Always Full Performance! The Relationship between Burnout, Organizational Commitment and Job Performance in School Administrators

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Abstract
In this study, the job performance of school administrators, a significant factor of school effectiveness, was discussed. Accordingly, the aim of the study is to examine the relationship between burnout, commitment to school and the job performance of school administrators. 320 school administrators working in public schools in Turkey participated in the research. In the research, causal comparative design and correlational survey model, which are among the quantitative research methods, were used. The data of the study were collected using the "Burnout Scale", "Organizational Commitment Scale" and "Job Performance Scale". Descriptive and evidential statistical techniques were used in the analysis of the data. As a result of the research, it was determined that especially the job performances were at a very high level according to the perceptions of school administrators. School administrators' level of burnout was found to be low despite their medium level of commitment to school. A negative and very weak correlation was found between school administrators' burnout and their organizational commitment. When analyzed in terms of demographic variables, the job performance of the principals was higher than that of the assistant principals. Burnout of assistant principals was found to be higher than that of principals. In addition, it was revealed that female school administrators' burnout was higher than that of male school administrators. Demographic variables did not make a significant difference on the organizational commitment of school administrators. In the study, it was also founded that the burnout of school administrators and the continuance commitment dimension of their organizational commitment to their schools are significant predictors of their job performance. Recommendations were made in the light of relevant findings and literature.

Key words: School administrators, job performance, organizational commitment, commitment to school, burnout.

Introduction

Recruiting and retaining dedicated employees is an important part of human resource administration strategies for organizations (Gong et al. 2009). The reason for this is that organizational commitment, which is defined as the psychological bond that the employee establishes with an organization, is related to many results that concern practitioners and researchers, including job performance (Meyer et al. 2002). On the other hand, in an era of increasing costs, shrinking budgets and employee shortages, it becomes more and more important to provide positive working conditions to ensure employee stability (Griffin et al. 2010). Otherwise, tensions arising from incompatibility or imbalance between the employee and the job may occur and this may cause burnout when it becomes chronic (Maslach, 2003). It is known that because of its effectiveness on productivity, quality, job satisfaction and job performance, burnout is significant for organizations, employers, and employees because it affects productivity, quality, job satisfaction and job performance (Liu and Lo, 2018). In other words, job burnout is seen as a negative reaction that harms the employee and the organization (Griffin et al. 2010). This is significant for all organizations expecting their employees to display high performance.

On the other part, education, which is offered as a public service, makes educational organizations one of the most important institutions of countries. For this reason, it can be said that adapting the successful outputs of the theories developed especially for businesses to educational organizations at macro and micro level and thus making education qualified is a universal field of study. Schools, which are a public micro-educational organization, and their stakeholders have also been the subject of a wide range of investigations. The success of schools is complex and requires a holistic approach to all processes. The attitudes of teachers and school administrators, as employees of the school, towards their work and school are decisive in the quality of the service they provide. Considering the critical role of school administrators, who take the administrative responsibility of all processes related to schools, in leading the school success (Bush & Glover, 2014; Heck, 1992; Leithwood et al, 2006). When taken, it is a necessity to understand their psychological conditions and school factors (Liu & Bellibaş, 2018).

School management requires taking on more and more responsibilities in the new period with the complex structure, demands and outputs of education. First, school administrators are seen as a leader and this leadership is expected to undertake all its actions. Even though the studies on students and teachers increase exponentially every day; empirical studies on the variables that can affect the organizational attitudes and behaviors of school administrators, who are responsible for all these stakeholders, are limited. Although it is known that increasing the effectiveness of the school passes through the school administrators (Açıkalın, 1998), the approach to school administrators still seems to reflect the requirements of classical administration theories. However, school administrators (Keefer, 2007) are a key to the effectiveness and well-being processes of the school and all stakeholders. For this reason, the attitudes of school administrators towards their job and organizations and their outputs such as performance should be empirically revealed in the light of theories.

