OCCUPATIONAL PSYCHOLOGY IN HIGHER EDUCATIONAL INSTITUTIONS: A STUDY IN PAKISTAN

Riaz Ahmed Mangi, Assistant Prof.
Department of Commerce, Shah Abdul Latif University, Khairpur
Dr. Amanat Ali Jalbani, Prof.
Vice President Academics, Dean Management Sciences,
SZABIST Karachi, Sindh, Pakistan

Abstract
        The work engagement and job burnout are rapidly emerging areas in research on human resources management and occupational psychology in Pakistan. This study is conducted to investigate and estimate the work engagement its relationship with organization commitment and burnout among the faculty of higher education institutions. The population for this study comprised faculty members of higher education institutions employing approximately 100 or more than 100 faculty members. All the male and female faculty members working in different departments are included in the sample of the study. In this study, convenient sampling method applied to collect the data. UWES (Utrecht Work Engagement Scale), MBI-GS (Maslach Burnout Inventory-General Survey) and organizational commitment scale. The relationship between the dimensions and the study constructs are significant. All the dimensions of burnout are significantly and negatively predicting work engagement among the respondents. Two dimensions of work engagement are positively and significantly predicting organizational commitment among the respondents. Two dimension of burnout are negatively predicting organizational commitment among the respondents.

Introduction
        Occupational psychology is the study and evaluation of employees at work place. It includes the approaches of social psychology to study, fatigue, mental health, safety, appraisal, selection, training and development of employees, personal relationship, stress management, conflict management,

control and interpersonal relationship among the employees of an organization. The occupational psychology is concerned with the attitude and behavior of the employees, how they function individually and in groups. The study of occupational psychology is necessary to enhance the effectiveness, improve job satisfaction of the employees in services and manufacturing organizations.

The higher education institution/universities hires, develops and maintain academic faculty that is suitable for nurturing the students and society. The basic responsibility of faculty of universities is to teach and produce research in various fields. Besides that, the faculty contributes significantly in development of students in particular and society in general. In addition to teaching and research, the faculty also prepares development projects in various areas of public interest. Oshagbemi (2000) describe main tasks of academic staff can be distributed into three categories namely teaching, research and management. The old traditional role of the university faculty is being replaced with responsibilities of qualified professionals who are qualified by virtue of education, training, experience and other appropriate skills (HEC Pakistan). The faculty of universities in Pakistan is comparatively highly qualified and a significant number of teachers possess M Phil and PhD degree. Faculty retention is becoming an important issue for higher education institutions in Pakistan because of various reasons. Ubiquitous presence and existence of higher education institutions and particularly private institutes have provided the opportunities to faculty to switch over from institute to institute for better environment, facilities and compensation. The literature have identifies that environment, organizational culture, development/promotion policies, facilities, compensation and political issues are some of the causes of reduction in the work engagement, organizational commitment and increase in the level of burnout and development of turnover intention among faculty of higher education institutions. The faculty has always been striving to get the required facilities and environment for improved performance. Higher education institutions are centers of career development either of teachers or of students. The occupational psychology of faculty is being influenced by diverse elements and specifically, there are various factors that play crucial role in overall work engagement, burnout and organizational commitment of the teaching community of higher education institutions.

The faculty play vital role in ensuring the students and society for providing the quality education. It is only possible when the faculty is vigorous with continuous dedication to institution and students and completely absorbed in academic activities. The faculty is not emotionally exhausted, does not develop cynical attitude and feel that he/she is contributing towards the progress of students and institution. Further, the

commitment of faculty is integral to institutions. He/she may develop affection towards the university, feel that leaving the institution would be costly and believe that the problems of institutions are my own. The issue is that, do the higher education institutions in Pakistan provide the encouraging environment to the faculty so that they may improve work engagement and commitment, reduce the level of burnout. The focus of current research study is to understand the work engagement, organizational commitment and comprehend burnout among faculty of selected higher education institutions.

Literature Review
Work Engagement

Work Engagement is positive and fulfilling state of mind of employees during job. It is the combination of three dimensions (Vigor, Dedication, Absorption). The employees who experience vigor, characterized by high level of energy and resilience at work, the dedication refers to strong commitment, pride challenges and enthusiasm. The absorption depicted through complete concentration and engagement in work so that he/she would not be detached from the work as the time passes. The work engagement is the psychological behavior of the employee where they believed to be emotionally committed, involved and dedicated to accomplish the objectives of the organization. Hakanen (2006); Schaufeli, Martinez (2002) conducted studies in academic institutions, Schaufeli and Bakker (2004); Hallberg, Johansson, and Schaufeli (2007) in service sector to determine the engagement level among the respondents. "It has been described in the occupational psychology literature that work engagement is an opposite of the burnout and has been investigated and concluded in diverse organizational settings"(Schaufeli, Martinez, et al., 2002, Bakker, Demerouti, and Schaufeli, 2005, Hallberg, et al., 2007).

