Full Length Research Paper

Stressors Exploiting Teacher's Satisfaction and Professional Commitment the key to reduce Job Burnout

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This study empirically investigates various stressors leading job stress that effect teachers in higher educational system of Pakistan. 166 higher educational faculty members of 17 public and private universities listed under federal region with Higher Education Commission of Pakistan have given their responses. Four determinants which are role conflict, role ambiguity, home-work interface and work overload as predictors of job stress were identified and studied, only one role ambiguity showed insignificant relation. The causal negative relation of job stress and job satisfaction was identified and in a similar vein job satisfaction studied having a moderating effect of professional commitment on burnout that weakens the highly negative relationship between job satisfaction and burnout. SEM analysis used for exploring the causal path relationship.

Key words: Job Stress, Job Satisfaction, Burnout, Professional Commitment, Structure Equation Modeling.

INTRODUCTION

In the global arena the biggest challenges which the organizations today facing as a matter of their survival are the issues of high turnover and low productivity. Reason behind is the lack of motivation hindering the employees to perform well for their organizations. This de-motivation is the outcome of job dissatisfaction which if not seriously handled leads the employees toward burnout stage.

Burnout is a psychological term coined by (Freudenberger, 1974) and further refined by Maslash and Jackson (1981). It is a chronic syndrome or state that create disastrous effect on performance, organizational commitment, quality, turnover, job satisfaction and resultant in creating absenteeism, stress related health problems, low morale and job turnover (Nowack et al., 1985); (Maslash and Jackson, 1986); (Schwab et al., 1986); (Rocca and Kostanski, 2001); (Ing-Chung, et al., 2003); (Marchiori and Henkin, 2004); (Uskun et al., 2005); (Toppinen-Tanner, et al., 2005); (Piko, 2006) and

(Anbar and Enker; 2008).

Whereas burnout and stress significantly develop physical as well as psychological illness highlighted by Mc Grath et al. (1989). On the other hand, job satisfaction which is extremely vital for workplace innovation and growth required to be investigated empirically in relation with stress. Cheney and Scarpello (1986) explained that job satisfaction means effective orientations and attitude on the individual's behalf towards their jobs. Conclusively they identified that one of the biggest reasons that lead employee towards dissatisfaction is due to job stress. Moreover, job satisfaction and job stress have a negative causal relationship. Schaufeli and Greenglass (2001) highlighted occupations related to human services and people care such as teachers, nurses and social workers etc not only have high level of stress but also found highly vulnerable towards facing burnout. Academic workplace has not been significantly studied from the perspective of stress especially in Pakistan. However, in

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contrast, there is a growing interest evident in developed countries in this regard. According to Smithand Lovrich (1995), In United States, faculty stress has emerged as an important issue for Academic Administration as well as Higher Education Committee Academic Authorities.

The reason for studying occupational stress and its importance can be more cleared by seeking its literal definition. Workplace stress is both physical and emotional harmful response emerges when job demands doesn't match with resources, capabilities or work requirements that resultant consequences such as psychological disorders, maladaptive behaviors, emotional strain and cognitive impairment NIOSH (2006). Indeed Shahu and Gole (2008) rightly pointed out the definition as stress reflects the mental and physical state that creates adverse effect on individual's personal health, productivity, quality of work and his/her effectiveness. Moreover today stress has increased significantly. Fast work by human at the pace of digital age is very much required in competitive environment leads toward stress. Stress parameter has become highly important in all of the industries in today's scenario due to its positive effect on burnout. However, one of the solution in order to reduce burnout is to make individuals highly committed with their profession, professional commitment shows that the employees are loyal and willing to exert their efforts and dedications in achievement of their professional goals even though they are emotionally exhausted on job, Teng et al (2007). Despite of having such strong impact of professional commitment, very little attention has being paid thus providing lack of research evidences in this regard.

Aim and Research Objective

This study intends to empirically explore teacher's burnout as the cause of various stressors that result to job dissatisfaction in higher educational system of Pakistan. Another important objective is to investigate what role and impact of professional commitment has between job satisfaction and burnout.

Literature Review

Among most crucial factors effecting organization performance, occupational stress cannot be ignored. As Murphy (1995) states that low work quality, low productivity and poor health of employee as cost of stress which organization pays. The effect of stress on employee performance can become more evident by the definition of stress stated by Beehr (1995) that the causes of poor psychological and physical health as well as factors causing poor health are resultant of some characteristics of a particular situation known as stress. This definition further give us dimensions for exploration

of those characteristics or determinants that leads towards stress situation. Previously various researches have been conducted like Eldon and Shani (1991) used four determinants such as role conflict, role ambiguity, job-induced anxiety and work overload having influenced on stress. However, in this research four determinants included are role conflict, work-load pressure, home-work interface and role ambiguity influencing job stress will be studied used by Ahsan et al (2009). The concept of role ambiguity and role conflict can be understand Li and Shani (1991) as they explained that role ambiguity occur when there are unclear job expectations or job responsibilities not properly defined whereas role conflict is defined as the individual requirement to perform more than one role requirement on the job and by meeting one role requirement resultant upsetting the performance of the other role requirement. This happens when the demands of superiors, sub-ordinates and co-workers are conflicting. However, the research shows positive relationship of role ambiguity and role conflict with job stress.