Based on this information, the problem situation of this research is to determine the relationship between school administrators' burnout and their commitment to their school, which is their organization, and to determine the relationship of these variables and the job performance of school administrators. There are studies on school administrator's effect on teachers' performance in international (Chukwuemeka & Sarah, 2021; Imhangbe et al. 2019; Parveen et al. 2022; Okoji, 2016) and national literature (Akçakoca & Bilgin, 2016; Aktaş & Özgenel, 2020; Alkan, 2022; Korkmaz, 2005; Limon, 2022; Özdemir & Yirmibeş, 2016; Özel et al, 2023). In addition, there are various studies examining the effect of school administrators on school success (Clark et al., 2009; Heck, 1992; Huguet, 2017; Obama et al., 2016). Studies to determine the performance of school administrators are limited. While there are studies on subjects such as the practice of temporary assignment (Kurtul & Özgenel, 2021), workload (Baltacı, 2017), administration information systems (Soysal, 2006) and psychological capital (Giziroğlu, 2019), which affect the performance of school administrators, no study has been found to determine the relationship of burnout, school commitment and job performance. For this reason, it is thought that the study will contribute to the field to fill this gap in the literature. Accordingly, the study seeks answers to the following sub-problems:

What is the level of school administrators' job performance, burnout, and organizational commitment?

Do school administrators' job performance, burnout and organizational commitment show a significant difference according to various variables (gender, duty, and education level)?

Is there a relationship between school administrators' job performance, burnout, and organizational commitment?

Do school administrators' burnout and organizational commitment predict their job performance?

Burnout

Job burnout, which has become a global phenomenon, is the intense tension and psychological exhaustion faced by the employee (Maslach, 1982). According to Maslach (1978, 56), who is a pioneer in burnout research, burnout is characterized as a situation that occurs when employees gradually lose caring for the people they work with, and in time they realize that they are not able to maintain the necessary personal attention and commitment in the encounters that are the essence of their job. Maslach and Jackson (1981, 99) defined burnout as "a syndrome of emotional exhaustion and cynicism frequently seen in people who do a kind of 'human work'".

Job burnout is a psychological syndrome involving a prolonged response to stressors in the workplace. Specifically, it includes chronic tension arising from incompatibility or imbalance between the employee and the job (Maslach, 2003). Internal factors for burnout, supported by research results, are listed as having poor self-esteem, maladaptive coping mechanisms, young adults with an idealistic worldview, unrealistically high expectations, and having financial problems. External factors are shown as heavy workload, conflicts with co-workers, diminished resources, lack of control or input, effort-reward

imbalance, insufficient staffing and rapid institutional changes (Mealer et al., 2016). Garten (2017) states that burnout is related to organizational problems rather than personal problems, and that companies with high burnout rates have three commonalities: excessive cooperation, poor time management disciplines, and a tendency to overload the most talented with too much work.

Similar phenomena, including extreme fatigue and loss of idealism and passion for one's job, have been identified as a component of burnout. As a result, three classical symptoms of burnout emerge as emotional exhaustion (fatigue), depersonalization (cynicism), and a decrease in personal accomplishment. Burnout (fatigue) is general fatigue that may be related to spending excessive time and effort on a duty or project that is not perceived as beneficial. For example, the feeling of exhaustion, especially emotional exhaustion, is a symptom of burnout. On the other hand, interacting impersonally with colleagues can be expressed as depersonalization. Depersonalization is also addressed as unprofessional comments towards co-workers. A decrease in personal achievement is a tendency to evaluate the value of one's job negatively, feeling inadequate about one's ability to do one's job, and a generally weak professional self-esteem (Mealer et al., 2016).

Organizational Commitment

Organizational commitment is one of the main concepts that reveal the connection between the employee and the organization. The major interest in the structure of organizational commitment is a consequence of the role of individuals in the functioning of the organization (Osemeke, 2016). Organizational commitment has gained popularity in organizational behavior studies after the 1970s. The concept called organizational commitment is described as "a psychological state that binds the individual to the organization and reduces the possibility of leaving the job" (Allen & Meyer, 1990, 14). This concept expresses the contribution of employees to organizational activity and productivity by internalizing their organizations psychologically (Reichers, 1985). Mowday et al. (1979) summarizes organizational commitment as the behavior that binds employees to the organization.

Organizational commitment is a concept related to the level of commitment and loyalty of the workforce to employers. As part of this concept, it is important to identify the level of duty employees feel towards an employer. The basic idea is that if employees are truly committed to the goals and plans of the organization, they will show this commitment in terms of individual work ethics, support of organizational goals and will generally dedicate themselves to the permanent success of the employer (Osemeke, 2016). Accordingly, organizational commitment is related to how loyal the employee feels to the organization. Accordingly, since organizational commitment is related to how loyal the employee feels to the organization (Mueller et al., 1992), it affects various job-related behaviors (Sabuncuoğlu & Vergiliel Tüz, 2013). In other words, since an employee identifies with a particular organization and its goals, he wants to remain a member of it (Robbins & Judge, 2013).