Vigor

The optimum level of energy, resilience, enthusiasm towards work best describes the vigor. Moreover, put in use the best efforts and determination in challenging circumstances are the hallmarks of vigor. (Schaufeli and Bakker, 2004a).The employees' enthusiasm to invest best efforts in work is the key feature of this dimension. A vigorous employee is not vulnerable to be stressed under difficult circumstances at work. The state of vigor makes employees dedicated, committed and highly motivated towards their wok role, and shows the greater amount of persistence while encountering a perplexing situation at work.

Dedication

Dedication is the second dimension of work engagement. It is strong psychological involvement in work, along with feeling of importance, significance, willingness, courage, pride and sense of motivation as well as challenged by work is dimension of dedication (Schaufeli et al., 2002a). To some extent this dimension have conceptual resemblance with the concept of job involvement which has been described as the extent to which an individual while working, psychologically **Absorption**

The dimension absorption refers to complete attentiveness on and captivation in work, hence the attachment of an employees' to work hold back to detach from work activities (Schaufeli and Bakker, 2004a). It develops a pleasant condition that stick employees and work together, isolate about everything else.

Job Burnout

The job burnout is psychological reaction of employee to continuous stress and pressure during performing job in organizations. It consists of three dimensions, such as, Emotional exhaustion, depersonalization/cynicism and lack of professional efficacy. Persons suffering from job burnout may develop mental and physical illness. The employee feels emotionally exhausted, distance him/herself from work and colleagues consider the performances negatively and feel ineffective to organization. The construct of Job burnout introduced as a noteworthy aspect of research on occupational psychology during 1970. It helped to understand a very critical feature of employees experience with work. Since its inception more than 40 years ago, it has been the focus of attraction to human resources scholars. It has been the inspiration for the researchers to study it in various organizational settings and come up with the solution to employee and organization complications. Besides other researchers, it has also convinced the consultants to find out way to cope with the organizational burnout.

Beyond its American origins, as the recognition of burnout syndrome reached to other countries of the world, it become highly established academic subject that provided the base for numerous research publication on occupational psychology. "It has been revealed that estimated number of books, chapters, dissertations, and research articles has crossed 7,000 on job burnout" (Maslach et al., 2001). The research scholars were greatly inspired by negative aspect of job like burnout; they initiated various studies on this aspect of occupational psychology with plenty of enthusiasm. As a symbol for the wearing and tearing of energy, burnout refers to employee's negative behavior towards work, administration and colleagues. Employees experiencing burnout lose ability to deliver passionate contributions to organization that may affect overall performance of the organization. From

their own perception or colleagues, they fail to make influential contribution to the organization. In the early days, the research on job burnout focused on employees of human services organizations workforces, teachers, correctional officers, nurses, etc. However, with passage of time, study of burnout expended to other professions. Initially, Maslach Burnout Inventory-Human Services Survey was developed to study the burnout level among employees working in human services organizations, such as, hospitals, senior citizen houses. Afterwards, Maslach Burnout Inventory-General Survey was developed to study level of burnout among the employees in services and manufacturing organizations. MBI-SS (Maslach Burnout Inventory-Student Survey) was exclusively developed to study the level of burnout amongst students. These survey instruments were also applied to respondent groups such as, police forces (Maslach and Jackson, 1982) teachers (Hakanen, Bakker, and Schaufeli, 2006) students (Schaufeli et al., 2002) for comprehending burnout level.

Emotional exhaustion

The depletion of employee's emotional and mental stress that affects the psychological involvement in organization considered as emotional exhaustion. Maslach and Jackson (1981) defined emotional exhaustion in a sense that workers feel they are no longer able to give themselves at a psychological level. The employee feel tired, fatigued and their emotional energies are exhausted, persistence of such feelings becomes chronic and long lasting, the workers are considered as emotionally exhausted. The emotionally exhaustion normally experienced in human services organizations (Maslach, 1981, 1986). A large number of scholars in the issue of journal agreed, Emotional exhaustion is the integral dimension of burnout (Halbesleben and Demerouti, 2005). Kristensen et al. (2005) commented in the favor of emotional exhaustion as one factor construct of burnout.

Cynicism

Cynicism or depersonalization is the ensuing development of emotional exhaustion. Maslach and colleagues (2001) have described that the stress and burnout develop in a sequential method. The impact of one dimension of burnout results in the development of another dimension. Albrecht (2002) defined that cynicism as an emotional reaction to workers' doubts of organizational integrity. Demerouti (2002) described cynicism as disengagement from work, whereas, Maslach (2001) was of the firm opinion that cynicism is person focused either services recipient or management personnel and disengagement is work focused.

Lack of Professional Efficacy

Lack of professional efficacy is concerned with the behavior of employees where they develop feelings of ineffective to organization and they are worthless. Their professional effectiveness wear away and they grow sense of lack of professional accomplishment (Maslach 2001). Lack of professional efficacy effects the employee's commitment to organization and increase the intention to quit the job. It affects the resources e.g. confidence ability to achieve organizational objectives. Maslach, Leiter (2006) considered inefficacy as the integral part of burnout. However, Demerouti (2002); Helbeselben, Demerouti (2005) contended that inefficacy is independent of two other dimension (emotional exhaustion, cynicism) of burnout.

