The Moderating Effect of Organizational Identification on the Relationships between Teachers Perceived Organizational Justice and Burnout Behaviours at College Level

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ABSTRACT

This study intends to explore whether the perceived deficiency in organizational justice has an impact on the burnout behaviours of college teachers in Sargodha district. Moreover, the role of organizational identification as moderator had also been studied. Data were collected from a sample of 507 teachers. The factor analyses were carried out using structural equation modeling (SEM) and factor structure of each construct was established. For inferential analysis, the researchers had used the “Partial Least Square-Structural Equation Modelling” (PLS-SEM) approach to analyze the data for testing the key hypothesized relationships of this study. The analyses revealed that the gender, experience, job nature, and type of organization had insignificant effects on the dimensions of teachers’ burnout. The data revealed that organizational justice had the good predictability of teachers’ burnout behaviors. The researchers had also discovered that organizational identification was a significant predictor of teachers’ burnout behaviors. All dimensions of organizational identification significantly moderate the relationship between most of the dimensions of perceived organizational justice and burnout behaviors of college teachers.

KEYWORDS: Organizational Identification, Organizational Justice, Burnout Behaviours

1. INTRODUCTION

In today’s competitive world, all organizations can have similar physical, financial, and technical resources to compete. But the only organizational source that can
give a real sustainable competitive advantage to an organization is the competent, motivated, committed and enthusiastic manpower. Hence, the human resource is the most valuable asset that brings innovation and creativity in an organization and cannot be easily copied by competitors.

Research studies have verified that the success of an organization depends upon employees’ positive attitudes and behaviors. Modern organizations appreciate the role of human resource management in shaping their employees’ positive attitudes and behaviors towards jobs (Khan, 2010). Such organizations focus on the welfare of employees and motivate them through intrinsic and extrinsic rewards in such a manner that they cooperate in achieving organizational goals as that of their own. This strategic standpoint about human resource management has enabled modern organizations to develop strong culture promoting a shared set of organizational values. Consequently, it has bridged the gap between organizational goals and individual interests and inspirations.

Though, individuals have their own inspirations and goals which may differ from that of the organization. Organizations should secure the commitment to their employees by developing and promoting such values and norms (quality, service, innovation, etc.) that merge employees’ aspirations with organizations interests. The Organizational identification has gained the attention of human resource managers as it develops a convergence between enterprise and employee interests. It involves a psychological contract between employee and employer. So, employees get involved in the situation as a member and their performances improve. Furthermore, research has revealed that organizational identification also relates to other attitudes and behaviors of employees like increased motivation, willingness to continue with the organization and performing beyond the tasks (Dick, Hirst, Grojean, & Wieseke, 2007).

Teaching is one of the most demanding human service-oriented professions which involves a lot of human interactions. So, there is always a risk of burnout for teachers. Farber (1982) was one of the pioneer researchers who identified this phenomenon of burnout among teachers. He reported that lack of support and poor working conditions are the most dominant factors that cause burnout among teachers.
Many researchers have contributed to explore the underlying causes of burnout among teachers, yet there is a dire need of rigorous explorations in this regard to devising intervention strategies to cure teachers’ burnout.

The researchers had initiated present study mainly to expose the direct relationship between perceived organizational justice and burnout behaviors in college teachers of district Sargodha. Additionally, researchers wanted to determine whether organizational identification moderates the relationship between perceived organizational justice and teachers’ burnout behaviors. A set of relevant organizational variables and personal characteristics of the college teachers i.e. gender, experience, type of organizations, and nature of job were also studied to find out their direct and moderating effects.

2. LITERATURE REVIEW

Organizational identification has emerged as a key psychological construct in the discipline of organizational psychology. It refers to the basic emotional bond between an employee and an organization with a sense of belongingness. It is a potential moderator and mediator between the relationship of different contextual variables and important job attitudes and consequent behaviors of employees at the workplace.

One of the most devastating factors that significantly decrease employee’s performance and challenges organizational success in most of the organizations is job burnout. It is an inner process that emerges as a reaction to prolonged occupational and organizational stress and shows itself gradually as emotional exhaustion at the first stage then depersonalization, followed by lower personal accomplishment. So, the first expression of burnout is emotional exhaustion that comes with a depressed feeling of inefficiency and helplessness and makes a person pessimist, complaining and mistrustful. Depersonalization refers to a person's harsh and biased reaction towards staff and clients. It results in reduced motivation to work and leads towards a decreased personal accomplishment. At this third stage of burnout, a person negatively evaluates himself as inefficient and incompetent in doing personal or organizational tasks.

As a result, employees who are victims of burnout are anxious, depressed,
indifferent, less active, less motivated, less committed, less efficient, less effective, exhausted, and complaining and have higher turnover intentions (Boles, Dean, Ricks, Short, & Wang, 2000; Maslach, 2003; Maslach & Goldberg, 1998; Maslach, Schaufeli, & Leiter, 2001). However, valuable employees’ turnover whether due to rational reason or misunderstanding, is harmful to the organization. According to Fejgin, Ephraty, and Ben-Sira (1996) low salaries, bureaucratic constraints, and limitations of the job are the most relevant factors or antecedents of job burnout. Leiter and Maslach (2003) concluded that job burnout is the function of less proportionality between the individual and his job. So, it can be deduced that the employees with a higher level of organizational identification would be less vulnerable to job burnout.