Meyer and Allen (1990, 1991) tried to explain the commitment of employees to the organization by developing three dimensions of commitment. The first of these is affective commitment. In affective commitment, the employee works because he wants to. In affective commitment, the employee is emotionally attached to the organization, identifying himself with the organization, and participating voluntarily in the organization and its functioning. In other words, the wishes of the employee come to the fore and the employee continues to stay in the organization because he wants it. The second is continuance commitment. The employee works in the organization because he or she needs it. In continuance commitment, the employee has the option of leaving or staying in the organization. The employee compares the possible gains in case of staying or leaving the organization and continues to stay in the organization for different reasons in line with his needs. It may be the case that the employee will continue to stay in the organization due to the high various costs such as losing privileges due to seniority, deterioration of personal relationships, loss of the advantages obtained, and the lack of alternative employment opportunities (Meyer & Allen, 1984). The last is normative commitment. The normative commitment employee works because he feels it is a necessity to work in the organization. Normative commitment is a commitment dimension that emerges with social pressures (Powell & Meyer, 2004). The point is that individuals continue to work in the organization because they feel obliged (Meyer & Allen, 1991). In normative commitment, the employee does not have a choice to stay or leave the organization (Colquitt et

al., 2014; cited in Varotsis, 2019). Organizational commitment is important in the continuation of the existence of organizations and in the realization of their goals and it should be considered.

Job Performance

Employee performance is "the employee's spending time and effort so that he can get what he wants by taking on duties and responsibilities in the workplace where he works to meet his needs" (Barutçugil, 2002, 40). According to Karakaş (2010), employee performance refers to the job success of the individual after making the necessary effort on a meaningful job and the job associated with the colleagues/employers around him. Performance can be evaluated by the ability of a person or group to complete the tasks assigned to them (Bafadal et al. 2020). It is discussed that performance is the direct result of an individual's exclusive task or job goals (Locke, 1970). The performance of individuals within the organization is of high importance both for organizations and for the individual himself. High performance while fulfilling the duties in the organization results in feelings such as satisfaction, self-efficacy, and contentment (Bandura, 1997). In addition to their individual outputs, employees are likely to be promoted, rewarded, and appreciated for their high performance.

Performance, its concept, and definition has attracted considerable scientific research attention. Researchers agree that performance should be seen as a multidimensional concept. At the most fundamental level, distinctions are made between a process aspect (behavioral) and outcome aspect of performance (Campbell et al., 1993). The behavioral dimension, which is the process aspect, expresses what people do in the workplace and the action itself (Campbell, 1990; cited in Motowidlo & Kell, 2013). Accordingly, performance encompasses certain job-related actions as teaching statistics to undergraduate students, assembling parts of the product. This perspective states that actions that can be measured are considered performance. In addition, this concept of performance clearly defines only purposeful behavior, that is, the behavior that the organization hires to make the employee perform well (Campbell et al., 1993). The outcome aspect refers to the outcome of an individual's behavior. Accordingly, actions in organizations may result, for example, in students' knowledge in statistical procedures, a software product, or the number of products put together. Experimentally, the behavior and outcome aspects of performance are related. However, complete overlap does not exist as the outcome aspect is influenced by other determinants other than the behavioral aspect. For example, a teacher who teaches an excellent statistics course that meets all learning needs (behavioral aspect) may not be able to provide students with information (outcome aspect) if students do not have the motivation or cognitive abilities (Sonnentag et al., 2008).

High-performing employees are often positive about challenging situations. These employees can enjoy the chance to show their talents, test themselves, improve new skills and learn new topics (Schat & Frone, 2011). However, performance is a dynamic output, and it is unlikely that performance will be stable over time. Employee performance has shown that there are significant relationships between both job level and environmental conditions (Sonnentag et al., 2008). Bad conditions in workplace (physical effort, environmental conditions, and hazards) can lead to a decrease in employee performance, which consists of complying with organizational rules, cooperating with colleagues to solve quality, duty problems, focusing on tasks, creativity and absenteeism (Kahya, 2007).