Organizational Commitment

The organizational commitment has been the focus of attention of the researchers on occupational psychology. Allen and Meyers (1990) have described that organizational commitment has been defined in a wide variety of opinions yet no consensus on defining organizational commitment has been reached over the past years. Furthermore, the concept has also attracted considerable attention in the field of organizational behavior (Mathieu and Zajac, 1990) and most importantly, the research on organizational behavior has various important work-related attitudes such as job satisfaction and turnover as well as non-work behavior such as organizational citizenship behavior (Allen and Meyer, 1996) (Randall, Fedor and Longenecker, 1990); (Roodt, 2004a). Therefore, earlier studies have defined the concept commitment as a unidimensional construct based on employees' emotional attachment to the organization (attitudinal perspective) (Mowday et al., 1979), (Porter, Steers, Mowday and Boulian, 1974). While other defines it in relation to costs associated with leaving the organization (behavioral perspective) (Meyer and Parfyonova, 2010).

Affective Commitment

This dimension of the commitment refers to employees' spiritual attachment with organization. It is explained as the emotional attachment to the organization, characterized by acceptance of the organizational culture, values and willingness to remain with the organization (Mowday et al., 1982). Furthermore Meyer et al (1998), refer affective commitment as a response to positive work experiences perceived as being offered by the organization.

Continuance Commitment

According to Allen and Meyer (1990, 1991; 1997), continuance commitment is considered as a tendency to engage in consistent lines of activity based on the individual's recognition of the costs associated with discontinuing the activity and limited employment alternatives. Continuance commitment is thus the extent to which employees perceive that they have to stay with the organization, because the costs of leaving are too high.

Normative Commitment

Based on (Allen and Meyer (1990, 1991; 1997), normative commitment refers to employees' feelings of obligation and loyalty to the organization. As noted by (Mowday et al., 1979), normative commitment reflects an individual's generalized value loyalty as a result of primary socialization in a culture that emphasizes loyalty to organizations. That simply indicates that normative commitment reflects the notion that individuals incorporate the organizational goals and values as well as mission into their own identities.

On the basis of extensive review of literature, following model have been developed for the current study

Figure No. 1 Conceptual Model
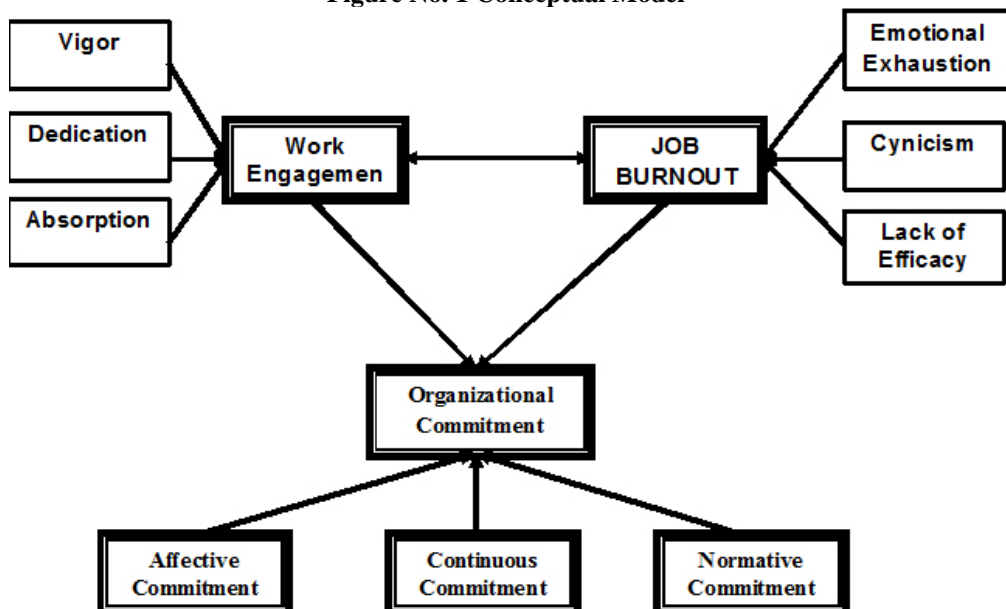
Hypotheses

The research process of this study would assess the difference between existing theories, assumptions about the phenomenon of job burnout and work engagement and their effects on organizational commitment among faculty of higher education institutions.

Work Engagement and Burnout

Several research studies have concluded that there is a both positive and negative relationship between the dimensions of burnout and work engagement. Schaufeli and colleagues (2006) observed, negative relationship between exhaustion and vigor, they also found that cynicism was negatively related to dedication (Schaufeli and Bakker 2006). Another study by Schaufeli and Bakker (2004) hypothesized exhaustion and cynicism are negatively related to vigor and dedication, respectively. The study also demonstrated that professional efficacy (when it is not reverse-coded) has a positive relationship with absorption (Schaufeli and Bakker, 2004). Bakker, et al (2005) found significant negative relationships between exhaustion and vigor, and cynicism and dedication. In a study conducted by Hakanen and colleagues (2006) depicted negative inter-correlations between exhaustion and vigor, and cynicism and dedication. Moreover, Hallberg (2007) observed significant negative relationships between work engagement and two sub-constructs of burnout, namely exhaustion and cynicism Hallberg et al., 2007). Schaufeli (2002) found that all sub-constructs of burnout are negatively correlated with all the sub-constructs of engagement (Schaufeli and Martinez, 2002). The current study intends to comprehend the relationship among the dimensions of work engagement and burnout, it will further empirically test the predictive effects of dimension of burnout on the dimensions of work engagement.