Home-work interface in relation to stress and job satisfaction can be understood by Lourel et al. (2009) defining the issue as an individual's personal and occupational life conflict and showed that HW or WH both were not associated with stress directly however they prove having positive relationship with job satisfaction.

Another stressor identified in this study is work overload explained by Jacobs and Winslow (2004) explained that work overload is the amount of work assigned to individual that he cannot handle have the positive relation with stress, but at the same time their research also emphasized that teachers work overload must be perceived differently that it should not be defined as when too much hours of work or some extra administrative work is assigned but instead of that work overload is observed when the individual is not satisfy with the work he/she is performing.

This study also investigates the relationship of job satisfaction with stress. Job satisfaction is explained be Ahsan et al. (2009) shows highly negative relationship with job stress and was defined as both intrinsic and extrinsic sources of job pleasure that are job security, pay, working conditions as well as opportunities for growth and development and recognition.

One of the critical factors that harm the job satisfaction is job burnout. Burnout defined by researchers as an inability of the individual to perform his/her job effectively composed of a chronic syndrome leading towards emotional exhaustion, depersonalization and reduced personal accomplishment which occur very frequently among those individuals who are engaged in some type of people related work professions (Maslash and Jackson, 1981; Schaufeli and Greenglass, 2001; Malik et al., 2010). Maslash et al. (2001); Tsiglis et al. (2006) highlighted that among other professions teachers got the highest level indicating emotional exhaustion which

ultimately leads to impaired performance. Tsiglis and Koustelious (2004); Anber and Aker (2008) further supported by identifying that high job satisfaction is strongly associated with low burnout. Whereas Wan Mo (1991) studied all the three components of burnout, predicted by job stress. While indicating teachers stress as an extensive work, less time sharing with students, marking student's assignments and teaching a large strength of class as the stress full events proving positive relationship between stress and burnout.

Despite of having strong causal relationship between job satisfaction and burnout, this relation can be altered by using professional commitment. Lachman and Aranya (1986); Teng (2007) define professional commitment as:

1) The acceptance and belief in professional goals and values.
2) Willing full effective efforts for the profession.
3) A desire for membership in profession and identified that professional commitment moderated the influence between job satisfaction and burnout.

Khanifar et al. (2010) explain three dimensions of professional commitment which are;

1) Affective PC: Individual desire to stay in their profession as their goals and their professional goals are similar,
2) Continuance PC: individual feeling to stay in their profession because of lack of comparable alternatives,
3) Normative PC: Individual ought to stay in their profession due to the sense of obligation or pressure from family and colleagues.

However this study focused on two dimensions of professional commitment which are Affective PC and Continuance PC (Meyer, 1990; Ishida and Yoshida, 1998; Ishida, 2000) and other researchers also widely accepted these two constructs. Professional commitment as a variable having very high significance is not being studied very much. Very few researches have been conducted only in nursing and hotel industry but in teaching industry no such research evidence found in this regard.

Theoretical Framework

Keeping in view the literature review, the theoretical framework is developed by taking the variables/ constructs that are frequently studied at academic workplace. This framework consists of 8 constructs comprised of two paths. In the first path four stressors such as work overload, role ambiguity, role conflict and home-work interface are selected as independent variables (IV) having their effect tested on job stress as dependant variable (DV). Further in first path, job stress converted into single construct is treated as an independent variable having its effect on job satisfaction

which dependant variable (DV) is having two dimensions intrinsic and extrinsic but converted and treated as a single construct.

In the second path, job satisfaction having two dimensions intrinsic and extrinsic and further comprising of 7 items has been taken as a single construct and selected as an independent variable (IV) and tested its effect on burnout which have further three dimension but converted and treated as single construct and as the dependent variable (DV). Lastly, in the second path the professional commitment which has three dimensions but converted and treated as a single construct is analyzed as a moderator testing its effect between job satisfaction as a composite independent variable (IV) and burnout treated as a composite dependent variable (DV).

