THRIVING AT WORK AND JOB CHARACTERISTICS AS PREDICTORS OF BURNOUT

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Abstract - In teaching and learning activities, teachers are more likely to experience emotional exhaustion, that can lead to indifference feelings towards students, and lack of enthusiasm in teaching. These experiences are symptoms of burnout. Burnout could affect educational institutions in negative way, such as the decreasing of teachers' desire to remain working, health problems in teachers, customer satisfaction and student's motivation to study. Research shows that burnout is predicted by thriving at work as an internal factor. Besides the internal factors, burnout can also be predicted by external factors. Research shows that job characteristics can predict burnout. Currently, there are still few studies that explain burnout based on internal factors (thriving at work) and external factors (job characteristics), hence authors did the research. This research was conducted on teachers located in the Greater Jakarta area. The number of participants planned in this study was 320 people. Burnout was measured using the Maslach Burnout Inventory. Thriving at work was measured by the Thriving at work Scale. Job characteristics was measured by The Work Design Questionnaire. The results support both hypotheses 1 and hypotheses 2. Both thriving at work and job characteristics could predict burnout. All dimensions of job characteristics could predict burnout in teachers. Task significance is the highest in predicting burnout, while the lowest in predicting burnout is feedback. Thriving at work has higher regression score in predicting burnout than job characteristics, so that we can state that in this case internal factor is stronger than external factor in predicting burnout.

Keywords - Burnout, Job Characteristics, Job Characteristic Model, Teacher, Thriving at Work.

I. INTRODUCTION

Nowadays various educational institutions have sprung up. One of them is the S Educational Institution, which was established in October 2013 and had 50 branches. In these institutions, the teacher is the main asset that is the key to smooth operations and is the wheels of the company. The teacher's attitude and behavior indirectly influence the number of students in an institution. Based on data from S Education guidance students, it is known that the average student who is still active learning until the end of 2018 is only 50%. One factor that is the reason students stop is the teacher's attitude and behavior. Teachers have the potential to experience burnout. Some parents mentioned that teachers at the S Educational Institution spoke in rather high tones, tending to be fierce towards their children, making the learning atmosphere unpleasant. The unpleasant attitude shown by the teacher can be an indication of the burnout experienced by the teacher on the job.

Burnout is physical, emotional, and mental exhaustion caused by long-term involvement in situations that are full of emotional demands (Maslach & Jackson, 1981; 2001). Teachers are required to provide services in the form of continuous teaching to students. Individuals engaged in this field are required to be always friendly, patient, and willing to assist students who experience difficulties. This sometimes causes conflict when individuals provide services to deal with complex situations that cause feelings of fatigue, annoyance, anger, disappointment, which are symptoms of burnout (Hakanen, Bakker, & Schaufeli, 2006). Burnout experienced by a teacher has the potential to cause a negative impact. Negative impacts can affect health, both physical (Guglielmi & Tatrow, 1998) and psychological (Salvagioni et al. 2017), intention to stop working (Lee, 2017), affect student learning motivation (Shen et al. 2015) and customer satisfaction from the Institute of Education (Yagil, 2006).

Research by Hildenbrand, Sacramento, and Binneweis (2016), shows that burnout is predicted by driving at work as an internal factor. Thriving at work is an individual's experience that provides the experience of learning process, passion, or high enthusiasm when doing a job (Spreitzer et al., 2005). The results of this study prove that burnout is predicted by internal factors, which is thriving at work, but the research has not shown that burnout can be predicted by external factors. For this reason, the authors feel the need to examine external factors that can predict burnout.

Qi and Wu's research (2014) shows that job characteristics are external factors that can predict burnout based on the Job Demand Resource Model theory. However, the best approach to explain job characteristics is the Job Characteristic Model (JCM; Hackman & Oldham, 1976). Salami and Ajitoni's study (2015) describes how job characteristics predict burnout based on JCM. The results of the study explained that all aspects of job characteristics (autonomy, task variety, skill variety, task significance, and feedback) could predict burnout.

Research that explains burnout based on internal factors (thriving at work) and external factors (job characteristics) based on JCM is still not widely found. Therefore, the purpose of this study, in addition to knowing the predictors of burnout both from internal

and external factors, but also to be able to find anticipatory steps to avoid burnout on teachers.