H1: The dimensions of job burnout negatively and significantly predict the work engagement among the faculty of higher education institutions in Sindh.

Work Engagement and Organizational Commitment

Empirical studies have investigated the positive relationship between work engagement and organizational commitment (Chalofsky and Krishna, 2009). Most of the research conducted in positive psychology perspective defines the strong correlation between organizational commitment and work engagement. Consequently, it is assumed that both constructs affects each other in diverse organizational settings. It is understood that the employees who are highly engaged show strong commitment to organization. Therefore, there is a positive correlation between work engagement and organizational commitment (Rothmann and Jordaan, 2006).The literature on positive organizational psychology shows that work engagement is an antecedent of organizational commitment. The employees, who are sincerely engaged in their work, tend to be more committed to their organizations (Johnson et al., 2006), (Saks, 2006).

H2. The dimensions of work engagement positively and significantly predict organizational commitment among the faculty of higher education institutions

Burnout and Organizational Commitment

The relationship of Job burnout and organizational commitment is receiving significant attention from researchers of occupational psychology. Various studies in services sector have been conducted to understand the impact of burnout on organizational commitment (Begley and Czajka, 1993). The study conducted by Mathieu and Zajac, (1990) have described that there is positive impact of stress on level of organizational commitment. They further asserted that the employee with high organizational commitment experience low emotional exhaustion. However, in another study by (Kobasa, 1982), (Antosnovsky, 1979) concluded that high degree of commitment refrain employee from burning out. The present study designed with an objective to identify relationship dimensions of burnout with organizational commitment of faculty of higher education institutions in Sindh. The faculty of universities was chosen as population of study because they work in challenging environment. They provided direct services to students and indirect services to society so they might feeling emotional exhaustion, cynicism and lack of professional efficacy that have considerable effects on the organizational commitment.

H3: The dimensions of job burnout negatively and significantly predict the organizational commitment among the faculty of higher education institutions

Methodology

The population for this study comprised faculty members of higher education institutions employing approximately 100 or more than 100 faculty members. All the male and female faculty members working in different departments are included in the sample of the study. In this study, convenient sampling method applied to collect the data. The convenient sampling method has been frequently used in occupational psychology studies. Brand (2012) used it in a study in South Africa, Bakker (2005); Demerouti (2010) and Pedro (2012) used convenient sampling in different studies on work engagement and burnout.

Instruments

The data regarding the work engagement was collected by applying UWES (Schaufeli (2002). The UWES is frequently used in diverse organizational environments for comprehending the level of work engagement. The MBI-GS Maslach and colleagues (1996) is applied to

assess the level of burnout among the faculty of higher education institutions. The organizational commitment dimensions were measured by using (Meyer and Allen's 1990) commitment scale.

Analysis Techniques

the Pearson correlation coefficient would be applied to calculate the strength association of among the study variables, work engagement, burnout and organizational commitment and their dimensions. Multiple regression would be applied to determine the predictive relationship among dimensions of work engagement, burnout and organizational commitment.

Analysis and Results

Table No: 1 Reliability Analysis

Variables	Cronbach's α
Work Engagement	.84
Vigor	.77
Dedication	.80
Absorption	.87
Burnout	.77
Emotional Exhaustion	.83
Cynicism	.75
Lack of Professional Efficacy	.85
Organizational Commitment	.94
Affective Commitment	.73
Continuous Commitment	.84
Normative Commitment	.85

The reliability of the scale is even greater than studies conducted by (Schaufeli et al., 2002; Shimazu et al., 2008; Storm & Rothmann, 2003). According to the psychometric guideline, internal consistency of 0.80 is considered as acceptance level for data analysis (Nunnally, 1978).

Correlation Analysis

The correlation coefficients are calculated to comprehend the relationship among dimensions of work engagement, burnout and organizational commitment among the faculty og higher education institutions. The results are shown and discussed below:

Table No. 2 Mean And Correlation Among Dimensions Of Study Variables

V	*M*	Vg	Ab	Dd	Ex	Cy	Ef	AC	CC	Nc
Vg	3.9	1.0	.63**	.61**	-.51**	-.49**	.34**	.31**	.32**	.37**
Ab	4.0		1.0	.63**	.61**	-.51**	-.49**	.34**	.31**	.32**
Dd	3.9			1.0	-.57**	-.50**	.47**	.30**	.35**	.36**
Ex	1.8				1.0	-.57**	-.50**	.47**	.30**	.35**
Cy	1.7					1.0	-.44**	-.61**	-.64**	-.67**
Ef	3.8						1.0	.27**	.29**	.35**
AC	4.0							1.0	.87**	.83**
CC	4.0								1.0	.86**
NC	4.0									1.0

Vg= Vigor, **Dd**= Dedication, **Ab**= Absorption, **Ex**= Emotional Exhaustion, **Cy**= Cynicism, **Ef**= Professional Efficacy, **AC**= Affective Commitment, **CC**= Continuous Commitment, **NC**= Normative Commitment
**. Correlation is significant at the 0.01 level.

