



ABAC ODI JOURNAL Vision. Action. Outcome

ISSN: 2351-0617 (print), ISSN: 2408-2058 (electronic)

Enhancing Psychological Capital and Organizational Commitment to Reduce Teachers' Job Burnout through Organizational Development Intervention

Jhi Shi, Vorapot Rucktum

ABAC ODI JOURNAL Vision. Action. Outcome Vol 10 (2) pp. 33-54

www. <http://www.assumptionjournal.au.edu/index.php/odijournal>

Published by the

Organization Development Institute

Graduate School of Business and Advanced Technology Management

Assumption University Thailand

ABAC ODI JOURNAL. Vision. Action. Outcome is indexed by the Thai

Citation Index and ASEAN Citation Index

Enhancing Psychological Capital and Organizational Commitment to Reduce Teachers' Job Burnout through Organizational Development Intervention

Jin Shi¹, Vorapot Ruckthum²

¹Associate Professor, English School, Zhejiang Yuexiu University, China, Email: shijinshijin@126.com

²Lecturer, Graduate School of Business and Advanced Technology Management, Assumption University, Thailand, Email: vorapotrck@au.edu

Received: 4 July 2022. Revised: 29 July 2022. Accepted: 5 August 2022

Abstract

As the biggest occupational hazard in the 21st century, job burnout has become a “chronic killer” of teachers’ physical and mental health. The research adopts action research as a research method and non-randomized control group and experimental group samples are used for comparison, quantitative and qualitative data were used to measure and analyze the impacts of organizational development intervention (ODI) on psychological capital (PC), organizational commitment (OC), and teachers’ job burnout (JB). In the ODI stage, researchers try to develop PC and OC through career planning and development, appreciative inquiry, and team building to help teachers improve their ability to deal with JB. The results of post-ODI stage demonstrated that the teachers’ JB in experimental group decreased significantly, PC and OC have a negative correlation with teachers’ JB. Without any interventions, the control group did not significantly improve between the pre-ODI and post-ODI stages. This research supports the effects of PC and OC on teachers’ JB through ODI.

Keywords: teachers’ job burnout, organizational development intervention, psychological capital, organizational commitment

Introduction

As the disseminator of human culture, the society puts high standards on the comprehensive quality of teachers (Faulkner & Latham, 2016). Teachers must devote a great deal of patience and perseverance to education while also dealing with numerous demands from parents, society, and various constraints of the real world (The Times of India, 2019). On the other hand, teachers generally feel the pressure of teaching, scientific research, promotion, and other work, but they are less likely to feel the school’s support for themselves. After a period of time, it is prone to burnout (Goddard & Goddard, 2006).

There is growing evidence that teachers' burnout is one of the main predictors of teacher attrition (Mahmoodi-Shahrehabaki, 2019). As a helpful profession, teachers are facing the pressure of teaching work. Due to the rapid development of technology and social science, the popularization and application of computer networks, and the acceleration of knowledge updating, teachers must not only deal with increasingly complex educational tasks and frequent educational reforms, but also with societies and parents' increasing demands and expectations for education (Taneri, 2016). Over time, teachers are unable to alleviate the stress of work promptly and effectively, and then they may take a negative attitude towards the students, who are the objects of their work, even produce the frustration of job. Teachers' sense of fatigue and frustration is called job burnout (Li Bing, 2004).

The Organizational Assessment

English School of Zhejiang Yuexiu University (ZYU) works hard on school's talent cultivation system known as SPT (System of Professional Talent), and specialties of minority languages with clear features and close to social demand are set. Talent cultivation model of "one foreign language plus a specific objective" is under construction and implementing.

Teachers of English School are also under tremendous pressure because of the rapid development of schools and rapid changes in the environment. Many teachers have experienced a state of job burnout. Therefore, English School should recognize their strengths and opportunities clearly, analyze their weaknesses and threats carefully, and seize the favorable opportunities to formulate scientific development strategies and encourage teachers to make efforts to carry out scientific research and cultural innovations. Only this way can English School keep its core competitive advantages and professional core competitiveness in the tough world of education and get new momentum and vitality for future growth.

Research Objectives

- (1) To evaluate and judge the true status of focus organization in PC, OC, and teachers' JB.
- (2) To explore the correlation between PC and teachers' JB.
- (3) To explore the correlation between OC and teachers' JB.
- (4) To design and implement appropriate ODIs to intervene PC, OC, and teachers' JB.
- (5) To explore the distinctions of PC, OC, and teachers' JB between pre-ODI and post-ODI.

Research Questions

- (1) What is the true status of PC, OC, and teachers' JB in focal organization?
- (2) What is the correlation between PC and teachers' JB?
- (3) What is the correlation between OC and teachers' JB?
- (4) What are the appropriate ODIs to intervene in PC, OC, and teachers' JB?
- (5) What are the distinctions of PC, OC, and teachers' JB between pre-ODI and post-

ODI?

Research Hypotheses

Hypothesis 1

H1_o: There is no significant distinction between pre-ODI and post-ODI on teachers' JB.

H1_a: There is a significant distinction between pre-ODI and post-ODI on teachers' JB.

Hypothesis 2

H2_o: There is no significant distinction between pre-ODI and post-ODI on PC.

H2_a: There is a significant distinction between pre-ODI and post-ODI on PC.

Hypothesis 3

H3_o: There is no significant distinction between pre-ODI and post-ODI on OC.

H3_a: There is a significant distinction between pre-ODI and post-ODI on OC.

Hypothesis 4

H4_o: There is no significant correlation between PC and teachers' JB.

H4_a: There is a significant correlation between PC and teachers' JB.

Hypothesis 5

H5_o: There is no significant correlation between OC and teachers' JB.

H5_a: There is a significant correlation between OC and teachers' JB.

Literature Review

Organizational Development (OD)

According to Cummings and Workey (2001), organizational development refers to the wide application of behavioral scientific knowledge in strategies, structures, and processes. The effectiveness of the organization is improved according to the development, improvement, and enhancement of the plan. The purpose of this process is to guide the effective development of the organization.