II. LITERATURE REVIEW

A. Burnout

Maslach (1981; 2001) explains that burnout is a psychological syndrome that consists of three dimensions: emotional exhaustion, depersonalization, and decreased personal achievement. Emotional fatigue makes it easy for individuals to feel depressed, angry, and frustrated at their work. Someone who experiences burnout will experience indications such as the emergence of feelings of frustration, sadness, hopelessness, emptiness, depression, irritability, feeling burdened with the task at hand, easy to anger for no apparent reason, giving rise to a feeling of someone being unable to provide service. Besides, burnout can also lead to negative attitudes and negative feelings towards the recipient of the service. Furthermore, individuals who experience burnout will tend to evaluate themselves negatively, especially those relating to individual work with clients.

Three factors explain why individuals experience burnout. The first factor is the type of work (Lloyd et al., 2002). Individuals who work as social individuals experience a higher level of burnout because it is demanded to be able to always provide the best service in mental conditions like anything. This makes social individuals more stressed in meeting the demands of work in their work environment. The second factor is involvement with others in work (Lampert & Glaser, 2016). The more an individual is involved with another person, the more potential the individual experiences burnout. Individuals who have other people's involvement in providing services will experience higher work demands can result in the emergence of burnout. The third factor is the correspondence between work pressure and the individual (Maslach et al., 2008). The more an individual feels a high workload on work, lack of autonomy, high emotional demands, and low social support, and role ambiguity, then he has the potential to increasingly burnout. High workload, lack of autonomy, high emotional demands, little social support, and role ambiguity, and other causes of stress can cause feelings of fatigue and negative attitudes towards work.

B. Thriving at Work

Thriving at work is a desirable experience, where it allows individuals to measure what they do and how to do it can lead it to develop in a positive direction. Thriving at work describes an individual experience of a learning process and high passion or enthusiasm. When individuals feel developed (thriving at work), they think progress in themselves by contacting that they have many things to learn and understand and also have a high passion or enthusiasm in themselves. (Spreitzer et al., 2005; in Porath et al., 2012).

Spreitzer (2005; in Porath et al., 2012) divides thriving at work into two dimensions, which are vitality, and learning. Vitality occurs when individuals feel excited and excited so that there is considerable energy felt by that person. Individuals who have vitality at work will feel a high passion and keep flowing. Learning occurs when there is an increase both in terms of knowledge and skills felt by individuals in the workplace. The individual will always feel confident that he can do any work as a form of learning so that he can continuously improve his abilities both in knowledge and skills.

C. Job Characteristics

Job characteristics are an approach in designing jobs that show how jobs are identified in several aspects. These aspects can explain the relationship between an individual and his work. Job characteristics identification can explain the work attitude of employees in the organization.

Hackman & Oldham (1976) revealed there are five aspects of job characteristics. The first aspect is feedback or the extent to which the implementation of work activities makes individuals get clear and direct information about work results. The second aspect is task identity, which is the extent to which a job can be explained in detail or details of specific procedures. The third aspect is the task significance, which is the extent to which work can affect oneself and others. The fourth aspect is the task variety or the area to which the job requires employees to perform various tasks (Morgeson & Humprey, 2006). Autonomy is the extent to which a job provides freedom and flexibility for individuals in planning work and determining the procedures that will be used to carry out the work.

D. Research Framework

Within the framework of Conservation of Resource Theory (COR; Hobfoll, 1989, 2001; in Hildenbrand et al., 2016), thriving at work is a personal energy source (personal resource), which allows employees to handle their work challenges more effectively to reduce burnout. Based on the research of Hildenbrand et al. (2016), thriving at work is a positive emotional experience that can make individuals come back excited, feel and continue to want to learn to avoid burnout. Thriving at work, encourages individuals to continue to develop in a positive direction, shows innovative behavior, and increases organizational commitment, to reduce burnout. (Porath et al., 2012).

H1: Thriving at work can predict burnout.

The JCM model uses job characteristics that affect three critical psychology states (experienced meaningfulness of work, experienced responsibility for outcomes of work and knowledge of the actual results of the work activities), which then also affect individuals and work outcomes (personal and work outcomes). Based on this theory, when individuals can

fulfill task variety, task significance, and task identity, it will make individuals see their work as something meaningful and valuable to themselves (meaningfulness of work experienced). When someone has autonomy in his work, then the individual will feel full responsibility for the work and the results of the work he does (experienced responsibility for outcomes of work). Likewise, when an individual gets feedback on a job, it makes him know and understand how well he is doing his job.
Recent research (Salami & Ajitoni, 2015) revealed that individuals who have high job characteristics tend to experience low burnout levels. Job characteristics can motivate individuals to have meaningfulness to a task, responsibility, and knowledge of the results, thereby generating positive work outcomes and reducing feelings of frustration, frustration (emotional exhaustion), developing negative attitudes and emotions (depersonalization) and increasing the desire to achieve success as an achievement for himself (personal accomplishment). The absence of job characteristics can lead to undesired work outcomes, such as high work absences, decreased performance, intention to quit, job dissatisfaction, and burnout. Based on some of the literature above, it can be said that job characteristics have the potential to predict burnout.