As the vigor among the faculty members increase the dedication also increase at (r=.63, p< .01). The increase in the level of absorption among respondents results in the increase of vigor and dedication at (r=.61, p< .01) and (r=.70, p< .01) respectively. As proposed by the study, dimensions of job burnout are negatively related with the dimensions of work engagement, as the emotional exhaustion increase the vigor among respondents significantly decrease at (r=-.52, p< .01), dedication at(r=-.47, p< .01) and interestingly the absorption positively and significantly related with emotional exhaustion at (r=.61, p< .01). Same is the case with the cynicism where, if the respondent is cynical than his vigor, dedication, absorption decreases at (r= -.49, p< .01), (r= - .46, p< .01) and (r= -.50, p< .01) respectively. The lack of professional efficacy a positive dimension of burnout is positively and significantly related with vigor at (r=.34, p< .01), dedication (r=.39, p< .01) and absorption(r=.47, p< .01) so if the faculty member feels that he/she making some professional contribution, than he/she would also be positively engaged in the work.

All the dimensions of organizational commitment were positively related with dimension of work engagement, affective commitment is

related with vigor at (r=.31, p< .01), dedication (r=.61, p< .01) and absorption at (r=.61, p< .01). The continuous commitment was positively and significantly related with vigor, dedication and absorption at (r=.32, p< .01), (r=.31, p< .01) and (r=.35, p< .01) respectively. The normative commitment was also positively and significantly related with dimension of work engagement at (r=.37, p< .01), (r=.33, p< .01) and (r=.36, p< .01) respectively.   On the other hand, the dimension of organizational commitment were negatively and significantly correlated with two dimensions of burnout e.g. emotional exhaustion, cynicism and positively and significantly related with professional efficacy. The effective commitment is negatively and significantly related with emotional exhaustion at (r= -.47, p< .01), cynicism at (r=.61, p< .01). Whereas the professional efficacy was positively and significantly related with affective commitment at (r=.27, p< .01). The continuous commitment was negatively and significantly related with emotional exhaustion and cynicism at (r= -.46, p< .01) and (r= -.64, p< .01) respectively. The professional efficacy was positively and significantly related at (r=.29, p< .01). Normative commitment was negatively and significantly related with emotional exhaustion at (r= -.52, p< .01) and cynicism at (r= -.67, p< .01), the professional efficacy was positively and significantly related with normative commitment at (r=.35, p< .01).

The study has proposed various relationships among the dimensions of study variables. These relationships would be tested through regression analysis. A number of regressions are applied to test the predictability of dimensions of different variables. Regression results are shown and discussed below:

Table No. 3 Work Engagement and Job Burnout

Variables	R	R²	Adjusted R²	β	Sig
Emotional Exhaustion				-.36	.000
Cynicism				-.23	.000
Lack of Efficacy				.21	.000

Dependent variable: Work Engagement

The above regression result shows that there is strong relationship between work engagement and job burnout. The (R^2= .44) depicts that job burnout account for 44% variation in the level of work engagement. The adjusted R^2 is not considerably changed and remained at .44. Two dimensions of job burnout e.g. emotional exhaustion (β =-. 36, p< .01) account for 36% negative variation in the level of work engagement and cynicism (β=-.23, p< .01) shows 23% negative variation in the work engagement. Both dimensions are negatively and significantly related with work engagement. However, the third dimension of job burnout, lack of

professional efficacy (β = .21, p< .01) shows 21% positive and significant relationship with work engagement. The results conclude that there is negative relationship between work engagement and job burnout so first hypothesis of study is fully supported.

Table No. 4 Work Engagement and Organizational Commitment

Variable	R	R²	Adjusted R²	β	Sig
	.40	.16	.16		
Vigor				.19	.002
Dedication				.07	.292
Absorption				.19	.004

Dependent Variable: Organizational Commitment

The work engagement and organizational commitment were significantly related at .40 and work engagement accounted for 16% variation in the organizational commitment of faculty of higher education institutions in Sindh. The regression was applied on the organizational commitment and dimensions of work engagement. The results show that Vigor is accounted for (β=.19, p< .05) positive and significant variation in the organizational commitment; Dedication is causing 7% change in the organizational commitment; the role of dedication in the organizational commitment is insignificant. The third dimension of work engagement, absorption has brought for (β=.19, p< .05) positive and significant change in the level organizational commitment of the faculty of higher education institutions. Two of the dimensions are positively predicting work engagement in faculty so second hypothesis of the study is partially supported.