Research Hypothesis

H1: There is a positive effect of work-overload on job stress
H2: There is a positive effect of role ambiguity on job stress
H3: There is a positive effect of role conflict on job stress
H4: There is a positive effect of home-work interface on job stress
H5: There is a negative effect of job stress on job satisfaction
H6: There is a positive effect of job stress on job burnout
H7: Job satisfaction effect job burnout negatively
H8: High professional commitment weakens the relationship between job satisfaction and job burnout (Figure 2).

RESEARCH METHODOLOGY

The type of study is mainly descriptive but one variable impact has been explored. This study is aimed to identify causal relationship between hypotheses through quantitative analysis.

Instrument

For survey close-ended questionnaire having 5 point Likert-scale was designed, adapted and used as an instrument after extensive literature review to conduct this study. The questionnaire comprised of total 58 items measuring 7 constructs comprised of 21 indicators. All constructs were measured through at least 4 items (Annexure 1).

All responses were given to the scale anchored by 1 indicate "Strongly Disagree", 2 as "Disagree", 3 as "Neutral", 4 as "Agree" and 5 as "Strongly Agree. The instrument used for this study is composed of two parts. Part A comprised of four parts further: The first part of the questionnaire deals with job stress which was adapted from United States National Institute of occupational safety and health (NIOSH) consequently used by Caplan et al (1975), Shahu and Gole (2008) and Ehsan et al. (2009). The second part of the questionnaire explains job satisfaction that was adapted from workplace scale used by Tate et al. (1997), Firth et al. (2004) and also from Employee Satisfaction Inventory (ESI) by Koustelios and Bagiatis (1997), Tsiglis and Koustelios (2004). The third part of the question deals burnout which was adapted from Burnout Inventory

Table 1. Demographic Analysis

Demographic Variables	Frequency
Gender	
Male	100
Female	66
Age Group	
21-30	75
31-40	55
41-50	23
51>Above	13
Marital Status	
Single	60
Married	106
Educational Level	
Master	49
MS/ M.Phil	96
PhD	21
University Type	
Public	100
Private	66
Designation	
Lecturer	115
Assistant Professor	36
Associate Professor	10
Professor	5

(MBI) by Maslash and Jackson (1986). The fourth part of the question explain professional commitment scale adapted by Ishida and Yoshida's (1998), Meyer et al. (1985) and used by Ishida (2000).

Part B was based on demographic questions such as gender, marital status, age, educational level, designation etc.

Content validity

The instrument initial version was pilot tested by conducting extensive interviews with faculty members of different universities and further edited for accuracy and comprehensibility. The instrument was finally reviewed by expert panel at a major private university and again revised and modified to ensure validity, reliability, clarity of the measures. Hence, the total construct related items in the questionnaire final version were 58 with 7 demographic questions. As the instrument was adapted from different sources which were using different scales so during the review of questionnaire by expert panel it was recommended to use 5 point Likert-Scale to measure all constructs and in order to have unified approach to measure the response.

Sample

All of 17 public and private listed universities from Islamabad and Rawalpindi region were selected on basis of stratified random sampling. Precision, cost, time and confidentiality are the elements that were considered while selecting the sample population. Universities selected are registered with Higher Education Commission of Pakistan.

The sample target of 300 academic faculty members as respondents selected from management sciences department of the all the respective listed universities representing federal region to conduct the study. For data collection approximately one month period was taken to conduct field survey. The questionnaires were distributed through email and by post and in a similar way were collected from the respondents.

ANALYSIS AND RESULTS

For this study we used demographic as well as descriptive analysis. SPSS 17 software was used to get the parcel response that are simple mean responses of each item corresponding to each indicator in order to reduce 58 items and to provide more reliability than single items also used by Rushton et al (1983) and Sila and Ebranhimpour (2005). Further, the descriptive analysis was also conducted to transform the data collected on demographic variables into meaningful information that is to process and report it in percentages and frequencies consequently used by Zikmund (2000) and Ehsan et al. (2009)

AMOS 16 software used by Lucy (2003) and Tsiglis et al. (2004) recommended the two stage approach in Structural Equation Modeling (SEM) where at first representing confirmatory measurement model and then secondly testing the complicated structural model was further implemented to examine credibility of the postulate model and to strengthen the research.

Demographic Analysis

Out of 300 only 166 completed their questionnaire among them 60% response was from public listed universities and 36% response was from private listed universities 15 of the returned questionnaires were not used because of some missing data and thus, excluded from the research analysis and the rest for some unknown reasons didn't return the questionnaires. Hence, the total response rate was 55.33% (Table 3).

Reliability

For checking the internal consistency of the instrument, Chronbach's alpha was applied and focused values of all factors with the cut off range of 0.6 be adequate for the early stage of research by Nunnallym (1978) consequently cited by Ehsan et al. (2009). The Chronbach's Alpha in this research were all very higher than 0.6 (Table 2.) therefore, the constructs are deemed to be effectively reliable.