The very nature of the construct of organizational identification shows that a model of organizational identification must reduce the possibility of burnout so that the worker become attached to the organization and experience circumstances that lead to sustained attachment (Pratt, 2000; Pratt & Doucet, 2000).

Burnout Researchers have studied burnout among different occupations and professions in the fields of educational, business, social and health services for over three decades (Hogg & Terry, 2000). Maslach and Jackson (1981) have studied the effect of burnout subscale i.e. emotional exhaustion on the three subscales of organizational identification and found that the lack of organizational identification has been one of the crucial factors contributing towards increased burnout behavior of the employees.

Clark (1985) has suggested that the organizations need to develop and maintain a system of justice and fair treatment for the promotion, supervisory relationships, and distribution of rewards. Neami and Shokrkon define organizational justice as employees perceptions that rules, regulations, procedures and organizational policies related to their work are fair (Price & Mueller, 1986). Perceived organizational justice increases the positive attitude of employees, and enhances their commitment, loyalty, motivation, and effort for work. It ultimately improves individual as well as organizational performance (Javadin, 2008).

It also seems as if the perceptions of organizational justice are an important antecedent of job burnout. Social justice is considered as an indispensable base for the
effectiveness and efficiency of any organization (Price & Mueller, 1986). Perceived inequities can damage the spirit of collective work in the organization by disturbing the effort and motivation of employees (Javadin, 2008). Unfair distribution of organizational resources and outcomes demoralize employees and reduce their motivation and efforts. Thus, implementing justice in organizational processes is not only essential for survival and stability of the organization but also important for the development of employees.

According to the review of related literature, the presence of organizational justice decreases the level of professional stress that has a strong direct effect on job burnout. It has been found as the most contributing organizational factor in the development of burnout behaviors among employees (Kroon, Van de Voorde, & Van Veldhoven, 2009; Schminke, Ambrose, & Cropanzano, 2000; Uludag & Yaratan, 2013).

A study of 86 Dutch organizations showed an inverse relationship between perceived organizational justice and employees burnout behaviors as concluded by Kroon et al. (2009). In another study, Noblet and Rodwell (2008) revealed that, if employees perceive high organizational justice it is likely that they will experience less burnout behavior. Many recent studies have supported this conclusion (Lambert et al., 2010; Liljegren & Ekberg, 2009; Tepper & Taylor, 2003). Furthermore, the distributive dimension of organizational justice had the strongest inverse relationship with emotional exhaustion (Moliner, Martínez-Tur, Peiró, & Ramos, 2005).

The objective of this study was to find out whether the perceived deficiency in organizational justice has impacted the burnout behaviors of college teachers. Moreover, the role of organizational identification along with gender, experience, nature of job and type of organization as moderators were also hypothesized.

3. METHODOLOGY

Population and Sample: All the teachers working in the colleges (both public and private) of District Sargodha were the population of this study. The sample was selected by using random cluster sampling technique. The total sample size targeted comprised 600 college teachers. Three hundred teachers were selected from private colleges and semi-governmental/autonomous institutions while other three hundred teachers were selected from public colleges. Out of this sample, 507 questionnaires were received back
in the usable form and response rate was found to be about 85%.

**Research Model:**

![Research Model Diagram]

**Figure 1: Basic research model of this study**

**Instruments:** A questionnaire was used as a research instrument and it was developed after reviewing related literature. It was carried scales for measuring the key constructs that have discussed in the study. A demographic variable such as age, experience, gender, nature of the job and type of the organization were also the part of the research instrument.

The researchers measured the level of burnout of college teachers’ by adapting burnout inventory (Maslach & Jackson, 1981). Perceived organizational justice scale used in this study comprised three subscales measuring procedural justice (Moorman, 1991), distributive justice and interactional justice (Price & Mueller, 1986). Organizational identification scale validated by van Dick and Wagner (2002) was used.

The questionnaire was subjected to pilot testing for its validation. It was distributed to 30 people for this purpose. This step involved contact with the researcher with the experts in the field to remove any difficulty or mistake in the language, legibility, or format of the questionnaire. The reliability of all variables is mentioned in table 1.

### 4. RESULTS

After data collection, the data were entered in IBM SPSS 22 data editor. The data set collected and entered in data editor was subjected to data cleaning. After pre-analysis,
when the data set was prepared, the factor analyses were carried out to establish the factor structure of each construct and the effects of the predictor variables were measured through the PSL-SEM.

The following table 1 showed Zero-order correlations among key variables of the study. Most of the correlations between organizational justice and organizational identification were positive and significant. While the correlations among the organizational justice dimensions, organizational identification and burnout behaviors were mostly negative and significant.

<table>
<thead>
<tr>
<th>Table 1: Correlations among Constructs and their reliability coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distributive Justice</td>
</tr>
<tr>
<td>Operational Justice</td>
</tr>
<tr>
<td>Interactional Justice</td>
</tr>
<tr>
<td>Personal Self-Esteem</td>
</tr>
<tr>
<td>Affective Occupational Identification</td>
</tr>
<tr>
<td>Team Identification</td>
</tr>
<tr>
<td>Organizational Commitment</td>
</tr>
<tr>
<td>Emotional Exhaustion</td>
</tr>
<tr>
<td>Depersonalization</td>
</tr>
<tr>
<td>Low Personal Accomplishment</td>
</tr>
</tbody>
</table>

Correlation is significant at the * 0.05 and **0.01 level (2-tailed).