Table No. 5 Job Burnout and Organizational Commitment

Variable	R	R²	Adjusted R²	β	Sig
	.68	.47	.46		
Emotional Exhaustion				-.11	.013
Cynicism				-.60	.000
Lack of Professional Efficacy				.00	.841

Dependent Variable: Organizational Commitment

It was hypothesized that there is negative relationship between job burnout and organizational commitment among faculty of higher education in Sindh. The R²= .47 results show that burnout account for 47% negative and significant variation in the organizational commitment level. Two dimensions of job burnout, emotional exhaustion (β= -.11, p< .05) and cynicism (β= -.60, p< .01) shows negative and significant relations with organizational commitment, whereas, professional efficacy (β= .00, p> .05) do not account for any significant impact on the level of organizational commitment. The overall regression result shows that there is significant

negative relationship between job burnout and organizational commitment. Only one of the dimensions of job burnout is negatively predicting organizational commitment among the faculty so fourth hypothesis of the study is not completely supported.

Discussion and Conclusion

This study is carried out with a vision to comprehend the level of work engagement and job burnout their relationship with work outcomes such as organizational commitment among the faculty of higher education institutions. The results describe that the level of faculty's work engagement is negatively affected if they feel emotional exhausted and possess sense of depersonalization. The results for professional efficacy suggest that the faculty members believe that they are contributing significantly to their respective universities in terms of performance and that in turn improve their work engagement. Same results are reported by Schaufeli et al (2001); Demerouti and Bakker (2007); Schaufeli & Bakker, (2004); Schaufeli, Salanova et al. (2002) in diverse organizational setting. The result also shows that the vigorous faculty member would also be committed to his work and his/her organizational commitment is also affected by the absorption. The energetic and faculty members who put unrelenting interest in performing the duties would also be committed to the work. Chughtai & Buckley (2008); Chalofsky and Krishna, (2009) have also described that there are positive relationship between work engagement and organizational commitment.   Rothmann and Jordaan (2006) report same results in study of academicians in South Africa. The dimensions of job burnout negatively and significantly predict the organizational commitment in the respondents. Lee and Ashforth (1996) have also concluded that there is no relationship between efficacy and organizational commitment. Regarding two dimensions e.g. emotional exhaustion and cynicism, results of this study are in line with the results of Mathieu and Zajac, (1990); Kobasa (1982); Antosnovsky, (1979) They all have asserted that the dimension of burnout influence negatively to organizational commitment. In other studies, Jackson, et al. (1987), Leiter (1988a, b, 1991, 1993), Leiter and Maslach (1988) have also concluded that the burnout is negative predictor of organizational commitment.

This study is an exemplary in the context of developing country where research on occupational psychology is emerging gradually but its pace is very slow. The study is exceptional in way that it has studies the considerably under researched area, the academic staff of the universities. It should be noted that the working environment of faculty members in different universities is very different from other organizations in services sector. Therefore, the findings of the study should be viewed in that

perspective. The results of this study provide comprehensive evidence to interpret the relationship between the work engagement, burnout and organizational commitment among the faculty, which will broaden the horizon of occupational psychology research in Pakistan. The results of the study conclude that the work engagement level among the faculty is high but there are chances that they may burnout due to various causes. Therefore, the management of the universities should create clear and consistent communication with faculty; improve organizational culture to improve engagement and commitment. Provide rewards and benefits to faculty who show signs of engagement and commitment, consistently listening to the needs and demands of the faculty and telling the faculty about their significance to the organizational goals in particular and university in general.

Future Research

The literature regarding work engagement, burnout and organizational commitment provided evidence of linear relationships between all variables. This study is conducted on the cross sectional data, however, in future longitudinal research projects may be carried out to find out the relationship and effects of study variables in academic setting. The researchers can include more variables e.g. cultural dimensions in educational settings to study their relationship with work engagement, burnout and commitment. It would be useful to find out the impact of job satisfaction and motivation on work engagement, burnout and commitment among the faculty. Further, the effects of socio-economic factors, law and order situation may also be considered in future studies. The cross-sectional studies on the occupational psychology in Pakistan are rare, so it is strongly recommended to conduct studies in different context and provide comparative results. This study used the sample from comparatively large universities; however, future research might include the sample from different organizations in services sector to check the generalizability of the findings of this study. The most important opportunity for future research is to translate the UWES, MBI-GS and organizational commitment scale in local language for comprehending the true opinion of employees of various sectors because most of the respondents do not understand the nature of questions in scale and provide non-representative responses. Future research should examine work engagement, organizational commitment and job burnout through qualitative research to draw more rich and varied information and opinion.

References:

Allen, N. J., and Meyer, J. P. (1990). The measurement and antecedents of affective; continuance and normative commitment to the organization. Journal of Occupation Psychology 63, 1-18.

Antonovsky, A. (1979). Health, stress and coping. San Francisco: Jossey-Bass.

Begley, T. M. & Czajka, J. M. (1993). Panel analysis of the moderating effects of commitment on job satisfaction, intent to quit and health following organizational change. Journal of Applied Psychology, 78, 552-556.