Unidimensionality

(CFA) Confirmatory factor analysis was used through

Table 2. Reliability Analysis

Variables	No. of Items	Chronbach's Alpha
Stressors:		
1.Work overload	7	.790
2. Role Ambiguity	4	.890
3. Role Conflict	7	.877
4. Home-work Interface	8	.890
Job Satisfaction	7	.803
Burnout:		
1.Emotional Exhaustion	5	.874
2.Depersonalization	4	.869
3.Personal Accomplishment	5	.935
Professional Commitment	6	.926

AMOS 16.0 to measure the 20 indicators for the purpose of exploring the Unidimensionality, this helps in measuring the items explaining the indicator all related to the construct (Venkatraman, 1989); (Sila, 2005). In order to measure CFA, generally empirical evidences provides three criteria's which are 1) Comparative fit index (CFI) which value should be greater than 0.90 to be considered as acceptable (HU and Bentler,1999); (Tsigilis, 2004). 2) Standardized regression weights are used which are significant factor loadings if they range from 0.52 to 0.92 and considered good in indicating CFA. 3) Squared multiple correlations represent CFA well if they range from 0.272 - 0.840 (Sila, 2005).

Confirmatory fit index basically uses proposed model and weigh against null model while assuming no relationships. CFI values closer to 1 are accepted well fitting models (Raykov and Maroulides, 2000). The CFI of all four constructs range from 0.929 to 1 (table 3) illustrating a good fit.

The Standardized regression weights (Table 3) are all range from .528 - .949 which are acceptable except one stressor that is role ambiguity that was .352 failed in contributing to the variables in the model so it was removed from the model.

Squared multiple correlations (Table 3) are all ranging from .279 - .900 that are all acceptable and in range except the role ambiguity stressor which was .124, hence not sufficiently explaining the construct so as earlier said was being removed.

The theoretical model eliminating one indicator of stressor was tested on Amos 16 for analysis of variables. This study used six model indexes empirically evidenced and commonly used for testing model fitness that are 1) Chi-square/ degree of freedom with acceptable range ≤3, 2) Goodness-of-fit index (GFI) should be ≥0.80, 3) Adjusted goodness-of-fit index should be ≥0.90, 4) Comparative fit index (CFI) should be ≥0.90 and 5) Root mean square error of approximation (RMSEA)≤0.080 (Jackson et al., 2005); (Teo and Khine, 2009).

Model: I and II Analysis

Based on goodness of fit indexes the structural equation model I and II meet all five criteria's (chi-square/d.f, GFI, AGFI, CFI and RMSEA) hence, both models are considered to be good fit (Table 4).

Hypothesis testing

To test eight hypothesis of the theoretical model, the data of 166 respondents was obtained and structural equation modeling (SEM) path analysis was used. Figure 2 shows the standardized coefficients results of these paths and latent variables indicator loadings. H1 indicated that work-overload has a positive impact on job satisfaction. The path coefficient standard estimate from work-overload to job stress is statistically significant 5% level of significance with (b = .538), hence H1 accepted in a similar way the other two stressors such as role conflict and home-work interface such as H3 and H4 also had (b = .589 and .778) having significance level < 0.05 thus accepted. On the other hand, H2 which was effect of role ambiguity as a stressor was already got eliminated at CFA stage due to having insignificant path coefficient hence indicate rejection of H2.

Whereas, H5 hypothesized that there is high negative relationship between job stress and job satisfaction. The SEM model in Figure 3 exhibit a strong negative relation between job stress and job satisfaction that is b = -0.558, p = 0.004 proven the acceptance of H5.

H6 explained the positive relationship between job stress and burnout. The standardized regression estimate was b = 0.305, p = 0.007 showed significant relation. Hence it was also accepted.

H7 hypothesized that job satisfaction and burnout had highly negative relationship having significant path coefficient that is b = -0.865, p = 0.002 was accepted as well.

Table 3. Confirmatory Factor Analysis

Variables	Indicators/Dimensions	CFI	Factor Loading	R2	
Job Stress		0.962			
	Work Overload		0.552	0.627	
	Role Ambiguity		0.352	0.396	
	Role Conflict		0.63	0.124	
	Home Work Interface		0.792	0.304	
Job Satisfaction					
		0.929			
	PIW: Pleasure in Work		0.699	0.34	
	PRO: Promotional Opportunities		0.696	0.32	
	FTP: Freedom to Perform		0.566	0.658	
	RECG: Recognition		0.583	0.279	
	PAY: Pay		0.74	0.548	
	FB: Fringe Benefits		0.528	0.484	
	WC: Working Conditions		0.811	0.489	
					0.484
Burnout		1			
				0.547	
	Emotional Exhaustion		0.949	0.652	
	Depersonalization		0.808	0.9	
	Personal Accomplishment		0.74		
					0.548
Professional Commitment					
		0.992			
	Affective PC-1		0.701	0.72	
	Affective PC-2		0.859	0.738	
	Continuance PC-1		0.848	0.683	
	Continuance PC-2		0.873	0.492	
	Normative PC-1		0.826	0.74	
	Normative PC-2		0.86	0.761	
				JS6	0.279
				JS5	0.658
				JS4	0.32
				JS3	0.34