Above table reflected diagonal values representing the Cronbach alpha values (reliability coefficients) of the dimensions of the key variables used. Table 1 indicated that the Cronbach alpha values of the all three dimensions of justice ranged from 0.75 to 0.89, and for Personal Self-Esteem, and Organizational Commitment these were 0.83 and 0.75 respectively, which were all quite high. While the alpha values of scales used to measure the organizational Identification ranged from 0.64 to 0.72, which were relatively
low but still large enough (Nunnally & Bernstein, 1994), to equal the recommended value i-e 0.70 which indicated the internal consistency of sub-scales and high reliability was found to measure these constructs.

Table 2: Mean, SD, Skewness, and Kurtosis of Key Variables

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Skewness</th>
<th>Kurtosis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distributive Justice</td>
<td>19.2804</td>
<td>6.40039</td>
<td>-.629</td>
<td>-.532</td>
</tr>
<tr>
<td>Operational Justice</td>
<td>18.6526</td>
<td>5.81806</td>
<td>-.501</td>
<td>-.452</td>
</tr>
<tr>
<td>Interactional Justice</td>
<td>26.0713</td>
<td>6.79603</td>
<td>-.815</td>
<td>.067</td>
</tr>
<tr>
<td>Personal Self-Esteem</td>
<td>23.0893</td>
<td>4.82962</td>
<td>-1.624</td>
<td>2.663</td>
</tr>
<tr>
<td>Affective Occupational Identification</td>
<td>4.9760</td>
<td>3.07709</td>
<td>1.134</td>
<td>.658</td>
</tr>
<tr>
<td>Team Identification</td>
<td>8.9631</td>
<td>3.34963</td>
<td>-.187</td>
<td>-.828</td>
</tr>
<tr>
<td>Organizational Commitment</td>
<td>16.7214</td>
<td>3.92441</td>
<td>-.866</td>
<td>.139</td>
</tr>
<tr>
<td>Emotional Exhaustion</td>
<td>8.9716</td>
<td>4.15970</td>
<td>.296</td>
<td>-.701</td>
</tr>
<tr>
<td>Depersonalization</td>
<td>8.6820</td>
<td>4.07663</td>
<td>.437</td>
<td>-.684</td>
</tr>
<tr>
<td>Low Personal Accomplishment</td>
<td>14.5004</td>
<td>3.72286</td>
<td>-.408</td>
<td>-.439</td>
</tr>
</tbody>
</table>

Table 2 revealed the value of means and standard deviations of interactional justice, personal self-esteem demonstrated relatively high means and standard deviations, while the table is also showing the values of skewness and kurtosis values of the scales are round about ±1.0 which is somewhat good with respect to the distribution of these variables. As far as the kurtosis is concerned, Personal Self-Esteem showed significant departure from the normality, but (Hair, Black, Babin, Anderson, & Tatham, 1998) pointed out that for kurtosis even values close to ±3.0 are acceptable.

**Model Fit and Quality Indices:**

The following fit indices showed the quality of the overall fit of the research model of the study with the data. The Average Path Coefficient (APC) value obtained was significant (APC = 0.066, P=0.023). Similarly, the Average R-squared (ARS) was 0.174 and significant at α = 0.001 (P < 0.001) illustrating that on the average the model of this study explained 17.4 % of the variance independent variables in the model. The Average Adjusted R-squared (AARS) value was 0.136 and was significant at α = 0.001 (P < 0.001), indicating that while generalizing from sample to the population the model...
of the study explained almost 14% of the variance independent variables in the model. The Average block VIF (AVIF) value was 1.811, which fell in the ideal range. The Average Full Collinearity VIF (AFVIF) value was 2.305 that was also close to the ideally required value. Likewise, the Tenenhaus Goodness of Fit (GoF) Index had a medium range value of 0.280 indicating the moderately high fit of the data with the model.

The ‘Sympon's Paradox Ratio’ (SPR) for the model of this study had an acceptable value of 0.735 (acceptable if >= 0.7, ideally = 1) indicating an appropriate fit of the model with the data. Similarly, the R-squared Contribution Ratio (RSCR) had an acceptable value of 0.861, indicating an appropriate fit of the model with the data. Likewise, the Statistical Suppression Ratio (SSR) was equal to 0.882 (acceptable if >= 0.7) and indicated the moderately high fit of the data with the model. Finally, the ‘Nonlinear Bivariate Causality Direction Ratio’ had a value of 0.831 (acceptable if >= 0.7) and indicated the acceptably high fit of the data with the model. In short, all the fit indices either had an acceptable or medium-to-high value; hence clearly indicating a moderate to the high overall fit of the model of this study with the data and sample of the study.