Burnout, Organizational Commitment and Job Performance

In the early phases of burnout, individuals feel emotional stress and increased frustration with work. Later, they lose their ability to adapt to the working environment and exhibit negative attitudes towards their job, colleagues, and environment (ATS, 2016). Burnout is important for organizations, employers, and individuals as it affects productivity, quality, job satisfaction and job performance (Halbesleben & Buckley, 2004; Liu & Lo, 2018). Studies have shown that burnout is not only associated with problems such as low job performance, absenteeism, high job pressure, low job commitment, being late for work, leaving work (Piko, 2006), but also with psychological problems such as anxiety and depression (Neumann & Finaly-Neuman, 1991). Therefore, in the end, both the individual and the organization benefit when the possibility of burnout is minimized (Griffin, 2010). Although the issue of burnout in organizations has become a global problem, academic interest has remained narrow-minded. Most empirical studies on burnout have been carried out in the developed countries of the West with an individualistic cultural context, and academic interest in burnout with a more collectivist orientation has fell behind in developing countries of Asia, Africa, and Latin America. In individualistic societies, when someone is stressed and emotionally exhausted, it is expected to affect the individual's performance and trigger questions about the employee's job and

organizational adjustment (Maslach et al. 2001). There is a need for studies in collectivist societies on the dynamics of burnout and its impact on job performance (Tsui et al., 2007).

On the other hand, organizational commitment is an important factor affecting performance (Judge et al., 2001; Loan, 2020). In addition, each of the organizational commitment types may have different effects on these behaviors. Affective commitment is the most powerful type of commitment that increases organizational citizenship behaviors and job performance, since it is the commitment dimension characterized by the employee's acceptance of the values of the organization (Somers, 1995). It has been determined that normative commitment has less effect on these behaviors, while continuance commitment is not related to these behaviors and affects them negatively (Sabuncuoğlu & Vergiliel Tüz, 2013). The synergy that emerges with the increase in general organizational commitment will increase employee performance for the organization (Uludağ, 2018). Employees who identify highly with their organization tend to be more satisfied with their jobs and are less likely to experience burnout (Van Dick et al, 2004). On the other hand, it can create burnout among employees who make more effort with high organizational commitment. When these employees do not see the results, they hope for, they may be disappointed and their performance may decrease (Griffin et al., 2010). Accordingly, there is no common finding on the connection between organizational commitment and burnout and their outcomes.

Burnout, Organizational Commitment and Job Performance in School Administrators

School is a complex organization. Because the school system contains many variables. In the process of improving schools, school principals can play a dominant role. Successful school administrators transform their school by evaluating the school in its reality, identifying their needs correctly, uniting the internal and external partners of the school around a shared vision, making strategic decisions, and struggling with problems relentlessly. Unsuccessful school administrators, on the other hand, cause a decrease in school performance by abusing the resources they have, not setting a vision for the school, spending time under current problems and gradually providing an environment for problems to breed each other (Kesen et al. 2019). School improvement studies show that leadership is one of the most important school-related factors affecting school success (Heck, 1992; Leithwood et al., 2004).

The principal's role is to balance school leadership and bureaucratic responsibilities. Principals create the environment and affect the culture of their schools by influencing the performance of teachers and students (Saiti & Fassoulis, 2012). Their jobs are becoming increasingly challenging and complex as principals are expected to lead school development, manage demands and meet the needs of various stakeholders (Park & Datnow, 2022). Considering the critical role of a school principal in leading school success with his leadership, it is important to understand the psychological conditions of the principal and previous school factors (Liu & Bellibaş, 2018). Accordingly, in this study, in the light of the relevant literature, the burnout of school administrators in Turkey and the relationship between their school, which is their organization, and their commitment were determined, and the predictor of these variables on their job performance was tested according to their own perceptions.
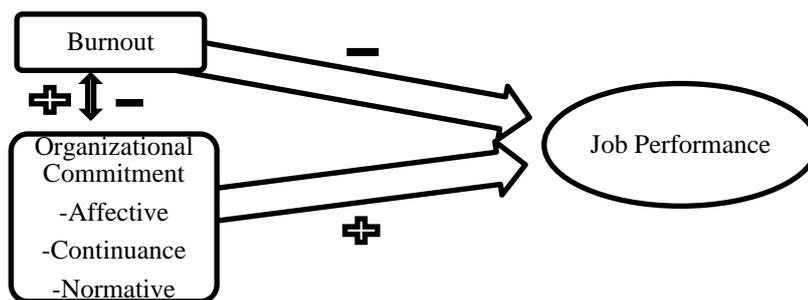

Figure 1. Theoretical model of the research

Method

In this study, causal comparative design and correlational survey model of the quantitative research methods were used. In the study examining the effects of school administrators' organizational

commitment and burnout on their job performance, school engagement and burnout were considered as independent factors and job performance as dependent factors.