Brand-Labuschagne, K. Mostert, S. Rothmann & J.C. Rothmann (2012) Burnout and work engagement of South African blue-collar workers: The development of a new scale. Southern African Business Review Vol (16) Number , pages 58-93

Chalofsky, N., & Krishna, V. (2009). Meaningfulness, Commitment, and Engagement: The Intersection of a deeper Level Intrinsic Motivation. *Advances in Developing Human Resources, 11*, 189–203

Chughtai, A., and Zafar, S. (2006). Antecedents and Consequences of Organizational Commitment among Pakistani University Teachers. Applied H.R.M. Research, 11, 39 64.

Demerouti, E., Bakker, A. B., de Jonge, J., Janssen, P. P. M., and Schaufeli, W. B. (2001).Burnout and engagement as a function of demands and control. Scandinavian Journal of Work Environmental Health, 27, 279-286.

Demerouti, E., Bakker, A. B., Nachreiner, F., and Schaufeli, W. B. (2001). The job demands resources model of burnout. Journal of Applied Psychology, 86, 499-512.

Demetouri, E., & Bakker, A.B. (2007). Measurement of Burnout (and Engagement). The Oldenburg Burnout Inventory: A good alternative to measure Burnout (and Engagement).Unpublished Manuscript, Department of Social & Organizational Psychology, Utrecht University.

Hakanen, J. J., Bakker, A. B., and Demerouti, E. (2005). How dentists cope with their job demands and stay engaged: The moderating role of job resources. European Journal of European Sciences, 113, 479-487.

Hakanen J. J., Bakker, A. B., and Schaufeli, B. W. (2006).Burnout and work engagement among teachers. Journal of School Psychology, 43, 495-513

Halbesleben, J.R.B. and Buckley, M.R. (2004) Burnout in organizational life. Journal of Management, Vol. 30, pp. 859-79.

Hallberg, U. E., Johansson, G., and Schaufeli, W. B. (2007). Type A behavior and work situation: Associations with burnout and work engagement. Scandinavian Journal of Psychology, 48, 135-142.

Johnson, R. E., and Chang, C.H. (2006). 'I' is to continuance as 'we' is to affective: the relevance of the self-concept for organizational commitment. Journal of Organizational Behavior, 27, 549-570.

Kobasa, S. C. (1982). Commitment and coping in stress resistance among lawyers. Journal of Personality and Social Psychology, 42, 707-71

Lee, R. T., and Ashforth, B. E. (1993). A longitudinal study of burnout among supervisors and managers: Comparisons between the Leiter and Maslach (1988) and Golembiewski et.al. (1986) models. Organizational Behavior and Human Decision Processes, 54, 369-398.

Lee R. T., and Ashforth, B. E. (1996). A meta-analytic examination of the correlates of the three dimensions of job burnout. Journal of Applied Psychology, 8, 123-133.

Maslach, C., and Goldberg, J. (1998). Prevention of burnout: New perspectives. Applied and Preventive Psychology, 7, 63-74.

Maslach, C., and Jackson, S. E. (1981a).The Maslach Burnout Inventory. Palo Alto, CA: Consulting Psychologists Press.

Maslach, C., and Jackson, S. E. (1981b).The measurement of experienced burnout.Journal of Occupational Behavior, 2, 99-113.

Maslach, C., Jackson, S. E., and Leiter, M. P. (1996).Maslach Burnout Inventory manual (3rded.).Palo Alto, CA: Consulting Psychologists Press.

Maslach, C., and Leiter, M. P. (2005). Stress and burnout: The critical research. In C. L. Cooper (Ed.), Handbook of Stress Medicine and Health, 2nd ed. (153-170). London: CRC Press.

Maslach, C., and Schaufeli, W. B. (1993).Historical and conceptual development of burnout. In W. B. Schaufeli, C. Maslach, and T. Marek (Eds.), Professional burnout: Recent developments in theory and research (1-16). Washington, DC: Taylor and Francis.

Maslach, C., Schaufeli, W. B., andLeiter, M. P. (2001).Job burnout. In S. T. Fiske, D. L. Schacter, and C. Zahn-Waxler (Eds.), Annual Review of Psychology, 52, 397-422.

Maslach, Christina, Jackson, Susan e. (1985), the role of sex and family variables in burnout, sex roles, vol. 12, no. 7-8: 837–851.

Maslach, C., Jackson, S. E., andLeiter, M. P. (1997). Maslach Burnout Inventory (3rded.). In C. P. Zalaquettand R. J. Wood (Eds.), Evaluating stress: A book of resources. Lanham, MD: Scarecrow Press.

Maslach, C., andLeiter, M. P. (1997).The truth about burnout: How organizations cause personal stress and what to do about it. San Francisco, CA: Jossey-Bass.

Mathieu, J. E., and Zajac, D. M. (1990). A review and meta-analysis of the antecedents, correlates, and consequences of organizational commitment. Psychological Bulletin, 108, 171-194.

Meyer, J .P., and Allen, N. J. (1997). Commitment in the workplace: Theory, research, and application (eds). Newbury Park, CA: Sage.