The researchers used WarpPLS-SEM approach (Kock & Lynn, 2012) for finding the interaction effects. Results had been shown in Table 3. The demographic variables like gender, experience, nature of the job, and type of organization were entered as control variables in the model as they had an insignificant effect on the college teachers’ burnout behaviors. In the next step independent variables as predictors were entered for the dependent variables (i.e. college teachers’ burnout behaviors). Lastly, the researchers estimated the interactions (product terms) of the dimensions of the perceived organizational justice (independent variables) with the dimensions of college teachers’ organizational identification (as the moderators) to estimate their effects on the dependent variables (i.e. college teachers’ burnout behaviors). These analyses were done using ‘WarpPLS-SEM’ software developed by (Kock, 2012).
Table 3: PLS-SEM Analysis of Demographics, Organizational Justice, Organizational Identification and Burnout Behaviour

<table>
<thead>
<tr>
<th>Independent Variables</th>
<th>Dependent Variables (Dimensions of Burnout)</th>
<th>Path Coefficients</th>
<th>p-Value</th>
<th>Path Coefficients</th>
<th>p-Value</th>
<th>Path Coefficients</th>
<th>p-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Emotional Exhaustion (a)</td>
<td></td>
<td></td>
<td>Depersonalization (b)</td>
<td></td>
<td>Reduced Personal Accomplishment (c)</td>
<td></td>
</tr>
<tr>
<td>Organizational Justice Dimensions:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distributive Justice (DJ)</td>
<td>-0.084</td>
<td>.017</td>
<td>-0.061</td>
<td>0.061†</td>
<td>-0.141</td>
<td>0.066†</td>
<td></td>
</tr>
<tr>
<td>Procedural Justice (PJ)</td>
<td>-0.088</td>
<td>.013</td>
<td>-0.006</td>
<td>0.444</td>
<td>-0.059</td>
<td>0.066†</td>
<td></td>
</tr>
<tr>
<td>Interactional Justice (IJ)</td>
<td>-0.020</td>
<td>.302</td>
<td>-0.088</td>
<td>0.013</td>
<td>-0.176</td>
<td>0.000</td>
<td></td>
</tr>
<tr>
<td>Organizational Identification Dimensions:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Self Esteem (PSE)</td>
<td>-0.049</td>
<td>0.105</td>
<td>0.128</td>
<td>0.000</td>
<td>-0.114</td>
<td>0.002</td>
<td></td>
</tr>
<tr>
<td>Team Identification (TI)</td>
<td>-0.147</td>
<td>0.000</td>
<td>0.000</td>
<td>0.012</td>
<td>-0.379</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizational Commitment (OC)</td>
<td>-0.157</td>
<td>0.000</td>
<td>0.093</td>
<td>0.009</td>
<td>-0.066</td>
<td>0.048</td>
<td></td>
</tr>
<tr>
<td>Affective Occupational Identification (AOI)</td>
<td>-0.095</td>
<td>0.008</td>
<td>-0.024</td>
<td>0.271</td>
<td>-0.069</td>
<td>0.041</td>
<td></td>
</tr>
<tr>
<td>Interaction/Moderating Effects:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSE*PJ</td>
<td>-0.046</td>
<td>.122</td>
<td>0.034</td>
<td>0.195</td>
<td>-0.082</td>
<td>0.019</td>
<td></td>
</tr>
<tr>
<td>PSE*IJ</td>
<td>-0.016</td>
<td>.345</td>
<td>0.027</td>
<td>0.244</td>
<td>-0.079</td>
<td>0.023</td>
<td></td>
</tr>
<tr>
<td>TI*DJ</td>
<td>-0.023</td>
<td>.280</td>
<td>0.062</td>
<td>0.057†</td>
<td>-0.058</td>
<td>0.072†</td>
<td></td>
</tr>
<tr>
<td>TI*PJ</td>
<td>-0.051</td>
<td>0.099†</td>
<td>-0.060</td>
<td>0.065†</td>
<td>0.058</td>
<td>0.209</td>
<td></td>
</tr>
<tr>
<td>TI*IJ</td>
<td>-0.037</td>
<td>0.174</td>
<td>0.004</td>
<td>0.457</td>
<td>0.042</td>
<td>0.141</td>
<td></td>
</tr>
<tr>
<td>OC*DJ</td>
<td>-0.054</td>
<td>0.085†</td>
<td>0.020</td>
<td>0.303</td>
<td>-0.109</td>
<td>0.003</td>
<td></td>
</tr>
<tr>
<td>OC*PJ</td>
<td>-0.074</td>
<td>0.030</td>
<td>0.089</td>
<td>0.012</td>
<td>-0.006</td>
<td>0.443</td>
<td></td>
</tr>
<tr>
<td>OC*IJ</td>
<td>-0.030</td>
<td>0.227</td>
<td>0.038</td>
<td>0.168</td>
<td>-0.013</td>
<td>0.370</td>
<td></td>
</tr>
<tr>
<td>AOI*DJ</td>
<td>-0.111</td>
<td>0.002</td>
<td>0.023</td>
<td>0.279</td>
<td>-0.020</td>
<td>0.306</td>
<td></td>
</tr>
<tr>
<td>AOI*PJ</td>
<td>-0.075</td>
<td>0.026</td>
<td>0.113</td>
<td>0.002</td>
<td>-0.025</td>
<td>0.260</td>
<td></td>
</tr>
<tr>
<td>AOI*IJ</td>
<td>-0.056</td>
<td>0.079†</td>
<td>0.031</td>
<td>0.217</td>
<td>-0.010</td>
<td>0.397</td>
<td></td>
</tr>
<tr>
<td>Demographic/Control Variables:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td>-0.005</td>
<td>0.445</td>
<td>0.024</td>
<td>0.269</td>
<td>0.009</td>
<td>0.411</td>
<td></td>
</tr>
<tr>
<td>Experience</td>
<td>-0.028</td>
<td>0.240</td>
<td>0.047</td>
<td>0.115</td>
<td>0.017</td>
<td>0.333</td>
<td></td>
</tr>
<tr>
<td>Nature of Job</td>
<td>0.072</td>
<td>0.053†</td>
<td>0.043</td>
<td>0.139</td>
<td>-0.028</td>
<td>0.190</td>
<td></td>
</tr>
<tr>
<td>Type of Organization</td>
<td>0.009</td>
<td>0.102</td>
<td>0.057</td>
<td>0.820</td>
<td>-0.041</td>
<td>0.051†</td>
<td></td>
</tr>
<tr>
<td>R²</td>
<td>0.115</td>
<td>0.167</td>
<td></td>
<td>-0.189</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adjusted R²</td>
<td>0.080</td>
<td>0.135</td>
<td></td>
<td>0.157</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note. N = 507. Standardized coefficients (betas) are reported above along with R². Adjusted R². Where: *** p < .001; ** p < .01; * p < .05; whereas, † p < .10
(Here, DJ= Distributive Justice, PJ= Procedural Justice, IJ=Interactional Justice, PSE = Personal Self Esteem, TI= Team Identification, OC= Organizational Commitment, and AOI= Affective Occupational Identification)
Relationships between Justice Perceptions and Burnout Behaviors of College Teachers:

The first three results were about the relationships between the college teachers’ justice perceptions (distributive, procedural, interactional) and burnout behaviors (emotional exhaustion, reduced personal accomplishment and depersonalization).

The PLS-SEM analysis results that had been shown in Table 3 revealed distributive justice had significant relationships with all burnout behaviors of college teachers i.e. emotional exhaustion ($\beta = -.084, p = .017$), depersonalization ($\beta = -.061, p = .06$) and reduced personal accomplishment ($\beta = -.141, p = .06$). As all the betas (path coefficients) for these relationships were negative and significant, it was concluded that distributive justice was a significant predictor of all dimensions of burnout.

The data had partially supported our hypotheses proposing that procedural justice had significant relationships with emotional exhaustion ($\beta = .088$ and $p = .013$) and reduced personal accomplishment ($\beta = .059$ and $p < .10$) dimensions of burnout but was not supported for depersonalization dimension ($\beta = .006$ and $p > .05$). Similarly, the data had partially supported that the relationships between interactional justice and two dimensions of burnout i.e. depersonalization ($\beta = -.088, p = .013$) and reduced personal accomplishment ($\beta = -.176, p < .000$) were significant and negative but relationship with third dimension of burnout i.e., emotional exhaustion ($\beta = -.020, p > .05$) was insignificant. Since two out of the three betas for these relationships were significant, it was established that except for emotional exhaustion, interactional justice was a significant predictor of depersonalization and reduced personal accomplishment.

Relationships between Dimensions of Organizational Identification and Burnout behaviors of College Teachers:

The Table 3 revealed that personal self-esteem had significant negative relationships with two dimensions of burnout i.e. with depersonalization ($\beta = -0.128$ and $p < .000$) and reduced personal accomplishment ($\beta = -0.114$ and $p < .01$) but not with the third dimension of burnout i.e. emotional exhaustion ($\beta = -0.049$ and $p > .05$).

Likewise, the team identification had significant negative relationships with emotional exhaustion ($\beta = -0.147$ and $p < .001$) and depersonalization ($\beta = -0.210$ and $p <$
.001) whereas insignificant relationships with reduced personal accomplishment dimension of burnout ($\beta = -0.012$ and $p > .05$). Since two path coefficients/betas of team identification with two dimensions of burnout were significant, it was concluded that of team identification had high predictability for emotional exhaustion and depersonalization dimensions, but for the third dimension (reduced personal accomplishment) team identification had poor predictability.

Conversely, there was significant negative relationships between organizational commitment and all the three dimensions of college teachers’ burnout i.e. emotional exhaustion ($\beta = -0.157$ and $p < .001$), depersonalization ($\beta = -0.093$ and $p < .01$) and reduced personal accomplishment ($\beta = -0.066$ and $p < .05$) as shown in the Table 3. Finally as shown in the above Table, results revealed that affective occupational identification had significant negative relationships with emotional exhaustion ($\beta = -0.095$ and $p < .01$) and reduced personal accomplishment ($\beta = -0.069$ and $p < .05$) but insignificant relationship with depersonalization ($\beta = -0.024$ and $p > .05$).

Overall, the researchers found that because most of the direct effects of the dimensions of college teachers’ organizational identification were significant on the dimensions of burnout, hence the researchers concluded that organizational identification was a significant predictor of college teachers’ burnout behaviors.