Susman and Evered (1978) proposed an ideal model of action research, and the key to building this foundation is to establish a cooperative relationship. The model includes five stages: (1) Diagnosis: identifying the major issues that lead to a shift in organizational expectations; (2) Action Planning: determining an action plan to alleviate or improve these issues; (3) Taking Action: to develop the action plan during the implementation stage; (4) Evaluating: assessing the outcomes of an action; and (5) Specifying Learning: to summarize and improve the action plan for a specific stage.

Organizational Development Intervention (ODI)

The so-called organization intervention refers to the efforts of the organization in response to the change (Rothwell et al., 1995). In implementing OD interventions, organizational development should focus on the part of the organization that it wants to change,

such as the individual, team level or the entire organizational. Cummings and Worley (2005) divided organizational development interventions into four types: human process; technostructural; human resource management, and strategic change. In their view, these intervention techniques can contain many kinds of intervention orientations, and each orientation contains many intervention activities.

Career Planning and Development

Steffy and Wolfe (1997) suggested that when teachers feel burnout or grievances, the school administrators should provide timely and appropriate support, such as by participating in seminars, refresher courses, or attending workshops, etc., which is very important for the continuous development of the teachers' career.

The intervention method of career planning refers to any counseling activity that can be used to improve personal career planning ability and promote career development (Brown, 2003; Spokane, 1991). Many scholars (Gysbers et al., 2003; Spokane, 1991) believe that career and personal development are inseparable parts, and career planning and counseling often deal with personal psychological problems (such as self-confidence and personality) and some growth experiences related to psychological development (such as failure experience and family experience).

Appreciative Inquiry

Appreciative Inquiry is one of the new trends of intervention technology to advance organizational innovation. It can have a powerful motivating effect, helping people gain a sense of self-realization rather than being mired in worry and dark destiny (Quinn, 2000).

Appreciative Inquiry is a method of organizational change put forward by Cooperrider and Whitney (2005) as a way to promote and achieve continuous improvement, organizational growth, and positive change. It is known for the value of its generative (Stratton-Berkessel, 2010) and dialogic (Dole et al., 2017) processes. "Appreciation" refers to affirming people's advantages, cherishing people's value, perceiving people's potential, and showing people's success; and "Inquiry" refers to exploring people's discovery, discovering people's trend, and asking people's assumption.

Team Building

Team building can build trust among members, enhance group cohesion, and lay a good foundation for the smooth development of training and the retention of members. At the same time, it can also improve interpersonal relationships and alleviate the "enthusiasm exhaustion" in job burnout.

Team formation was proposed by Bruce Tuckman (1965) in his book "Developmental Sequence in Small Groups". There are five stages of team development, which are formation, impact, specification, execution, and recess. Teams grow to meet challenges, deal with problems, find solutions, plan and deal with outcomes.

Job Burnout (JB)

Maslach (1976) began to pay attention to the emotional problems of service industry practitioners. She defined “job burnout” as the psychological distance from job. Some researchers have confirmed that raise organizational support is a useful measure to alleviate job stress and job burnout through intervention experimental models (Gillet et al., 2016; Bobbio et al., 2012).

In 1986, Maslach and Jackson agreed that job burnout was the three symptoms of service employees: (1) emotional exhaustion is a process in which individuals overtake their responsibilities, emotional resources are consumed by others, and they feel exhausted and unable to continue; (2) depersonalization means that individuals adopt a negative and cynical attitude towards service objects such as patients and students; and (3) reduced personal accomplishment refers to a decrease in individual’s competence and satisfaction with the work they are engaged in.

Teachers’ Job Burnout

Maslach, Jackson and Leiter (1996) considered “teachers’ job burnout” as a symptom of (1) emotional exhaustion is the core component of teachers’ JB, which means that the individual’s emotions are in an extremely depressed and reduced state; (2) depersonalization, also known as “de-individualization”, is the dimension of interpersonal relationship of teachers’ JB, referring to a negative mood of teachers towards work, showing a negative, indifferent and alienated attitude; (3) reduced personal accomplishment is the dimension of teachers’ self-evaluation of JB, which refers to the tendency of individual to reduce self-competence and increase negative self-evaluation in work.

Psychological Capital (PC)

According to economists Goldsmith, Veum, and Darity (1997a; 1997b; 1998), psychological capital refers to some personality characteristics that can affect personal productivity. Luthans, Youssef and Avolio (2007) argue that psychological capital can be divided into four types: (1) hope refers to the willpower and ways to achieve individuals’ goals; (2) self-efficacy is the ability of an individual to believe that he or she can mobilize cognition to achieve specific results; (3) resilience refers to the phenomenon that individuals are still well adapted and developed in the face of serious threats; and (4) optimism refers to an individual’s “style of doing things”.

Organizational Commitment (OC)

Meyer and Allen (1991) believe that organizational commitment is generally analyzed from three perspectives: (1) affective commitment, the influencing factors of affective commitment from weak to strong are characteristics of individual, organizational structure, leader member relationship role and work; (2) continuous commitment, the factors that affect continuance commitment include salary and promotion opportunities, investment scale, and

welfare; and (3) normative commitment, refers to social behavior or employees’ inner expectations of being a part of an organization.