Table 4. Summary Statistics of Model I

Fit Index	Recommended Value	Observed Value Model I	Observed Value Model II
Chi-square /	< 3.00		1.749
Degree of Freedom		1.96	
GFI	> 0.90	0.906	0.905
AGFI	> 0.80	0.862	0.861
CFI	> 0.90	0.935	0.942
RMSEA	> 0.080	0.076	0.071

GFI = goodness-of-fit index;
AGFI = adjusted goodness-of-fit index;
CFI = comparative fit index;
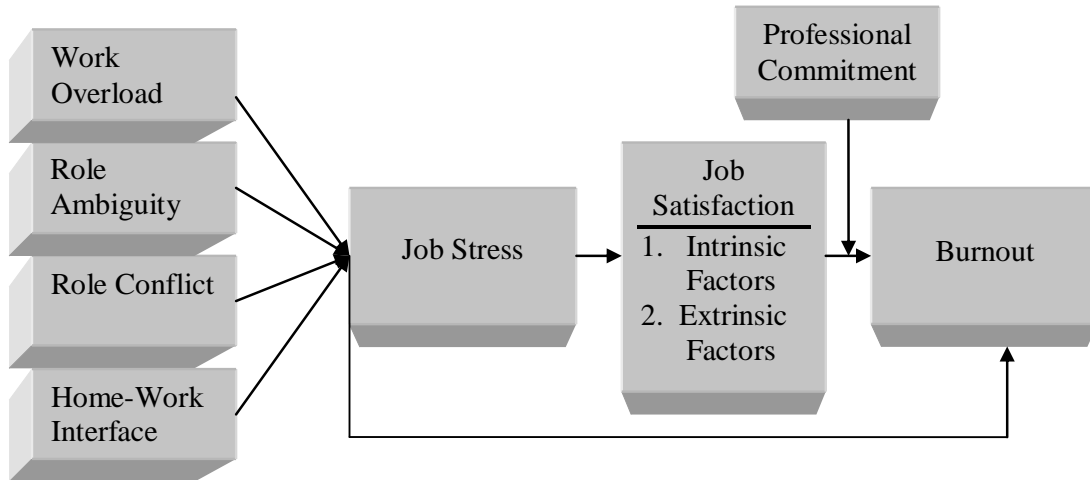RMSEA = root mean square error of approximation.

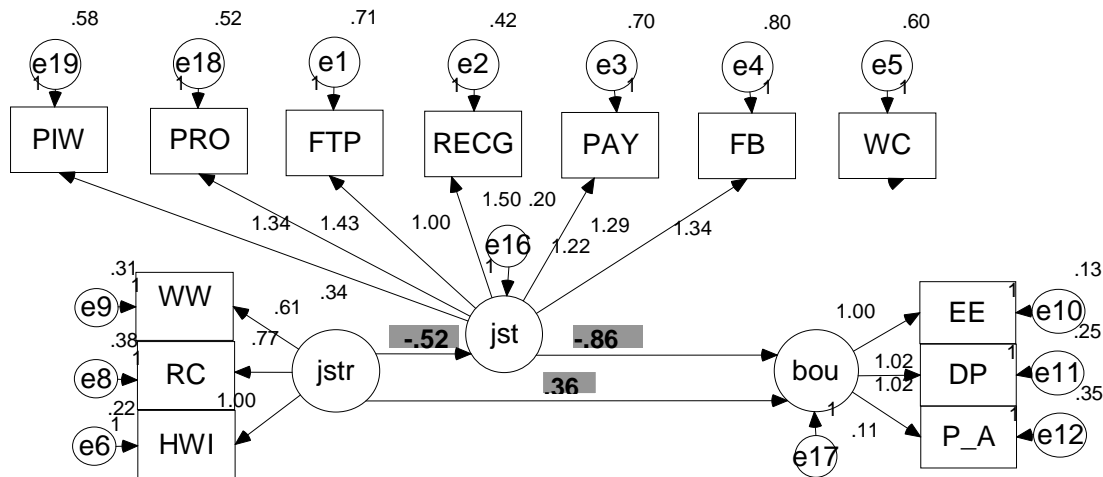Figure 1. framework consists of 8 constructs comprised of two paths.