Study Group

The population of the research consists of school administrators working in public schools at all levels. Convenience sampling method was used in the research and a total of 320 school administrators were reached. Demographic information about the school administrators taking place in the research is shown in Table 1.

Table 1. Demographic Variables for School Administrators

	Gender		Duty		Education		School Level			
	Female	Male	Principal	Assistant Principal	Bachelor's Degree	Post-graduate	Pre-school	Primary	Secondary	High School
f	75	245	211	109	215	115	23	116	78	102
%	23.4	76.6	65.9	34.1	67.1	32.9	7.2	36.3	24.4	31.9

When Table 1 is analyzed, it is concluded that the majority of the participants in the research are male, administrators and have bachelor's degree. When the distribution of the levels in which the administrators work is examined, it is seen that 23 people (7.2%) are in pre-school; 116 people (36.3%) are in primary school; 78 people (24.4%) work in secondary school and 102 people (31.9%) work in high schools. While the average teaching seniority of school administrators is 15.9 years; school administration seniority is 11.2 years.

Data Collection Tools

Burnout Scale Short Version. The Turkish concord, currentness and reliability studies of The Burnout *Scale* Short Version (BMS) prepared by Pines (2005) were carried out by Tümkaya et al. (2009). The one-dimensional scale consists of 10 items. The Burnout *Scale* Short Version consists of 10 items with response options ranging from 1 (Never) to 7 (Always).

Organizational Commitment Scale. The Organizational Commitment Scale, which was developed by Meyer et al. (1993), was adapted into Turkish by Dağlı et al. (2018). There are 18 items in total, 6 questions in each dimension of the scale, which consists of three dimensions: normative, continuance and affective commitment. Participants can give answers ranging from 1 (strongly disagree) to 5 (strongly agree) to the 5-point Likert-type scale. The Cronbach alpha internal consistency coefficient of the scale is .88.

Job Performance Scale. The scale was developed by Kirkman and Rosen (1999). Later, Sigler and Pearson (2000) conducted the validity and reliability study of the four-item short form of the JPS. The JPS, prepared in a self-assessment format, is single factorial. The JPS is a 5-point Likert-type data collection tool that ranges from 'strongly disagree' to 'strongly agree'. The Turkish adaptation of the JPS was made by Çöl (2008). The Cronbach alpha internal consistency coefficient of the scale is .83.

Demographic Information Form. Information about school administrators was collected with a demographic information form, which included gender, duty, level, educational status, seniority of administration and teaching.

Data Collection

To collect the research data, an online form was created with the relevant data collection tools. Data were collected from school administrators through this form using the convenience sampling method by the researchers. Finally, data collection was completed in the spring term of 2023.

Analysis of Data

SPSS 24 program was used in the analysis of the data. Assumptions were started with 320 participants who filled out the online form. Accordingly, missing value and extreme value analysis were made, and 5 missing data were found. Since the missing data rate was less than 5% (1.5%), no intervention was made

on the missing data. 6 values determined as extreme values were eliminated from the data set. Thus, the analysis continued with 314 data. Information on the normality analysis is shown in Table 2.

Table 2. Findings of the normality analysis of the scales

	Burnout Scale	Organizational Commitment Scale	Job Performance Scale
Mean	2.49	3.31	4.36
Mode	1.40	3.56	5.00
Median	2.30	3.33	4.26
Skewness	1.00	-.29	-.66
Kurtosis	1.18	-.10	1.04

When Table 2 was analyzed, it was concluded that the mode, it is seen that median and arithmetic mean-trimmed mean values of the scales were close to each other in the normality analyzes. The kurtosis and skewness coefficients of the scales were found between -1.5 and +1.5. In addition, graphical analyzes were made through the histogram, scatter diagram and box-whisker graphics. Although it was observed that there were low scores on organizational commitment and job performance variables, extreme values in favor of high scores in the burnout variable, it was concluded that the scores of all relevant variables showed a normal distribution as a result of the examinations. Due to normality, no treatment was applied to the extreme values.

Descriptive statistical analyzes (frequency, percentage, mean, etc.) were used to determine school administrators' perceptions of their work performance, organizational commitment, and burnout. Whether the scores of school administrators' work performance, organizational commitment and burnout show an important dissimilarity according to independent variables (gender, duty, and education level) were analyzed with the independent sample t-test of parametric tests. Since the variables are on an equal interval scale and continuous, correlation analyzes between variables were made with Pearson Moment Correlation (Simple Linear Correlation) analysis. Standard multiple regression analysis was used to determine to what extent organizational commitment and burnout predicted job performance score.