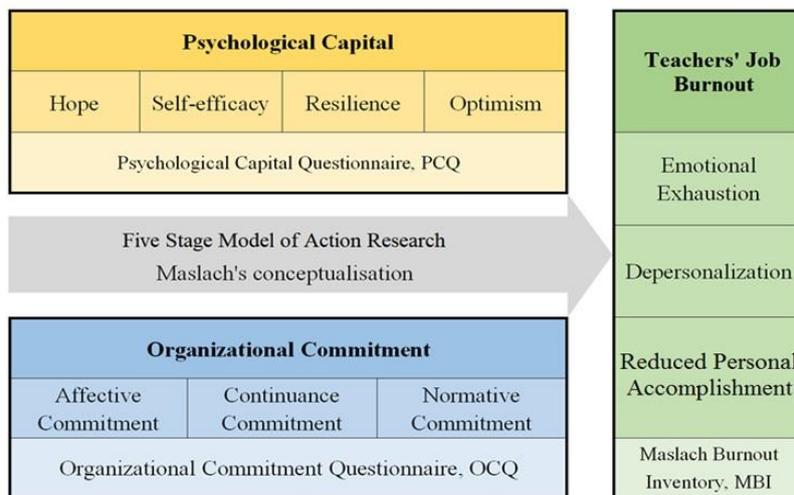
Theoretical Framework

This research introduces the job demands-resources model (JD-R) to be the specific analytical framework, and combines the Five Stage Model of Action Research and Maslach’s Conceptualization framework to evaluate teachers’ JB. The basic structure of the teachers’ JB questionnaire is judged by item objective congruence (IOC) analysis, and on this basis, the original teachers’ JB questionnaire was compiled, and the questionnaire was used to conduct a preliminary test, analyze the data, and test its reliability and validity to determine the formal questionnaire. The IOC score 0.6 is the minimum acceptable value (Turner & Carlson, 2003).

As shown in Figure 1, Psychological Capital Questionnaire (PCQ) will be used to evaluate PC, Organizational Commitment Questionnaire (OCQ) will be used to evaluate OC, and Maslach Burnout Inventory (MBI) will be used to evaluate teachers’ JB.

Figure 1

Theoretical Framework



Note: Constructed by Authors

Conceptual Framework

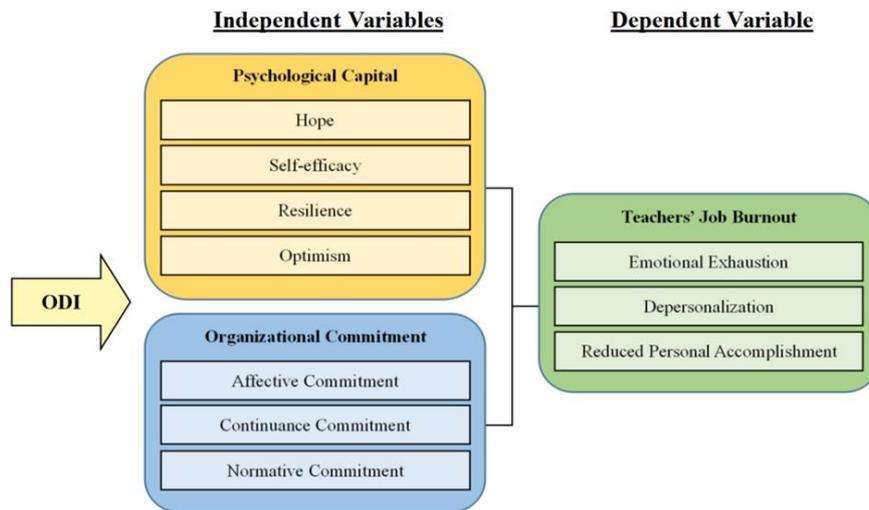
According to the previous literature review, the conceptual framework of this research includes PC, OC, and teachers’ JB.

The goal of this research is to reduce teachers’ JB improving with enhancing teachers’ PC and OC, and ODI is the tool to achieve this goal. Therefore, this research regards PC and OC as the dominant factors of organizational development interventions, which are

independent variables; teachers’ JB makes the results after the intervention, which is dependent variable. The conceptual framework for teachers’ JB intervention sees Figure 2.

Figure 2

Conceptual Framework



Note: Constructed by Authors

Action Research Framework

This action research method was used to intervene in the whole process, which mainly consisted of three stages, they are the pre-ODI, the ODIs, and post-ODI stages (see Figure 3).

Figure 3

Action Research Framework

Pre - ODI	ODIs	Post - ODI
Psychological Capital Hope ↓ Efficacy ↓ Resilience ↓ Optimism ↓	Diagnosing Identify areas that need change and get strong support Action Planning Create a sense of urgency for change Manager teachers' concerns and take management action	Psychological Capital Hope ↑ Efficacy ↑ Resilience ↑ Optimism ↑
Organizational Commitment Affective Commitment ↓ Continuance Commitment ↓ Normative Commitment ↓	Taking Action - Individual level a. Career planning and development b. Appreciative inquiry - Team level c. Team building Evaluating Evaluate the action results between pre-ODI and post-ODI	Organizational Commitment Affective Commitment ↑ Continuance Commitment ↑ Normative Commitment ↑
Teachers' Job Burnout Emotional Exhaustion ↑ Depersonalization ↑ Reduced Personal Accomplishment ↑	Specifying Learning Focus group discussion Continuous Positive self regulation Continuous improving teachers' professional ability	Teachers' Job Burnout Emotional Exhaustion ↓ Depersonalization ↓ Reduced Personal Accomplishment ↓

Note: Constructed by Authors

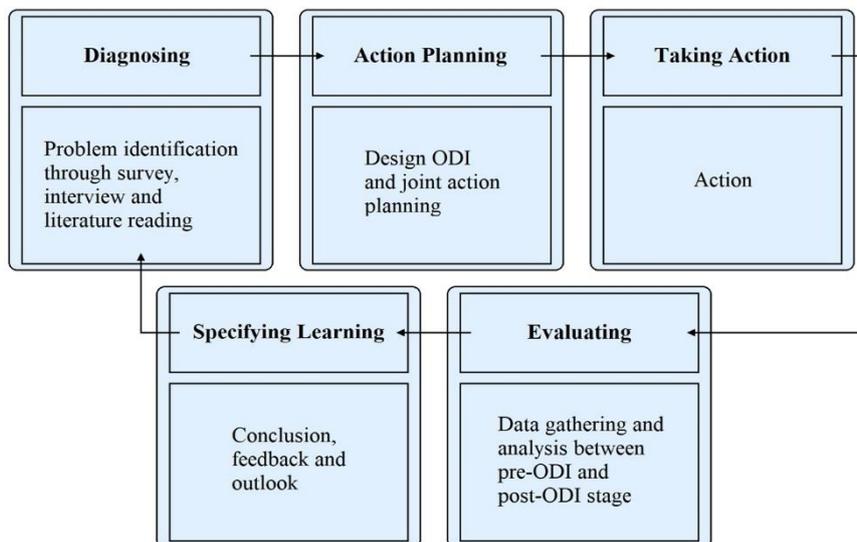
Research Methodology

Research Design

This research takes the five-stage action research model proposed by Susman and Evered (1978) as the framework and carry out the research by combining qualitative and quantitative methods. Through the five-stage cycle of action research, this research intends to explore the intervention strategies suitable for specific organizational situations and evaluate the effect of intervention strategy (see Figure 4).