Figure 2. Summary Statistical significance of path coefficients: Model I.

Finally for H8 model II table 6 was constructed, the responses were categorized into two sub groups which were high professional commitment and low professional commitment. Participants with the average response of >4.50 for items that were measuring professional commit-ment were allocated to group no. 2 and < 4.50 were assigned to group no.1 also used by Teng (2007). For testing H8, only the group no. 2 that shows the partici-pants having high professional commitment was chosen to be analyzed through multi group SEM technique, which is high professional commitment, weakens the negative relationship between job satisfaction and job burnout. The standardized regression weight that is b = -0.666, p = 0.003 significantly much lesser than model I regression estimate that is b = -0.865, p = 0.002, hence proven that the moderating effect of high professional commitment weaken the negative high relationship between job satisfaction and burnout and H8 is accepted.

Discussion and Conclusion

Based on research study, there are some important findings regarding all the constructs. Firstly, this research gives an important insight that universities should under-stand requirements and needs of their faculty members to make them satisfied with their work. Other than remu-neration, working conditions promotional opportunities, freedom to perform and fringe benefits are the important sources of motivation that can keep teachers satisfied and secondly, this research also strengthen the proven fact that there is strong negative relationship exist
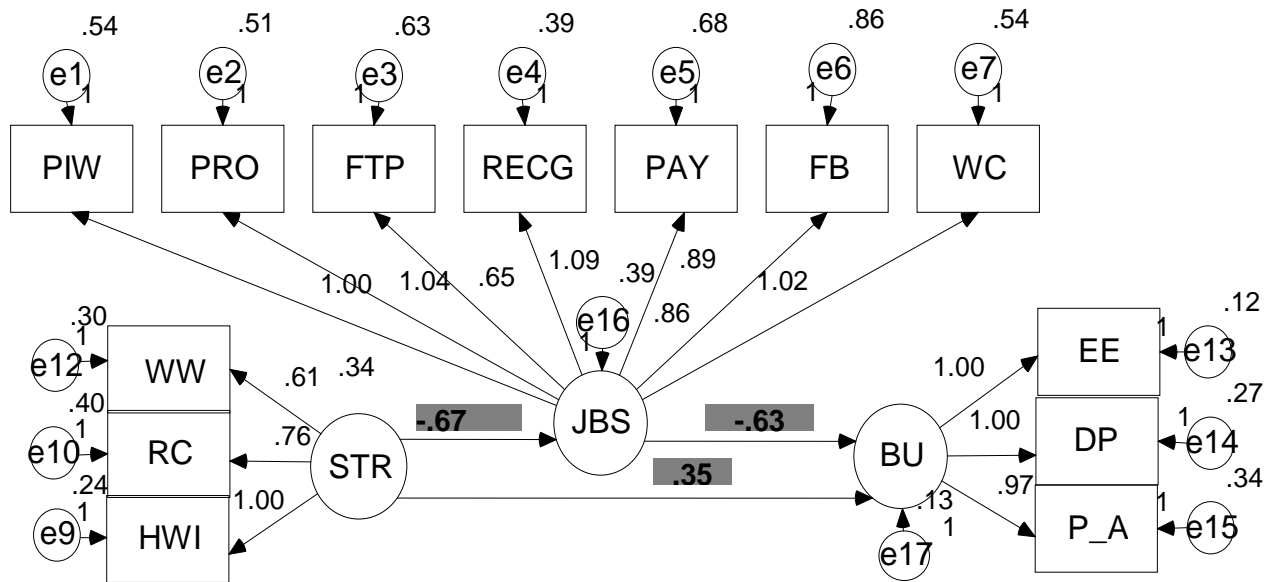
Figure 3. Summary Statistical significance of path coefficients: Model II

between job satisfaction and stress support of literature in this regard (Ehsan et al., 2009; Ismail et al., 2010).The findings of this research also show that teachers face three stressors significant among others such as work overload, home-work interface and role conflict. This job related distresses should be avoided by both the employers and the employees. Having these unhealthy job stresses not only create dissatisfaction but also lead a person toward burnout stage Tiglis et al. (2006).