To perform multiple regression analysis, it was tested whether some assumptions were met. To perform multiple regression analysis, it is seen that the sample size (n=314) is larger than 50 + 8m (m independent variable number) stated by Tabachnick and Fidell (2013). In the next step, Mahalanobis distances were used for outlier analysis of normally distributed independent variables. In this study, which has two independent variables, a data with a Mahalanobis distance greater than the critical value of 13.82 was excluded from the study. In addition, according to there was no participant with a Cook's Distance value greater than 1 as stated by Tabachnick and Fidel (2013). The other conditions of the multiple regression analysis, which are the problems of multiple connectivity and autocorrelation, were examined. In the analyzes made, it was seen that there was no autocorrelation since Durbin Watson statistic was between 1.5-2.5 (1.8). It was observed that the correlations between the independent variables were below 0.13. According to the Coefficients table, VIF (Variance Inflation Factor) values were found to be below 10 and tolerance values above 0.1. Taking all of this into account, it can be stated that there is no multicollinearity problem among the predictive variables. As a result of all examinations, it was determined that normality, correlation, multiple normality, linearity, multicollinearity, autocorrelation analyzes were suitable for multiple linear regression analysis.

Findings

According to the sub-problems of the research, the descriptive findings related to the school principals' work performance, burnout and organizational commitment and the sub-dimensions of organizational commitment are given in Table 3.

Table 3. Descriptive Findings Related to the Data Collection Tools

Scales	N	$\overline{X}$	Sd
Job Performance	313	4.35	0.53
Burnout	313	2.45	1.08
Affective Commitment	313	3.83	0.81

Continuance Commitment	313	3.21	0.75
Normative Commitment	313	2.88	0.83
Organizational Commitment	313	3.30	0.60

According to Table 3, the perceptions of school administrators regarding their job performance ($\bar{X}$=4.35, sd=0.53) were at the "Totally Agree" level of the scale average. This finding shows that school administrators have a very high level of administrative performance according to their own perceptions. School administrators' burnout levels ($\bar{X}$=2.45, sd=1.08) were found to be low, and organizational commitment levels ($\bar{X}$=3.30, sd=0.60) were found to be average. Organizational commitment dimensions, on the other hand, are affective commitment ($\bar{X}$=3.83, sd=0.81) mostly at the level of agree; Continuance commitment ($\bar{X}$=3.21, sd=0.75) and normative commitment ($\bar{X}$=2.88, sd=0.83) were determined as moderately agree.

In the study, an independent sample t-test was conducted to compare the job performance, burnout, and organizational commitment levels of school administrators by gender. Analysis results are shown in Table 4.

Table 4. Comparison of school administrators' organizational commitment and its sub-dimensions, burnout and job performance by gender

Scales	Group	N	$\bar{X}$	Sd	Df	t	p*
Job Performance	Female	72	4.26	0.55	311	-1.65	.99
	Male	241	4.38	0.53			
Burnout	Female	72	2.73	1.16	311	-.91	.02*
	Male	241	2.41	1.05			
Affective Commitment	Female	72	3.71	0.82	311	-1.43	.15
	Male	241	3.87	0.81			
Continuance Commitment	Female	72	3.15	0.81	311	-.78	.43
	Male	241	3.87	0.73			
Normative Commitment	Female	72	2.88	0.85	311	.18	.85
	Male	241	12.87	0.82			
Organizational Commitment	Female	72	3.25	0.68	311	-.91	.36
	Male	241	3.32	0.57			

*p<.05

When Table 4 was examined, it was seen that the burnout perceptions of school administrators differed significantly according to their genders [$t_{(311)}$=-.91; p<.05]. Burnout levels of female school administrators ($\bar{X}$=2.73) were found to be higher than male school administrators ($\bar{X}$=2.41). The magnitude of the differences (mean difference= .31) between the means is very small (eta squared= .002). On the other hand, there was no significant difference between gender and school administrators' job performance and organizational commitment levels.

In the study, an independent sample t-test was conducted to compare the job performance, burnout, and organizational commitment levels of school administrators according to principals and assistant principals. The results are given in Table 5.