Figure 4

Action Research Model of This research



Note: Constructed by Authors

Subjects of the Study

In order to facilitate the researchers to issue and return the questionnaires the questionnaires in groups and stages, the sample size is determined to be 60 under the condition that the questionnaire recovery rate is 100%. Before the survey, the researchers got in touch with the sampling unit to clarify the purpose, meaning and content of the research, and obtained cooperation, and the sampling unit designated a coordinator to cooperate with the survey; the surveyor was composed of school administrators and external OD consultants, and special training was provided before the survey, earnestly study the survey content, and unify the survey method.

Research Instruments

The research instruments included questionnaire, interviews, and observation. Before the formal survey, this research conducted a small-scale survey to check the reliability of the method and look for possible problems in the survey to reduce bias. Statistical analysis software was used to calculate Cronbach’s α . The internal consistency of the questionnaire composed of the Likert Scale and items was evaluated. Cronbach’s α for all variables was greater than 0.8, indicating that the entire questionnaire has very high and reliable internal consistency.

Data Collection and Analysis

This study adopts a combination of qualitative analysis and quantitative analysis. For

further analysis, questionnaires, interviews, and observations were used to collect and analyze data. The data will be collected two times, including the pre-ODI and post-ODI stages, to judge if there are distinctions in PC, OC, and teachers’ JB. The Likert scale is used to assess the opinion level of respondents.

Design/Development of OD Interventions

According to the actual situation about the English School in ZYU, researchers and the school leaders are responsible for the implementation of the intervention measures. The former is mainly responsible for the organization and coordination of various activities to improve PC and OC, while the latter is responsible for implementing the measures to improve PC and OC. During the implementation of this action plan, researchers and school leaders will meet regularly to discuss teachers’ feelings, analyze problems and countermeasures, and make specific plans for the next stage of work.

Table 1

OD Interventions Design Program

No.	Intervention	Participants	Training Hours	Period
1	Career Planning & Development Introduction and workshop objectives Self-directed activities Career education Group/Personal counseling Summary and feedback	30 (100%)	4	Sep. 10, 2021 Sep. 24, 2021
2	Appreciative Inquiry Introduction and workshop objectives “4-D” Cycle Affirmative topics choice Affirmative capability Summary and feedback	30 (100%)	4	Oct. 08, 2021 Oct. 22, 2021
3	Team Building Introduction and workshop objectives Straight to Mission and Vision Develop Communication Cooperation Identify Roles and Duties Summary and feedback	30 (100%)	8	Nov. 05, 2021 Nov. 19, 2021 Dec. 03, 2021 Dec. 17, 2021

Note: Developed by Authors

Follow-up Section

This research plan is to conduct a follow-up investigation through focus group discussion. Under the guidance of the moderator, a group composed of 8 teachers has an in-depth collective discussion on a specific topic on a voluntary and equal basis. The purpose is

to obtain the required information and knowledge (Neilson, 1984). When it is found that the mental health value of teachers fluctuates significantly, or there are signs of burnout, the researcher will intervene in time to prevent the further deterioration of the problem. When there are no obvious signs of burnout, it should focus on prevention and pay close attention to observation and monitoring.

Data Analysis and Results

The average value (AVG) of PC, OC, and teachers’ JB in pre-ODI and post-ODI were compared between the experimental and the control group.

Table 2, 3, 4, 5, 6, and 7 showed that after ODI, the experimental group had significant changes in PC, OC, and teachers’ JB. Table 8, 9, and 10 showed that the main factors affecting teachers’ JB were PC and OC after ODI.

Table 2

Quantitative Data Analysis of Psychological Capital (PC) Between Pre-ODI and Post-ODI in the Experimental Group

	Pre-ODI (n=30)		Post-ODI (n=30)		t	p
	Mean	S.D.	Mean	S.D.		
Hope	3.19	0.50	4.16	0.49	-7.550	0.000**
Self-efficacy	3.19	0.42	4.17	0.47	-8.511	0.000**
Resilience	3.02	0.50	4.03	0.56	-7.432	0.000**
Optimism	2.88	0.49	3.87	0.45	-8.066	0.000**
Psychological Capital	3.07	0.46	4.06	0.49	-8.079	0.000**

* p < 0.05, ** p < 0.01

Note: Mean and Standard Deviation of Psychological Capital (PC)

According to Table 2, the independent sample t-test was used to find that both groups showed significant distinctions ($p < 0.01$) in different groups. Specific analysis showed in follow:

Hope showed a significant level of 0.01 ($t = -7.550, p = 0.000$), the AVG of pre-ODI (3.19) was significantly less than the AVG of post-ODI (4.16).

Self-efficacy showed a significant level of 0.01 ($t = -8.511, p = 0.000$), the AVG of pre-ODI (3.19) was significantly less than the AVG of post-ODI (4.17).

Resilience showed a significant level of 0.01 ($t = -7.432, p = 0.000$), the AVG of pre-ODI (3.02) was significantly less than the AVG of post-ODI (4.03).

Optimism showed a significant level of 0.01 ($t = -8.066, p = 0.000$), the AVG of pre-ODI (2.88) was significantly less than the AVG of post-ODI (3.87).