Meyer, J. P., and Allen, N. J. (1991). A three-component conceptualization of organizational commitment. Human Resource Management Review, 1, 61-89.

Meyer, J. P., and Herscovitch, L. (2001). Commitment in the workplace: Toward a general model. Human Resource Management Review, 11, 299-326.

Meyer, J. P., and Parfyonova, N. M. (2010). Normative commitment in the workplace: a theoretical analysis and re-conceptualization. Human Resource Management Review (in press).

Meyer, J. P., Stanley, D. J., Herscovitch, L., and Topolnytsky, L. (2002). Affective, continuance, and normative commitment to the organization: A meta-analysis of antecedents, correlates and consequences. Journal of Vocational Behavior, 61, 2052

Mowday, R. T., Porter, L. W., and Steers, R. M. (1982). Employee organization linkages: The psychology of commitment, absenteeism, and turnover. New York: Academic Press.

Mowday, R. T., Porter, L. W., and Steers, R. M. (1979).The measurement of organizational commitment. Journal of Vocational Behavior, 14, 224–247.

Nunnally, J.C. (1978). Psychometric theory. (2nd edn.). New York: McGraw-Hill.

Oshagbemi,T. 2000, Personal correlates of job satisfaction: empirical evidence from UK universities, International Journal of Social Economics, vol. 30, no. 12, pp. 1210-1232.

Pedro Torrente, Marisa Salanova, Susana Llorens, Wilmar B. Schaufeli (2012) Teams make it work: How team work engagement mediates between social resources and performance in teams
 Psicothema. Vol. 24, No1, pp. 106-112

Randall, D. (1990). The consequences of organizational commitment: Methodological investigation. Journal of Organizational Behavior, 11, 361-378.

Randall, D.M., Fedor, D.B., and Longenecker, C.O. (1990). The behavioral expression of organizational commitment. Journal of Vocational Behavior, 36, 210-224.

Roodt, G. (2004a). Concept redundancy and contamination in employee commitment research: Current problems and future directions. South African Journal of Industrial Psychology, 30(1), 82-90.

Rothmann, S., and Jordaan, G. M. E. (2006). Job demands, job resources and work engagement of academic staff in South African higher education institution. SA Journal of Industrial Psychology, 32(4), 87-96.

Rothmann, S., & Joubert, J.H.M. (2007). Job demands, job resources, burnout and work engagement of managers at a platinum mine in the North West Province. South African Journal of Business Management, 38,49–61.

Saks, A. M (2008). The meaning and bleeding of employee engagement: How muddy is the water. Society for Industrial and Organizational Psychology, 1, 40-43.

Schaufeli, W. B., and Bakker, A. B. (2004). Job demands, job resources, and their relationship with burnout and engagement: A multi-sample study. Journal of Occupational Behavior, 25, 293-315.

Schaufeli, W. B., Bakker, A. B., and Salanova, M. (2006). The measurement of work engagement with a short questionnaire: A cross-national study. Educational and Psychological Measurement, 66, 701-716.

Schaufeli, Marisa Salanova, Arnold B Bakker, Vicente Gonzalez-Rom (2002). The Measurement Of Engagement And Burnout: A Two Sample Confirmatory   Factor.   Journal   of   Happiness   Studies.   Volume (3) Issue: 1, Pages: 71-92

Schaufeli, W. B., Martinez, I. M., Marques-Pinto, A., Salanova, M., and Bakker, A. B. (2002). Burnout and engagement in university students: A cross-national study. Journal of Cross-Cultural Psychology, 33, 464-484.

Schaufeli, W. B., and Salanova, M. (2007a). Efficacy or inefficacy, that's the question: Burnout and work engagement, and their relationship with efficacy beliefs. Anxiety,

Stress, and Coping, 20, 177-196.

Schaufeli, W. B., and Salanova, M. (2007b). Work engagement: An emerging psychological concept and its implications for organizations. In S. W. Gilliland, D. D.

Schaufeli, W. B., Salanova, M., Gonzalez-Romá, V., and Bakker, A. B. (2002). The measurement of engagement and burnout: A two sample confirmatory factor analytic approach. Journal of Happiness Studies, 3, 71-92

Schaufeli, W. B., and Buunk, B. P. (2001). Toward a process model of burnout: Results from a secondary analysis. European Journal of Work and Organizational Psychology, 10, 41-52.

Schaufeli, W. B., and Enzmann, D. (1998). The Burnout Companion ton Study and Research: A Critical Analysis. London: Taylor and Francis.

Schaufeli, W.B., & Bakker, A.B. (2010). Defining and measuring work engagement: Bringing clarity to the concept. In A.B. Bakker & M.P. Leiter (Eds.), Work engagement: A handbook of essential theory and research (pp. 10-24). New York: Psychology Press.

Shimazu, A., Schaufeli, W.B., Kosugi, S., Suzuki, A., Nashiwa, H., Kato, A. (2008).

Work engagement in Japan: Development and validation of the Japanese version of the Utrecht Work Engagement Scale. Journal of Applied Psychology: An International Review, 57(3), 510-523.