H2: Job characteristics - feedback (H2a), task significance (H2b), task identity (H2c), task variety (H2d), autonomy (H2e), predict burnout.

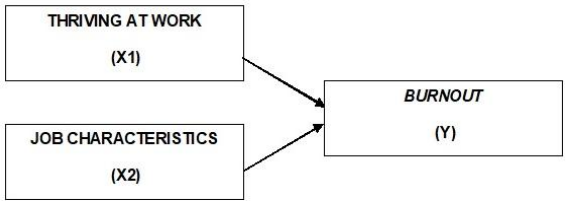


Figure 1. Research Framework

III. METHOD

Participant

Participants in this study were teachers at the S Educational Institution in Jabodetabek who had taught for at least three months. The number of samples to be taken was 320 participants. The sampling method used in this study is non-probability sampling, namely convenience sampling, where the selection of participants is based on their willingness and willingness to provide response answers (Shaughnessy, Zechmeister & Zechmeister, 2015).

Research design

This research is a quantitative study and is classified as applied research because it is designed to provide practical solutions to real problems (Neuman, 2014). All information obtained from this research is applied to understand certain phenomena in the company. Based on the design, this study consists of three variables, namely thriving at work and job characteristics as independent variables and burnout as the dependent variable.

Research Locations and Settings

This research will be carried out by collecting data in branches of the S Educational Institution.

Research Instruments

Burnout is measured by the Maslach Burnout Inventory (Maslach, & Jackson, S. E., 1981), which has 22 statements with a Likert scale (1-4). This measurement tool consists of three dimensions, which are emotional exhaustion thatconsists of eight negative items and one positive item, personal accomplishment that consists of eight positive items, and depersonalization that consists of five positive items and one negative item. On the positive points, each alternative answer will be given a score of numbers as follows: disagree (1), less agree (2), simply agree (3), agree (4). On negative items, reverse scores are applied.
Thriving at work was measured by the Thriving at work Scale Porath et al. (2012), which has 10 item statements with a Likert scale (1-4). It consists of two dimensions, which are learning that consists of four positive items and one negative item, and vitality dimension that consists of four positive items and one negative item. On the positive points, each alternative answer will be given a score of numbers as follows: disagree (1), disagree (2), quite agree (3), agree (4). On negative items, reverse scores are applied.
Job characteristics are measured by The Work Design Questionnaire (Morgeson, & Humprey, SE (2006), which consists of 24 items. The scale consists of five dimensions of job characteristics, which are autonomy, task variety, task significance, task identity, and feedback form job, with Likert scale (1-4) Dimensions of the job form consist of three statement items, all items are positive. The task significance dimension consists of four statement items, consisting of one negative item and four positive items. The job characteristic dimension consists of four items, consisting of one negative item and four positive items. The task variety dimension consists of 4 statement items, consisting of one negative item and three positive items Autonomy dimension consists of nine statement items, consisting of three negative items and six positive items. In the positive item, each alternative answer will be given a score of numbers as follows: no agree (1), disagree (2), quite agree (3), agree (4). On negative items, reverse scores are applied.

The research procedure carried out is by adapting the MBI measuring tool, Thriving at work Scale, and The Work Design Questionaire into Indonesian. After the process of adapting the measuring instrument has been completed, the researcher begins compiling the questionnaire and informed consent. After that, data

collection was carried out by distributing questionnaires to participants.

IV. RESULTS

Descriptive Statistics

Variable	Mean	SD
Emotional exhaustion	1.706	0.759
Personal accomplishment	1.771	0.641
Depersonalization	1.444	0.606
Burnout	1.641	0.669

Table 1.Burnout Level in Participants
***Measurement range of burnout 0-4 (Median = 2)**

According to data above, we can conclude that the burnout level in participants is low, because the Mean scores are under the Median score.