Psychological capital showed a significant level of 0.01 ($t = -8.079, p = 0.000$), the

AVG of pre-ODI (3.07) was significantly than the AVG of post-ODI (4.06).

Table 3

Quantitative Data Analysis of Psychological Capital (PC) Between Pre-ODI and Post-ODI in the Control Group

	Pre-ODI (n=30)		Post-ODI (n=30)		t	p
	Mean	S.D.	Mean	S.D.		
Hope	3.27	0.53	3.23	0.56	0.235	0.815
Self-efficacy	3.17	0.49	3.21	0.51	-0.262	0.795
Resilience	3.02	0.44	3.05	0.46	-0.283	0.779
Optimism	2.95	0.52	2.88	0.49	0.553	0.583
Psychological Capital	3.10	0.47	3.09	0.48	0.082	0.935

* $p < 0.05$, ** $p < 0.01$

Note: Mean and Standard Deviation of Psychological Capital (PC)

According to Table 3, without intervention, the control group did not show significant distinctions in pre-ODI and post-ODI.

Table 4

Quantitative Data Analysis of Organizational Commitment (OC) Between Pre-ODI and Post-ODI in the Experimental Group (n = 30)

	Pre-ODI (n=30)		Post-ODI (n=30)		t	p
	Mean	S.D.	Mean	S.D.		
Affective Commitment	3.21	0.66	4.21	0.67	-5.805	0.000**
Continuance Commitment	2.71	0.61	3.60	0.74	-5.056	0.000**
Normative Commitment	2.89	0.70	3.81	0.72	-4.988	0.000**
Organizational Commitment	2.94	0.64	3.87	0.70	-5.395	0.000**

* $p < 0.05$, ** $p < 0.01$

Note: Mean and Standard Deviation of Organizational Commitment (OC)

According to Table 4, the independent sample t-test was used to find that both groups showed significant distinctions ($p < 0.01$) in different groups. Specific analysis showed in follow:

Affective commitment showed a significant level of 0.01 ($t = -5.805$, $p = 0.000$), the

AVG of pre-ODI (3.21) was significantly less than the AVG of post-ODI (4.21).

Continuance commitment showed a significant level of 0.01 ($t = -5.056, p = 0.000$), the AVG of pre-ODI (2.71) was significantly less than the AVG of post-ODI (3.60).

Normative commitment showed a significant level of 0.01 ($t = -4.988, p = 0.000$), the AVG of pre-ODI (2.89) was significantly less than the AVG of post-ODI (3.81).

Organizational commitment showed a significant level of 0.01 ($t = -5.395, p = 0.000$), the AVG of pre-ODI (2.94) was significantly less than the AVG of post-ODI (3.87).

Table 5

Quantitative Data Analysis of Organizational Commitment (OC) Between Pre-ODI and Post-ODI in the Control Group

	Pre-ODI ($n=30$)		Post-ODI ($n=30$)		<i>t</i>	<i>p</i>
	Mean	S.D.	Mean	S.D.		
Affective Commitment	3.11	0.60	3.25	0.64	-0.833	0.408
Continuance Commitment	2.72	0.55	2.57	0.75	0.841	0.404
Normative Commitment	2.77	0.58	3.11	0.76	-1.946	0.056
Organizational Commitment	2.87	0.56	2.97	0.69	-0.675	0.503

* $p < 0.05$, ** $p < 0.01$

Note: Mean and Standard Deviation of Organizational Commitment (OC)

According to Table 5, without intervention, the control group did not show significant distinctions in pre-ODI and post-ODI.

Table 6

Quantitative Data Analysis of Job Burnout (JB) Between Pre-ODI and Post-ODI in the Experimental Group

	Pre-ODI ($n=30$)		Post-ODI ($n=30$)		<i>t</i>	<i>p</i>
	Mean	S.D.	Mean	S.D.		
Emotional Exhaustion	3.15	0.73	2.28	0.53	5.308	0.000**
Depersonalization	2.58	0.78	1.75	0.64	4.488	0.000**
Reduced Personal Accomplishment	3.11	0.75	2.24	0.66	4.735	0.000**
Job Burnout	2.94	0.72	2.09	0.60	4.988	0.000**

* $p < 0.05$, ** $p < 0.01$

Note: Mean and Standard Deviation of Job Burnout (JB)

According to Table 6, the independent sample t-test was used to find that both groups showed significant distinctions ($p < 0.01$) in different groups. Specific analysis showed in follow:

Emotional exhaustion showed a significant level of 0.01 ($t = -5.308, p = 0.000$), the AVG of pre-ODI (3.15) was significantly greater than the AVG of post-ODI (2.28).

Depersonalization showed a significant level of 0.01 ($t = -4.488, p = 0.000$), the AVG of pre-ODI (2.58) was significantly greater than the AVG of post-ODI (1.75).

Reduced personal accomplishment showed a significant level of 0.01 ($t = -4.735, p = 0.000$), the AVG of pre-ODI (3.11) was significantly greater than the AVG of post-ODI (2.24).

Job burnout showed a significant level of 0.01 ($t = -4.988, p = 0.000$), the AVG of pre-ODI (2.94) was significantly greater than the AVG of post-ODI (2.09).

Table 7

Quantitative Data Analysis of Job Burnout Between Pre-ODI and Post-ODI in the Control Group

	Pre-ODI (n=30)		Post-ODI (n=30)		t	p
	Mean	S.D.	Mean	S.D.		
Emotional Exhaustion	3.25	0.64	3.22	0.71	0.151	0.881
Depersonalization	2.57	0.75	2.57	0.74	0.000	1.000
Reduced Personal Accomplishment	3.11	0.76	3.11	0.84	-0.031	0.976
Job Burnout	2.97	0.69	2.97	0.73	0.044	0.965

* $p < 0.05$, ** $p < 0.01$

Note: Mean and Standard Deviation of Job Burnout (JB)

According to Table 7, without intervention, the control group did not show significant distinctions in pre-ODI and post-ODI.