**Moderating/Interaction Effects of Dimensions of Organizational Identification on Dimensions of Burnout:**

As far as the moderating role of personal self-esteem on the relationships between distributive justice and burnout behaviors of college teachers was concerned the results revealed that the interaction of personal self-esteem with distributive justice (PSE*DJ) had significant effect on emotional exhaustion dimension of burnout ($\beta = -0.075$ and $p < .05$) confirming the moderating effect of personal self-esteem on the relationship between distributive justice and emotional exhaustion, indicating that college teachers perceiving high levels of distributive justice and personal self-esteem perceived lesser degrees of emotional exhaustion. The interaction of personal self-esteem with distributive justice (PSE*DJ) had, however, insignificant effects on depersonalization and reduced personal accomplishment ($\beta = -0.036$ and $p > .05$) and ($\beta = -0.037$ and $p > .05$).
ruling-out the moderating role of personal self-esteem on the relationships between distributive justice and depersonalization & reduced personal accomplishment dimensions of college teachers’ burnout.

The results reported in Table 3, also revealed that the interaction of personal self-esteem with procedural justice (PSE*PJ) had significant effect on reduced personal accomplishment ($\beta = -0.082$ and $p < .05$) confirming the moderating role of personal self-esteem in the relationship between procedural justice and reduced personal accomplishment, indicating that college teachers perceiving high levels of procedural justice and personal self-esteem perceived lesser degrees of reduced personal accomplishment. The interactions of personal self-esteem with procedural justice (PSE*PJ) had, however, insignificant effects on emotional exhaustion and depersonalization dimensions of burnout ($\beta = 0.046$ and $p > .05$) and ($\beta = -0.034$ and $p > .05$) ruling-out the moderating role of personal self-esteem on the relationships between procedural justice and these two dimensions of college teachers’ burnout i.e., emotional exhaustion and depersonalization.

Similarly, the results also showed that the interaction of personal self-esteem with interactional justice (PSE*IJ) had significant effect on reduced personal accomplishment ($\beta = -0.079$ and $p < .05$) confirming the moderating role of personal self-esteem on the relationship between interactional justice and reduced personal accomplishment, indicating that college teachers perceiving high levels of interactional justice and personal self-esteem perceived lesser degrees of reduced personal accomplishment. The interactions of personal self-esteem with interactional justice (PSE*IJ) had, however, insignificant effects on emotional exhaustion and depersonalization dimensions of burnout ($\beta = 0.046$ and $p > .05$) and ($\beta = -0.034$ and $p > .05$) ruling-out the moderating role of personal self-esteem on the relationships between interactional justice and these two dimensions of college teachers’ burnout i.e., emotional exhaustion & depersonalization.

The results reported in the above table showed that the interaction of team identification with distributive justice (TI*DJ) had significant effects on reduced personal accomplishment and depersonalization dimensions of burnout ($\beta = -0.062$, $p < .10$) and
Confirming the moderating role of team identification on the relationships of distributive justice with depersonalization and reduced personal accomplishment, indicating that college teachers perceiving high levels of distributive justice and team identification perceived lesser degrees of burnout in terms of reduced personal accomplishment and depersonalization. The interactions of team identification with distributive justice (TI*DJ) had, however, insignificant effect on emotional exhaustion (β = -0.023 and p > .05) ruling-out once again the moderating role of team identification on the relationships between distributive justice and emotional exhaustion dimensions of college teachers’ burnout.

The Table 3 revealed that the interaction of team identification with procedural justice (TI*PJ) had significant effect on emotional exhaustion and depersonalization dimensions of burnout (β = -0.051 and p < .10) and (β = -0.062 and p < .10) respectively confirming the moderating role of team identification on the relationships of procedural justice with emotional exhaustion and depersonalization dimensions of burnout, indicating that college teachers perceiving high levels of procedural justice and team identification perceived lesser degrees of burnout i.e. emotional exhaustion and depersonalization. The interaction of team identification with procedural justice (TI*PJ) had, however, the insignificant effect on the reduced personal accomplishment dimension of burnout (β = -0.020 and p > .05) ruling-out the moderating role of team identification on the relationship between procedural justice and reduced personal accomplishment dimension of college teachers’ burnout.

On the contrary, the results manifested that the interaction of team identification with interactional justice (TI*IJ) had insignificant effects on all the dimensions of college teachers’ burnout (β = -0.037 and p > .05), and (β = -0.004 and p > .05) and (β = -0.042 and p > .05) ruling-out the moderating role of team identification on the relationships of interactional justice and all the three dimensions of college teachers’ burnout.

The results reported in Table 3, also showed that the interaction of organizational commitment with distributive justice (OC*DJ) had significant effects on emotional exhaustion and reduced personal accomplishment (β = -0.054 and p < .10) and (β = -0.109 and p < .01) confirming the moderating role of organizational commitment on the
relationships of distributive justice with emotional exhaustion and reduced personal accomplishment, indicating that college teachers perceiving high levels of distributive justice and organizational commitment perceived lesser degrees of burnout in terms of emotional exhaustion and reduced personal accomplishment. The interaction of organizational commitment with distributive justice (OC*DJ) had, however, the insignificant effect on depersonalization dimension of burnout ($\beta = 0.020$ and $p > .05$) ruling-out the moderating effect of organizational commitment on the relationship between distributive justice and depersonalization dimension of college teachers’ burnout.