In line with other researches, this research support significant relationship between job stress and burnout and together they develop individuals psychological and ultimately physical illness (Mc Grath et al., 1989; Schaufeli and Greenglass, 2001). These acute burnout syndromes sometimes lead people towards drugs addictions. Researchers highlighted and this study supports that burnout syndrome prevail very high in people care professions especially in teaching. Factors such as job stress, job satisfaction burnout are very important for any organization, especially universities because due to financial and social effects of job satisfaction resultant physical and psychological effects of stress and burnout ultimately damages individual's health (Enber and Eker, 2010). Studies have shown that people who are satisfied with their jobs give positive performance and generate better output for organizations for example, low turnover, low absenteeism and high quality work. One important finding in this study is the role of professional commitment to reduce the highly negative relationship between job satisfaction and burnout. Despite of having undoubted importance very little evidence and theoretical support observed by Teng (2007) in studying professional commitment in comparison researchers more were focused in

observing organizational commitment.

Professional commitment describing individual's loyalty with his/her profession can moderate the effect of burnout on job satisfaction. This study proves and observe new phenomenon that teachers who could be dissatisfied but would not face high burnout if they are highly committed to their profession. Hence, this research creates a solution to weaken the highly negative relationship between job satisfaction and burnout.

Finally, unhealthy job stress among teachers not only leads them to job dissatisfaction and burnout but also effect the development of intellectual as well as social abilities of future generations.

Teachers play the integral part in nation building and capacity building of the societies so for better and prosperous future their motivation, commitment and satisfaction need to be very higher so that they can contribute long-term in institutions building process of Pakistan.

Implications

This study is not only focused toward academia but its findings are beneficial for other organizations and industries. Motivation is the key factor that makes the employee's willing to perform better in increasing organizational productivity (Ehsan et al., 2009). Lack of motivation creates stress which ultimately causes dissatisfaction and ultimately created burnout among employees.

This study is a solution for the organizations to eradicate the effects of burnout by inducing high professional commitment among their managers to make them

contributive to their organizations prosperity.

Recommendations

This study presents an insight for today's organizations that there is a need to explore steps through which organizations could assess at the time of hiring the commitment level of their potential candidate's. Because, if the employees are professionally committed despite that they are not satisfied with the organization, their performance cannot be effected. As the professional commitment is the ultimate key to counter the injurious effects of issues like burnout and stress.

Limitations of study

This study, like other empirical studies is not without limitations.

This research is confined to faculty work performance and job satisfaction demonstrating workplace stress while excluding other internal and external organizational factors e.g. economic factors, evaluation systems etc. This research is also limited to observe workplace stress only on academic staff not supervisory and administrative staff of universities.

In this research, stress is define through only four variables that are work load pressure, home-work interface, performance pressures and role ambiguity and role conflict. Hence ignoring several other variables identified and explored by different research contributors in past.

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Annexure I:

Subject:Research Work

Dear Sir/Madam

Shaheed Zulfikar Ali Bhutto Institute of Science and Technology (SZABIST) is a leading Research-based, Degree Awarding Institute with the commitment to produce poised and highly educated citizens to contribute to the betterment of the society as well as the nation.

Through this letter, I would like to introduce one of the our PhD scholars (Management Science) at SZABIST, Islamabad Campus, Ms. Hina Shahab, who is conducting a research

titled: Impact of stressors exploiting teacher's satisfaction level and determining the moderating effect of Professional Commitment between Job Satisfaction and Burnout: A Pakistan case study, as an independent study for the partial fulfillment of her PhD coursework, under the supervision of Dr. Bakhtiar Ali, Assistant Professor of this university.

The objective of his research is "Determine empirically the reasoning of job stress having effecting teacher's resultant job dissatisfaction in higher educational system of Pakistan and further will identify what moderating effect professional commitment have between job satisfaction and job burnout in academia". Since she is doing this research in a practical way via concrete approach adopted, I personally request you to kindly provide her best possible support in terms of data collection through questionnaire and provision of sharable official documents. We, assure you for the secrecy of data and its use for academic purposes only.

Your support will give her great impetus and encouragement in completion of her research in time. We hope that you will extend your cooperation in all best possible ways.

This university will be very grateful for your support in this regard.

With best regards,

Dr.ShamimSahibzada
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Faculty of Management Science
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QUESTIONNAIRE

PART A: VARIABLES INFORMATION

Please encircle the appropriate space for your response

Impact of Stressors Exploiting Teacher's Satisfaction Level and determining the moderating effect of Professional Commitment between Job Satisfaction and Burnout: A Pakistan Case Study