Table 8

Pearson Correlation Analysis Between Psychological Capital (PC) and Job Burnout (JB) for Experimental Group at Post-ODI

	Emotional Exhaustion (2.28)	Depersonalization (1.75)	Reduced Personal Accomplishment (2.24)	Job Burnout (2.09)
Hope (4.16)	-0.743**	-0.748**	-0.675**	-0.739**
Self-efficacy (4.17)	-0.768**	-0.764**	-0.697**	-0.760**
Resilience (4.03)	-0.778**	-0.784**	-0.706**	-0.774**
Optimism (3.87)	-0.788**	-0.786**	-0.722**	-0.783**
Psychological Capital (4.06)	-0.776**	-0.778**	-0.707**	-0.771**

* $p < 0.05$, ** $p < 0.01$

Note: Pearson Correlation Coefficient between Psychological Capital (PC) and Job Burnout (JB)

According to Table 8, the Pearson correlation analysis was used to research the correlation between the job burnout and psychological capital. Specific analysis showed in follow:

All the five variables of emotional exhaustion (2.28) with hope (4.16), self-efficacy (4.17), resilience (4.03), optimism (3.87), and psychological capital (4.06) showed significant correlation, and the correlation coefficient values were -0.743, -0.768, -0.778, -0.788, and -0.776, which meant that there was a negative correlation.

All the five variables of depersonalization (1.75) with hope (4.16), self-efficacy (4.17), resilience (4.03), optimism (3.87), and psychological capital (4.06) showed significant correlation, and the correlation coefficient values were -0.748, -0.764, -0.784, -0.786, and -0.778, which meant that there was a negative correlation.

All the five variables of reduced personal accomplishment (2.24) with hope (4.16), self-efficacy (4.17), resilience (4.03), optimism (3.87), and psychological capital (4.06) showed significant correlation, and the correlation coefficient values were -0.675, -0.697, -0.706, -0.722, and -0.707, which meant that there was a negative correlation.

All the five variables of job burnout (2.09) with hope (4.16), self-efficacy (4.17), resilience (4.03), optimism (3.87), and psychological capital (4.06) showed significant correlation, and the correlation coefficient values were -0.739, -0.760, -0.774, -0.783, and -0.771, which meant that there was a negative correlation.

Table 9

Pearson Correlation Analysis Between Organizational Commitment (OC) and Job Burnout (JB) for Experimental Group at Post-ODI

	Emotional Exhaustion (2.28)	Depersonalization (1.75)	Reduced Personal Accomplishment (2.24)	Job Burnout (2.09)
Affective Commitment (4.21)	-0.777**	-0.831**	-0.756**	-0.808**
Continuance Commitment (3.60)	-0.789**	-0.807**	-0.748**	-0.800**
Normative Commitment (3.81)	-0.769**	-0.767**	-0.706**	-0.763**
Organizational Commitment (3.87)	-0.792**	-0.816**	-0.749**	-0.804**

* $p < 0.05$, ** $p < 0.01$

Note: Pearson Correlation Coefficient between Organizational Commitment (OC) and Job Burnout (JB)

According to Table 9, the Pearson correlation analysis was used to research the correlation between the job burnout and organizational commitment. Specific analysis showed in follow:

All the four variables of emotional exhaustion (2.28) with affective commitment (4.21), continuous commitment (3.60), normative commitment (3.81), and organizational commitment (3.87) showed significant correlation, and the correlation coefficient values were -0.777, -0.789, -0.769, and -0.792, which meant that there was a negative correlation.

All the four variables of depersonalization (1.75) with affective commitment (4.21), continuous commitment (3.60), normative commitment (3.81), and organizational commitment (3.87) showed significant correlation, and the correlation coefficient values were -0.831, -0.807, -0.767, and -0.816, which meant that there was a negative correlation.

All the four variables of reduced personal accomplishment (2.24) with affective commitment (4.21), continuous commitment (3.60), normative commitment (3.81), and organizational commitment (3.87) showed significant correlation, and the correlation coefficient values were -0.756, -0.748, -0.706, and -0.749, which meant that there was a negative correlation.

All the four variables of job burnout (2.09) with affective commitment (4.21), continuous commitment (3.60), normative commitment (3.81), and organizational commitment (3.87) showed significant correlation, and the correlation coefficient values were -0.808, -0.800, -0.763, and -0.804, which meant that there was a negative correlation.

Table 10

Hierarchical Multiple Regression Analysis of Psychological Capital (PC), Organizational Commitment (OC), and Job Burnout (JB) in Experimental Group at Post-ODI (n = 30)

	Model 1					Model 2				
	<i>B</i>	Std. Error	<i>t</i>	<i>p</i>	β	<i>B</i>	Std. Error	<i>t</i>	<i>p</i>	β
(Constant)	1.856**	0.536	3.463	0.002	-	5.521**	0.682	8.101	0.000	-
Gender	-0.027	0.281	-0.095	0.925	-0.017	0.026	0.169	0.156	0.877	0.017
Age	0.338*	0.126	2.679	0.013	0.549	-0.016	0.088	-0.182	0.857	-0.026
Professional title	-0.336	0.182	-1.845	0.077	-0.383	0.227	0.130	1.745	0.094	0.259
Psychological Capital						-0.522*	0.189	-2.762	0.011	-0.427
Organizational Commitment						-0.467**	0.135	-3.463	0.002	-0.583
<i>R</i> ²	0.223					0.762				
Adjusted <i>R</i> ²	0.134					0.712				
<i>F</i>	<i>F</i> (3, 26) = 2.492, <i>p</i> = 0.082					<i>F</i> (5, 24) = 15.369, <i>p</i> = 0.000				
ΔR^2	0.223					0.539				
ΔF	<i>F</i> (3, 26) = 2.492, <i>p</i> = 0.082					<i>F</i> (2, 24) = 27.160, <i>p</i> = 0.000				
Dependent Variable: Job Burnout										
* <i>p</i> < 0.05, ** <i>p</i> < 0.01										

Note: Hierarchical Multiple Regression Coefficients of Psychological Capital (PC), Organizational Commitment (OC), and Job Burnout (JB)

According to Table 10, after adding psychological capital and organizational commitment to model 1, the *F* value of model 2 changed significant (*p*<0.05), indicating that adding psychological capital and organizational commitment had explanatory significance for the model.

