K., Hamid, K., Nawaz, A. (2013). Determining the Demographic impacts on the Organizational Commitment of Academicians in the HEIs of DCs like Pakistan. *European Journal of Sustainable Development*, 2(4), 117-130, ISSN: 2239-5938.
8. Irfan, U. K., Nawaz, A., Farhat U. K., Hamid, K., Naseem, B. Y. (2013). Determining the Impact of Demographics on the Intention to Leave of Academicians in HEIs of the DCs like Pakistan. *Global Journal of Management and Business Research* (A), 13(7), 41- 48.
9. Irfan, U. K., Nawaz, A., Saqib, M. (2013). Determining the Organizational Commitment of Academicians in Public Sector Universities of Developing Countries like Pakistan. *International Journal of Academic Research in Economics and Management Sciences January*, 2(1), ISSN: 2226-3624.
10. Meryem, A., Elmas, S., Dundar, G. (2015). Job Insecurity and Burnout: The Moderating Role of Employability. *European Journal of Business and Management*, 7 (9), 195-202.
11. Miller, R., Murnane, R., & Willet, J. (2008). Do worker absences affect productivity? The case of teachers. *International Labour Review*, 1, 71-89.
12. Peterson, U., Bergstrom, G., Samuelsson, M., Åsberg, M., & Nygren, A. (2008). Reflecting peersupport

- groups in the prevention of stress and burnout: randomized controlled trial. *Journal of Advanced Nursing*, 63, 506–516.
13. Saqib, M. K., Irfan, U. K., Kundi, G. M., Farhat, U. K., Naseem, B. Y. (2014). Determining the impact of Job satisfaction and Organizational commitment on ITL among the Teachers of HEIs in the Developing countries. *Industrial Engineering Letters*, 4 (4), p- 53-60.
 14. Shamila N. K., & Zafar, S. (2014). Exploring the Causes and Consequences of Job Burnout in a Developing Country. *Journal of Basic & Applied. Research*, 3(5), 212-227.
 15. Shapira, L. O., & Rosenblatt, Z. (2010). School ethical climate and teachers' voluntary absence. *Journal of Educational Administration*, 48(2), 164-181.
 16. Wilmar B. S., Michael, P. L., & Maslach, C. (2010). Burnout: 35 years of research and Practice. *Career Development International*, 14 (3), 204-220.