The Table 3 also revealed that the interaction of organizational commitment with procedural justice (OC*PJ) had significant effects on emotional exhaustion and depersonalization ($\beta = 0.074$ and $p < .05$) and ($\beta = 0.089$ and $p < .05$) confirming the moderating role of organizational commitment on the relationships of procedural justice with emotional exhaustion and depersonalization dimensions of burnout, indicating that college teachers perceiving high levels of procedural justice and team identification perceived lesser degrees of burnout in terms of emotional exhaustion and depersonalization. The interaction of organizational commitment with procedural justice (OC*PJ) had, however, the insignificant effect on the reduced personal accomplishment dimension of burnout ($\beta = 0.006$ and $p > .05$) ruling-out the moderating role of organizational commitment on the relationship between procedural justice and reduced personal accomplishment dimension of college teachers’ burnout.

On the contrary, the results manifested that the interaction of organizational commitment with interactional justice (OC*IJ) had insignificant effects on all the dimensions of college teachers burnout ($\beta = 0.030$ and $p > .05$), and ($\beta = 0.038$ and $p > .05$) and ($\beta = 0.013$ and $p > .05$) ruling-out the moderating role of organizational commitment on the relationships of interactional justice and all the three dimensions of college teachers’ burnout.

The results reported in Table 3, revealed that the interaction of effective occupational identification with distributive justice (AOI*DJ) had significant effect on emotional exhaustion ($\beta = -0.111$ and $p < .01$) confirming the moderating role of
effective occupational identification on the relationships of distributive justice with emotional exhaustion, indicating that college teachers perceiving high levels of distributive justice and effective occupational identification perceived lesser degrees of burnout in terms of emotional exhaustion. The interaction of effective occupational identification with distributive justice (AOI*DJ) had, however, insignificant effect on depersonalization and reduced personal accomplishment ($\beta = -0.023$ and $p > .05$) and ($\beta = -0.020$ and $p > .05$) ruling-out the moderating role of effective occupational identification on the relationships of distributive justice with depersonalization and reduced personal accomplishment.

The Table 3 also showed that the interaction of effective occupational identification with procedural justice (AOI*PJ) had significant effects on emotional exhaustion and depersonalization ($\beta = -0.075$ and $p < .05$) and ($\beta = -0.113$ and $p < .05$) confirming the moderating role of effective occupational identification on the relationships of procedural justice with emotional exhaustion and depersonalization, indicating that college teachers perceiving high levels of procedural justice and effective occupational identification perceived lesser degrees of burnout in terms of emotional exhaustion and depersonalization. The interaction of effective occupational identification with procedural justice (AOI*PJ) had, however, insignificant effect on the reduced personal accomplishment ($\beta = -0.025$ and $p > .05$) ruling-out the moderating role of effective occupational identification on the relationship between procedural justice and reduced personal accomplishment.

Finally, the results reported in Table 3 manifested that the interaction of effective occupational identification with interactional justice (AOI*IJ) had significant effect on emotional exhaustion ($\beta = -0.056$ and $p < .10$) confirming the moderating role of effective occupational identification on the relationships of interactional justice with emotional exhaustion, indicating that college teachers perceiving high levels of interactional justice and effective occupational identification perceived lesser degrees of burnout in terms of emotional exhaustion. The interaction of effective occupational identification with interactional justice (AOI*IJ) had, however, insignificant effects on depersonalization and reduced personal accomplishment ($\beta = -0.031$ and $p > .05$) and
(β = -0.010 and p > .05) ruling-out the moderating role of effective occupational identification on the relationships of interactional justice with depersonalization and reduced personal accomplishment.

5. CONCLUSION

- All the demographic variables measured i.e. respondents’ gender, experience, nature of job and type of organization found to have insignificant effects on the three dimensions of the college teachers’ burnout behaviors and hence could be statistically considered as the control variables in this study.

- There is a significant effect of distributive justice had on all dimensions of college teachers’ burnout. Procedural justice had a significant effect on emotional exhaustion and reduced personal accomplishment but not for depersonalization dimension. While interactional justice had a significant effect on depersonalization and reduced personal accomplishment but not for emotional exhaustion dimension. Overall, organizational justice was a significant predictor of college teachers’ burnout behaviors.

- Personal self-esteem as a dimension of perceived organizational identification had significant negative relationships with depersonalization and reduced personal accomplishment but not with emotional exhaustion. Team identification as a dimension of perceived organizational identification had significant negative relationships with emotional exhaustion and depersonalization whereas insignificant relationships with reduced personal accomplishment. Organizational commitment as a dimension of perceived organizational identification had significant negative relationships with all the three dimensions of college teachers’ burnout. Affective Occupational Identification as a dimension of perceived organizational identification had significant negative relationships with emotional exhaustion and reduced personal accomplishment but the insignificant relationship with depersonalization. Overall, organizational identification was a significant predictor of college teachers’ burnout behaviors.

- Personal self-esteem as a dimension of perceived organizational identification had a
significant moderating role in determining the relationship between distributive justice and emotional exhaustion, indicating that college teachers perceiving higher degrees of distributive justice and personal self-esteem perceive lesser degrees of emotional exhaustion.

- Personal self-esteem had a significant moderating role in determining the relationship between: procedural justice and reduced personal accomplishment indicating that college teachers perceiving elevated levels of procedural justice and personal self-esteem perceived lesser degrees of reduced personal accomplishment.