Specifically, in terms of psychological capital, the regression coefficient was -0.522, which was significant (*t* = -2.762, *p* = 0.011 < 0.05), this shows that psychological capital was negatively correlated with job burnout. And in terms of organizational commitment, the regression coefficient was -0.467, which was significant (*t* = -3.463, *p* = 0.002 < 0.01), this shows that organizational commitment was negatively correlated with job burnout.

Hypothesis Testing

From the results of questionnaire data, after the action research, the three sub-variables of JB in the experimental group changed significantly. In the interview, the teachers also mentioned that the intervention had a positive impact on their own mentality and emotion to the college. This demonstrated that teachers had experienced the improvement of PC and OC,

then teachers' JB had been reduced. Teachers' classroom observations also confirmed that their JB had also improved.

The following assumptions of this research had been verified:

Hypothesis 1

The significant level of JB was 0.01 ($t = 4.988, p = 0.000$). The comparison demonstrated that the AVG of pre-ODI (2.94) was significantly greater than post-ODI (2.09). From the interviews and observations with external OD consultants, it can also be concluded that teachers' JB can be reduced through ODI.

H1_a: There is a significant distinction between pre-ODI and post-ODI on teachers' JB.

Hypothesis 2

The significant level of PC was 0.01 ($t = -8.079, p = 0.000$). The comparison demonstrated that the AVG of pre-ODI (3.07) was significantly less than post-ODI (4.06). From the interviews and observations with external OD consultants, it can also be concluded that PC can be enhanced through ODI.

H2_a: There is a significant distinction between pre-ODI and post-ODI on PC.

Hypothesis 3

The significant level of OC was 0.01 ($t = -5.395, p = 0.000$). The comparison demonstrated that the AVG of pre-ODI (2.94) was significantly less than post-ODI (3.87). From the interviews and observations with external OD consultants, it can also be concluded that OC can be enhanced through ODI.

H3_a: There is a significant distinction between pre-ODI and post-ODI on OC.

Hypothesis 4

There was a significant correlation between PC and JB. The Pearson correlation coefficients for Pro-ODI and Post-ODI were -0.754 and -0.775, which were less than 0. The regression coefficient of PC was -0.522 ($t = -2.762, p = 0.011 < 0.05$). All these indicate that PC was negatively correlated with JB. Through interviews and observations with external OD consultants, it can also be concluded that enhancing PC through ODI can reduce teachers' JB.

H4_a: There is a significant correlation between PC and teachers' JB.

Hypothesis 5

There was a significant correlation between OC and JB. The Pearson correlation coefficients for Pro-ODI and Post-ODI were -0.792 and -0.804, which were less than 0. The regression coefficient value of OC was -0.467 ($t = -3.463, p = 0.002 < 0.01$). All these indicate that OC was negatively correlated with JB. Through interviews and observations with external OD consultants, it can also be concluded that enhancing OC through ODI can reduce teachers' JB.

H5_a: There is a significant correlation between teachers' JB and OC.

Conclusion

This research demonstrated that teachers' JB can be reduced by enhancing PC and OC. Once the level of PC and OC were enhanced, teachers' JB will be significantly reduced. After the ODI, the average value of PC and OC in the experimental group increased, while the average value of teachers' JB decreased, which was also supported by interviews and observations. In addition, contrasted with the control group without intervention, there was no significant distinction in the AVG of the pre-ODI and post-ODI stages.

Using job demands-resources model to explain, this research found that organizational development interventions can be used as job resources to reduce job demands on PC and OC. Job demands and job resources stimulate two potential psychological response processes in teachers. One is the reversal of "exhaustion", which is supported by job resources, such as OD interventions (Career Planning & Development, Appreciative Inquiry, and Team Building). When teachers' physical and mental consumption is replenished in time, they can effectively reduce teachers' JB. The other is the reversal of "Disengagement", which means that sufficient job resources such as PC and OC have important motivating effects on teachers. Job resources can help promote job engagement and improve teachers' performance.

Generally, the JB of teachers in English school is by no means an isolated phenomenon. No matter in the questionnaires, interviews or observations, the teachers showed obvious JB, but they were faced with the dilemma of nowhere to speak, and some teachers even have serious health problems. The scores of teachers' JB fluctuated up and down the middle value, and the floating range was small, indicating that the overall level of teachers' JB in English School of ZYU was not high. Among them, the average values for emotional exhaustion and decreased personal satisfaction were greater than the middle value. The JB intervention measures designed based on ODI could effectively alleviate teachers' JB. ODI could provide a continuous improvement plan for the intervention of JB in a specific organization. It could also integrate theory and practice, help determine the special causes of JB in an organization, and form intervention measures combined with the actual situation of the organization.

Recommendations

The purpose of organizational development interventions on teachers' JB is to take preventive measures against something that has not occurred and take inhibition and improvement measures against something that has occurred. According to the findings of this research, the following recommendations are put forward to continuously enhance PC and OC, reduce teachers' JB, and provide corresponding suggestions for further research.

- (1) From the perspective of organizational development, schools should give full play

to power of the organization and expand teachers' participation in decision-making.

(2) From the perspective of organizational development intervention, organizational development intervention should be introduced into school management to promote continuous organizational performance improvement and teachers' personal development.

(3) From the perspective of variables of PC, improve the training system, strengthening career planning and development, and helping teachers achieve their expectations.

(4) From the perspective of variables of OC, unlock communication channels, timely dredging conflicts between teachers, and enhancing teachers' sense of identity with the organization.