Variable	Mean	SD
Learning	3.564	0.518
Vitality	2.955	0.731
Thriving at work	3.260	0.625

Tabel 2. Thriving at Work Level in Participants
***Measurement range ofThriving at Work 0-4 (Median = 2)**

According to data above, we can conclude that the thriving at work level in participants is high, because the Mean scores are higher than the Median score.

Test of Hypotheses

Based on the data obtained, authors conducted a linear regression test at thriving at work on burnout. The linear regression test was performed with regression analysis (bootstrapping) with the help of SmartPLS data processing applications. The amount of regression obtained from thriving at work on burnout is $\beta = -0.465$ ($p< 0.01$). Therefore, the data processing information supportedHypothesis 1 (H_1), thriving at work could predict burnout.

The author also conducted a linear regression test on each dimension of job characteristics towardsburnout. The dimensions are feedback, task significance, task identity, task variety, and autonomy. The linear regression test was performed with the help of the SmartPLS data processing application using path analysis. The magnitude of the coefficient of determination obtained is described in table below.

Job Characteristics	β	p
Feedback	-0.132	0.041*
Task Significance	-0.279	0.004**
Task Identity	0.245	0.030*
Task Variety	-0.175	0.029*
Autonomy	-0.148	0.009*

***p< 0.05 dan **p< 0.01**

Table 3.Path Analysis

According the data on the table above, each dimension of job characteristics could significantly predict burnout with $p < 0.05$ and $p < 0.01$. Thus, the results support Hypothesis 2 (H_2). However, the relationship direction between task identity with burnout has different result. While other dimensions show negative relationship with burnout, task identity dimension appears to show otherwise.

V. DISCUSSIONS

Participants in this study are individuals who work as teachers in S Educational Institutions. In this study, participants show a low level of burnout. This is not aligned with previous research which suggested that the teaching profession has the potential to experience burnout (Hakanen, 2006). The difference can happen because teachers at S Educational Institutions have quite high thriving at work. Conservation of Theory (COR; Hofboll, 1989) explains that thriving at work is a personal resource that can reduce burnout for teachers. Thus, thriving at work also reduced burnout of teachers in S educational institutions.

In previous study (Hildenbrand et al., 2016), the relationship between thriving at work and burnout had a higher regression score than the score in this study. It might be due to the different types of respondent'sprofession. In this study, the respondents' professions are teachers, while in previous studies the respondents' professions were factory employees.

The results also showed that job characteristics can predict burnout, which aligned with the results in previous studies. In previous research, all dimensions of job characteristics have the same role in predicting burnout (Salami & Ajitoni, 2015). In this study, one of the job characteristics, task identity, has a different role among other job characteristics. Task Identity is positively related to burnout. That is, the clearer a task, the more burnout teachers would be. This difference in results can be explained because the clarity of the task is identical with a lot of work that needs to be done. The more explainable the task, the more things must be done. The clarity of these tasks can make teachers at S Educational Institutions see more work they must do. Many jobs tend to have high demands. Thus, the clarity of the task will make high demands and result in burnout.

In this study it can be seen that thriving at work's regression score is higher in predicting burnout compared to job characteristics. It means internal factors are more predicting burnout compared to external factors.

VI. LIMITATIONS AND FUTURE RESEARCH

This research was conducted only on teachers at S Educational Institution. It will be better for the future research to have more various sample with different professions, so that it can show different results with this research.

In this study, authors only explain burnout through job characteristics and thriving at work. This study does not explain the prediction of burnout by job characteristics through thriving at work. For further research it can be proposed to be able to do a broader (comprehensive) research based on supporting literature.

VII. SUGGESTIONS

In order to anticipate the occurrence of burnout on workers, the company can increase thriving at work not only to teachers, but to other workers. In this study, thriving at work has a fairly high score on the learning dimension. Thus, authors suggestthe management to develop employees through thriving at work training or competency development so that employees can grow and fulfill the desire to learn continuously.

VIII. CONCLUSIONS

Based on the results of the study there are 3 conclusions, which are:

1. The burnout level in teachers at S Education Institution is low.
2. The thriving at work level in teachers at S Education Institution is high.
3. Thriving at work could predict burnout in teachers at S Education Institution.
4. All dimensions of job characteristics (feedback, task significance, task identity, task variety, autonomy) could predict burnout in teachers at S Education Institution. Task significance is the highest in predicting burnout, while the lowest in predicting burnout is feedback.
5. Thriving at work has higher regression score in predicting burnout than job characteristics.

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