Table 5. Comparison of school administrators' organizational commitment and its sub-dimensions, burnout and job performances according to their duties

Scales	Group	N	$\bar{X}$	Sd	Df	t	P*
Job Performance	Principal	208	4.40	0.49	311	2.11	.03*
	Assistant Principal	105	4.26	0.61			
Burnout	Principal	208	2.33	0.99	311	-3.37	.00*
	Assistant Principal	105	2.77	1.21			
Affective Commitment	Principal	208	3.90	0.82	311	1.89	.05
	Assistant Principal	105	3.71	0.78			
Continuance Commitment	Principal	208	3.18	0.76	311	-1.08	.28
	Assistant Principal	105	3.27	0.74			
Normative Commitment	Principal	208	2.83	0.87	311	-1.32	.18
	Assistant Principal	105	2.96	0.73			

Organizational Commitment	Principal	208	3.30	0.62	311	-.026	.79
	Assistant Principal	105	3.32	0.55			

*p<.05

When Table 5 is analyzed, it is clear that the perceptions of school administrators' job performance varies in an important way according to their duties [$t_{(311)}$=2.11; p<.05]. Hereunder, according to their own perceptions, it was revealed that the job performance levels of the principals ($\bar{X}$=4.40) were higher than those of the assistant principals ($\bar{X}$=4.26). The differences between the means (mean difference =.13) are small (eta squared=.01). Burnout perceptions of school administrators [$t_{(311)}$=-3.37; p<.05] also differ according to their duties. The burnout levels of the assistant principals ($\bar{X}$=2.77) were significantly higher than the burnout levels of the principals ($\bar{X}$=2.33). The difference between the means (mean difference=.43) is small (eta squared= .03). On the other side, there was no significant difference between the duty and the organizational commitment and sub-dimensions of school administrators.

In the study, an independent sample t-test was conducted with the aim of comparing the job performance, burnout, and organizational commitment levels of school administrators according to their education levels. The results are listed in Table 6.

Table 6. Comparison of school administrators' organizational commitment and its sub-dimensions, burnout and job performance by graduation degrees

Scales	Group	N	$\bar{X}$	Sd	Df	t	P*
Job Performance	Bachelor's Degree	210	4.32	0.54	311	-1.56	.12
	Postgraduate	103	4.42	0.52			
Burnout	Bachelor's Degree	210	2.47	1.09	311	-.226	.82
	Postgraduate	103	2.50	1.08			
Affective Commitment	Bachelor's Degree	210	3.86	0.82	306	.718	.47
	Postgraduate	103	3.79	0.80			
Continuance Commitment	Bachelor's Degree	208	3.19	0.74	311	-.632	.28
	Postgraduate	102	3.25	0.78			
Normative Commitment	Bachelor's Degree	207	2.88	0.87	308	-.059	.52
	Postgraduate	103	2.88	0.73			
Organizational Commitment	Bachelor's Degree	206	3.30	0.80	308	.007	.95
	Postgraduate	102	3.30	0.89			

*p<.05

When Table 6 is examined, the job performance, burnout and organizational commitment levels of school administrators do not differ significantly according to education level. In other words, having a bachelor's or master's degree and doctorate degree does not differentiate school administrators' job performance, burnout, and organizational commitment.

Pearson Correlation Analysis was conducted to determine the connection between school administrators' work performance, burnout and organizational commitment and their sub-dimensions. The obtained results are given in Table 7.

Table 7. The results of correlation analysis between school administrators' organizational commitment and its sub-dimensions, burnout and job performance

Variables	Job Performance	Burnout	Organizational Commitment	Affective Commitment	Continuance Commitment	Normative Commitment
Job Performance	1	-0.27** (p = .00)	0.19** (p = .00)	0.16** (p = .00)	0.19** (p = .00)	0.07 (p =.17)
Burnout		1	-0.14** (p = .00)	-0.27** (p = .00)	-0.75 (p = .18)	0.18 (p =.75)
Organizational Commitment			1	0.65** (p = .00)	0.79** (p = .00)	0.80** (p =.00)

Affective Commitment	1	0.23** (p = .00)	0.22** (p =.00)
Continuance Commitment		1	0.58** (p =.00)
Normative Commitment			1

* p<.05, ** p<.01

According to the findings in Table 7, there was a negative and very weak connection between burnout and organizational commitment, which are the independent variables at p=.01 significance level; On the other hand, there is a negative and weak correlation between affective commitment, which is the sub-dimension of organizational commitment. The relationship between burnout and continuance commitment and normative commitment is not significant. While the relationship between job performance and burnout, affective commitment and continuance commitment was found to be statistically significant; No significant relationship was found between job performance and normative commitment. The relationship between work performance and organizational commitment was found to be statistically significant. Accordingly, the normative commitment variable, which does not have a significant correlation with the job performance variable, was not included in the multiple regression analysis.