Research Limitations

Through the research, the researchers preliminarily proved the effect of organizational development intervention on college teachers' JB and explored the correlation between internal variables such as PC, OC, and JB, but there are some aspects that need to be improved and explored.

Firstly, the method of data collection needs to be further optimized, although the main characteristics of teacher JB have been extracted from both interviews and observations and can be confirmed in follow-up surveys, the researchers were unable to analyze the characteristics of JB found in the observation.

Secondly, further improving the representativeness of samples, expand the scope of samples and intervention experiments to better explore the correlation between such variables and further determine the effect of burnout intervention measures.

Thirdly, research on other factors that interfere with regulation, it is necessary to investigate the influence of family, culture, regional, and other environmental factors on the intervention of teachers' JB.

Last but not least, strengthening the longitudinal tracking research of burnout, compare the change laws of different stages of development, long-term tracking research is needed to deal with the problem of JB more effectively.

Future Prospects

The research on JB has become one of the hot issues in human resource management and organizational behavior, especially the intervention research on teachers' JB. In order to comprehensively, objectively, and systematically grasp the developmental characteristics of teachers' JB intervention, and to compare the changes in different developmental stages, long-

term follow-up research is needed to deal with JB more effectively. In future research, researchers can try to conduct relevant empirical research from the perspective of the effectiveness and persistence of intervention measures and provide support for the effective elimination of JB among teachers.

References

- Bobbio, A., Bellan, M., & Manganelli, A. M. (2012). Empowering leadership, perceived organizational support, trust, and job burnout for nurses: A study in an Italian general hospital. *Healthcare Management Review, 37*(1), 77-87.
- Brown, D. (2003). *Career information, career counseling, and career development* (8th ed.). Allyn, & Bacon.
- Cooperrider, D. L., & Whitney, D. (2005). *Appreciative inquiry: A positive revolution in change*. Berrett-Koehler.
- Cummings, T. G., & Worley, C. G. (2001). *Organization development and change* (7th ed.). South-Western College Publishing.
- Cummings, T. G., & Worley, C. G. (2005), *Organization development and change* (8th ed.). South-Western College Publishing.
- Dole, W. V., Dabbour, K., & Kott, K. (2017). Dialogic approaches to strategic planning in academic libraries: An appreciative inquiry case study at Oviatt Library. *Journal of Library Administration, 57*(4), 468-480.
- Faulkner, J., & Latham, G. (2016). Adventurous Lives: Teacher Qualities for 21st Century Learning. *Australian Journal of Teacher Education, 41*(4), 137-150.
- Freudenberger, H. J. (1974). Staff burn-out. *Journal of Social Issues, 30*(1), 159-165.
- Gillet, N., Fouquereau, E., Huyghebaert, T., & Colombat, P. (2016). Effects of perceived organizational support and job characteristics on job anxiety and burnout: The mediating role of psychological need satisfaction. *Psychologie Française, 61*(2), 73-81.
- Goddard, R., & Goddard, M. (2006). Beginning teacher burnout in Queensland schools: associations with serious intentions to leave. *The Australian Educational Researcher, 33*(2), 61-75.
- Goldsmith, A. H., Veum, J. R., & Darity, W. Jr. (1997a). The impact of psychological and human capital on wages. *Economic Inquiry, 35*(4), 815-829.
- Goldsmith, A. H., Veum, J. R., & Darity, W. Jr. (1997b). Unemployment, joblessness, psychological well-being and self-esteem: Theory and evidence. *The Journal of Socio-Economics, 26*(2), 133-158.

- Golembiewski, R. T., & Munzenrider, R. F. (1988). *Phases of burnout: Developments in concepts and applications*. Praeger.
- Gysbers, N. C., Heppner, M. J., & Johnston, J. A. (2003). *Career counseling: Process, issues, and techniques* (2nd ed.). Allyn & Bacon.
- Li, B. (2004). *A study on teachers' burnout and its influences of Shanghai's university, middle and primary school*. Doctoral dissertation, Shanghai Normal University.
- Luthans, F., Youssef, C. M., & Avolio, B. J. (2007). *Psychological capital: Developing the human competitive edge*. Oxford University Press.
- Mahmoodi-Shahrehabaki, M. (2019). Teacher Burnout. In J. I. Liontas (Ed.), *The TESOL Encyclopedia of English Language Teaching* (pp. 1–8). John Wiley & Sons.
- Maslach, C. (1976). Burned-out. *Human Behavior*, 5(9), 16-22.
- Maslach, C., & Jackson, S. E. (1986). *Maslach Burnout Inventory manual* (2nd ed.). Consulting Psychologists Press.
- Maslach, C., Jackson, S. E., & Leiter, M. P. (1996). *Maslach Burnout Inventory* (3rd ed.). Consulting Psychologists Press.
- Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review*, 1(1), 61-89.
- Nielsen, L. T. (1984). Common knowledge, communication, and convergence of beliefs. *Mathematical Social Sciences*, 8(1), 1-14.
- Rothwell, W. J., Sullivan, R., & McLean, G. N. (1995). *Practicing organization development: A guide for consultants*. Pfeiffer.
- Spokane, A. R. (1991). *Career intervention*. Prentice Hall.
- Stratton-Berkessel, R. (2010). *Appreciative Inquiry for collaborative solutions*. John Wiley & Sons.
- Susman, G. I., & Evered, R. D. (1978). An assessment of the scientific merits of action research. *Administrative Sciences Quarterly*, 23(4), 582-603.
- Taneri, P. O. (2016). Exploring Teacher Candidates' views on Education Reforms. *Athens Journal of Education*, 3(1), 19-32.
- The Times of India. (2019). Teachers Challenges <https://timesofindia.indiatimes.com/readersblog/parimala/teachers-challenges-4812/>
- Tuckman, B. W. (1965). Development sequence in small groups. *Psychological Bulletin*, 63(6), 384-399.
- Turner, R. C., & Carlson, L. (2003). Indexes of Item-Objective Congruence for Multidimensional Items. *International Journal of Testing*, 3(2), 163-171.