- Team identification had a significant moderating role in determining the relationships of distributive justice with depersonalization and reduced personal accomplishment, indicating that college teachers perceiving elevated levels of distributive justice and team identification perceived lesser degrees of burnout in terms of depersonalization and reduced personal accomplishment.

- Team identification had a significant moderating role in determining the relationships of procedural justice with emotional exhaustion and depersonalization dimensions of burnout, indicating that college teachers perceiving elevated levels of procedural justice and team identification perceived lesser degrees of emotional exhaustion and depersonalization.

- On the contrary, the interaction of team identification with interactional justice (TI*IJ) had insignificant effects on all the dimensions of college teachers’ burnout.

- The interaction of organizational commitment with distributive justice had significant effects on emotional exhaustion and reduced personal accomplishment, indicating that college teachers perceiving high levels of distributive justice and organizational commitment perceived lesser degrees of emotional exhaustion and reduced personal accomplishment.

- The interaction of organizational commitment with procedural justice had significant effects on emotional exhaustion and depersonalization dimensions of burnout, indicating that college teachers perceiving high levels of procedural justice and team identification perceived lesser degrees of burnout in terms of emotional exhaustion and depersonalization.
On the contrary, the interaction of organizational commitment with interactional justice (OC*IJ) had insignificant effects on all the dimensions of college teachers’ burnout.

The interaction of effective occupational identification with distributive justice had a significant effect on emotional exhaustion, indicating that college teachers perceiving high levels of distributive justice and effective occupational identification perceived lesser degrees of burnout in terms of emotional exhaustion.

The interaction of effective occupational identification with procedural justice had statistically significant effects on depersonalization and emotional exhaustion indicating that college teachers perceiving high levels of procedural justice and effective occupational identification perceived lesser degrees of emotional exhaustion and depersonalization.

Finally, the interaction of effective occupational identification with interactional justice (AOI*IJ) had a significant effect on emotional exhaustion dimension of burnout, indicating that college teachers perceiving high levels of interactional justice and effective occupational identification perceived lesser degrees of burnout in terms of emotional exhaustion.

Overall, all dimensions of organizational identification significantly moderate the relationship between justice perceptions and burnout behaviors of college teachers.

6. DISCUSSION

This study was conducted with the idea that burnout behaviors of employees that are important in the functioning of an organization were not only determined by justice perceptions of employees as proposed by social exchange perspective. Social identity approach, on the other hand, has also its role to mitigate the effects of burnout behaviors of employees.

The primary contribution of this study was to predict the perceived organizational burnout behaviors of college teachers in the light of perceived organizational identification and organizational justice in the Pakistani culture.
Especially, this study had made significant theoretical contributions to the social identity approach relating the perceived organizational identification and perceived organizational justice to support the management of college teachers’ burnout behaviors.

Results significantly revealed significant negative effects of organizational justice on college teachers’ burnout behaviors. Therefore, this research study had provided empirical evidence with the Pakistani sample of teachers to establish the effects of justice on the development of college teachers’ burnout behaviors. Other recent studies have also revealed the perceived organizational justice as the most contributing organizational factor in development of burnout behaviors among employees (Brotheridge, 2003; Kroon et al., 2009; Lambert et al., 2010; Leiter & Maslach, 2003; Liljegren & Ekberg, 2009; Schminke et al., 2000; Tepper & Taylor, 2003; Uludag & Yaratan, 2013).

Other researchers like Lambert et al. (2010) and Moliner et al. (2005) have found the strongest inverse relationship between the distributive justice and emotional exhaustion. The findings of this study have also revealed that distributive justice has especially been found a more effective predictor for all dimensions of burnout behavior.

Likewise, the dimensions of organizational identification have significant negative effects on dimensions of college teachers’ burnout behaviors which is consistent with other relevant studies of Haslam (2004) and Hackman and Oldham (1980). These findings are also in line with the recently developed social identity oriented self-categorization models of stress (Haslam, 2004; Riketta, 2005) that employees with higher organizational identification level have a tendency towards being more satisfied with their jobs and were less involved in burnout behaviors. Furthermore, all the dimensions of organizational identification had significant moderating effects on the relationship between perceived organizational justice and burnout behaviors. The findings also supported a social identity oriented approach which has proposed that organizational identification has a potential to moderate and mediate the relationship between different contextual variables and important job attitudes and consequent behaviors of employees at the workplace (Ashforth, Harrison, & Corley, 2008; Riketta, 2005).

The demographic variables i.e., gender, experience, nature of job and type of
organization that was studied have shown no effect on college teachers’ burnout behaviors while the dimensions of organizational identification significant moderating effect on the relationships between justice perceptions and burnout behaviors of college teachers’. This result matches the study of Clark and Smith (1987) in which he studied effects of demographics on managers burnout and found out that demographic variables have no significant effect on their burnout behaviors.

This study was delimited to some perceived situational and personal factors that were related to burnout knitted in the framework of social identity approach in literature. Future research might examine more closely the personal, organizational and cultural factors as predictors of burnout with a heterogeneous Pakistani sample. Identification of the mechanisms by which burnout behaviors interact with other factors such as justice perceptions, and organizational identification to determine college teachers’ burnout behaviors should also be focused in future researchers. Moreover, the cross-cultural perspectives bearing on the factors predicting burnout behaviors have yet to be highlighted by the researchers.

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