Strongly Disagree (SD)	Disagree (DA)	Neutral (N)	Agree (A)	Strongly Agree (SA)				
WORK OVERLOAD								
1.	I have more courses than I can handle		SD	DA	N	A	SA	
2.	Non-academic (non teaching) activities over burden me		SD	DA	N	A	SA	
3.	It is difficult to handle overcrowded class		SD	DA	N	A	SA	
4.	I feel work-overload when I teach more than two different courses.		SD	DA	N	A	SA	
5.	I feel short of time to complete my work.		SD	DA	N	A	SA	
6.	I feel annoyed and tired with work when I am forced to stay longer after working hours.		SD	DA	N	A	SA	
7.	I usually have a class of too many students.		SD	DA	N	A	SA	
ROLE AMBIGUITY								
1.	I have to bent policies in order to perform my work		SD	DA	N	A	SA	
2.	Usually, I am engaged in unnecessary tasks assigned by university management		SD	DA	N	A	SA	
3.	My perception of my job is very different from reality		SD	DA	N	A	SA	
4.	I am not clear how much authority I have		SD	DA	N	A	SA	
ROLE CONFLICT								
1.	Sometimes, I have to satisfy everyone at university		SD	DA	N	A	SA	
2.	There is lack of harmony among people at my university		SD	DA	N	A	SA	
3.	Sometimes I am forced to act in a manner that harms the interests of my colleagues		SD	DA	N	A	SA	
4.	It is not possible to accommodate wishes of my supervisors		SD	DA	N	A	SA	
5.	The work I do is in conflict to my professional goals		SD	DA	N	A	SA	
6.	There is a "we" feeling in university environment		SD	DA	N	A	SA	
7.	My supervisors sometimes have conflicting expectations from me		SD	DA	N	A	SA	
HOME-WORK INTERFACE								
1.	My job schedules interferes with my family life		SD	DA	N	A	SA	
2.	My job makes me too tired to enjoy my family life		SD	DA	N	A	SA	
3.	I feel guilty about neglecting my family due to job demands		SD	DA	N	A	SA	
4.	I don't fully enjoy my work because I am worried about my home situation		SD	DA	N	A	SA	
5.	My family life does not give me enough time to perform my job properly		SD	DA	N	A	SA	
6.	My family life impact my work negatively		SD	DA	N	A	SA	
7.	My family support me in long hours work schedules		SD	DA	N	A	SA	
8.	My job requirements make it difficult for me to fulfill my social obligations		SD	DA	N	A	SA	
JOB SATISFACTION								
2.	I am satisfied with the working conditions (Lightening, Ventilation, working facilities etc.)		SD	DA	N	A	SA	
3.	I am satisfied with the fringe benefits I receive (Medical, House Allowance)		SD	DA	N	A	SA	
4.	I feel satisfied with the pay I get for my work		SD	DA	N	A	SA	

5.	University gives me recognition for my work	SD DA N A SA
6.	I have freedom to perform my work in my best way	SD DA N A SA
7.	I get equal opportunities for promotion at work	SD DA N A SA
8.	I am glad with the work my university requires from me	SD DA N A SA
BURNOUT		
1.	I feel emotionally drained at my work	SD DA N A SA
2.	I feel frustrated from my work	SD DA N A SA
3.	Teaching studentsevery day is really a strain for me	SD DA N A SA
4.	Apart from teaching, interaction with students strains me out	SD DA N A SA
5.	I feel like I'm at the end of my rope	SD DA N A SA
6.	Sometimes I am unfriendly to my students	SD DA N A SA
7.	I am getting emotionally disturbed from my work	SD DA N A SA
8.	I have become more insensitive toward people since I took this job	SD DA N A SA
9.	I don't really care what happens to my students	SD DA N A SA
10.	I understand how do my students evaluate me	SD DA N A SA
11.	I deal effectively with students problems	SD DA N A SA
12.	I feel I am positively influencing into my students life	SD DA N A SA
13.	I feel very energetic while I teach	SD DA N A SA
14.	I feel I am adding value to my job	SD DA N A SA
PROFESSIONAL COMMITMENT		
1.	I am glad that I choose teaching	SD DA N A SA
2.	I find that my values and teaching values are very similar	SD DA N A SA
3.	I talk up with my friends that teaching is a great profession	SD DA N A SA
4.	I like to be a member of teaching community	SD DA N A SA
5.	I really care about the fate of the teaching profession	SD DA N A SA
6.	Changing profession at this stage will disrupt my life	SD DA N A SA

PART B: PERSONAL INFORMATION

Please tick (☐) in the appropriate space for your response.

1.	Gender	( )	Male	( )	Female
2.	Age Group	( )	21-30 years	( )	31 - 40 years
		( )	41-50 years	( )	51years and above
3.	Highest Level of Education	( )	Masters	( )	MS/ M.Phil
		( )	Ph.D.		
4.	Marital Status	( )	Single	( )	Married
5.	Type of the University	( )	Public	( )	Private
6.	Type of Employment	( )	Lecturer	( )	Assistant Professor
		( )	Associate Professor	( )	Professor
7.	Working as	( )	Contractual	( )	Regular/Fixed Faculty

We gratefully acknowledge your time spent on this questionnaire.
Thank you very much