In the study, Multiple Regression Analysis was conducted to examine whether school administrators' burnout, affective commitment and continuance commitment predict their job performance. The obtained results are presented in Table 8.

Table 8. Multiple regression analysis result for predicting school administrators' job performance

Variables	Nonstandardized Coefficients		Standardized Coefficients	t	p
	ß	Std. Error	Beta		
Job Performance	4.141	.201		20.601	.00
Burnout	-.121	.028	-.244	-4.34	.00
Affective Commitment	.039	.038	.059	1.02	.30
Continuance Commitment	.115	.040	.161	2.90	.04
R = 0.327; R² = 0.107; F=12.213; p = .00					

When Table 8 was examined, it was seen that school administrators' continuance commitment and burnout significantly predicted their job performance [$F_{(3-309)}$ =12.213, p<.05]. While continuance commitment (ß =0.115, Beta=0.161, t=2.90) affected job performance positively, burnout negatively affected job performance (ß =-0.121, Beta=-0.244, t=-4.34). Considering the importance of tests of the regression coefficients, it is seen that burnout and continuance commitment, which are predictive variables, are significant predictors of job performance. On the other hand, the predictive effect of affective commitment on job performance (p>.05) is not significant. These findings show that 10.7% of the variance in the job performance of school administrators is explained by burnout and continuance commitment. Considering the standardized regression coefficients according to the information in Table 8, the order of importance of the predictor variables on job performance is as burnout (ß=- .244) and continuance commitment (ß= .161). Among the related variables, burnout explains 7% of the variance on job performance and 2% of continuance commitment on its own.

Discussion and Conclusion

This research was carried out in Turkey to analyze the effect of burnout and organizational commitment on the performance of school administrators while fulfilling their duties at school. In this context, it is noteworthy that school administrators have very high job performances according to their own perceptions. Accordingly, school administrators stated that they exhibited their own performance almost at the highest level possible. Since it has been known for many years that the performance of school administrators is identical with the academic performance of the school, this result can be expressed as a self-evaluation problem or a problem of social desirability. Özen (1984) draws attention to the effect of social desirability, which includes approval and not being excluded, in organizational behavior studies, as a requirement of our collectivist social culture and, on the other hand, the characteristics of the subcultures on which the research is conducted. Considering that public K-12 schools in Turkey generally do not display

a very high level of academic performance, this finding obtained in the study can be expressed as a contradiction. Similarly, it can be thought that school administrators do not evaluate performance in terms of results. Studies on determining the job performance of school administrators in Turkey are limited. In the study of Kurtul and Özgenel (2021), school administrators' performances were similarly high. Although Giziroğlu's (2019) result, which revealed that school administrators' administrative performance is at a very high level according to kindergarten teachers, and supports this research, studies with different stakeholders are needed. On the other hand, Bafadal et al. (2020) determined that the performance of primary school principals is moderate in their study in Indonesia. In addition, the performance perceptions of school administrators do not change according to their gender and education level. It is remarkable that the performance perceptions of school administrators differ according to their duties. Accordingly, according to their own perceptions, the job performance of principals is significantly higher than that of assistant principals. This difference may be due to the attribution of the leadership mission to school principals, the inactivity of assistant principals in this regard, and the bureaucratic workload of assistant principals.

According to the findings of the study, burnout levels of school administrators are low. Considering the studies of Garten (2017) and Moss (2019) stating that employee burnout is referred to the organization, not the individual, and that professional burnout of school administrators is a problem that concerns not only administrators but also the school and education system (Kırılmaz et al., 2002), this finding is a desirable finding for schools. On the other hand, gender significantly differentiates the burnout level of school administrators. Accordingly, female school administrators' burnout levels are higher than male school administrators. As a requirement of the gender role, women are expected to fulfil their maternity role and home-related responsibilities as a priority. It can be shown that women administrators have difficulties in allocating the necessary time to their institutions as school administrators due to the prominent gender roles that cause burnout to be higher than that of male administrators. Contrary to the studies that revealed that women encounter with more burnout than men (Babaoğlan, 2006; Girgin 2011), there are studies that indicate that men experience more burnout than women (Başol & Altay, 2009; Koruklu et al., 2012), and that there is no difference between the two groups (Çelikkaleli, 2011; Polat et al., 2012) are also available. On the other hand, Başol and Altay (2009) determined in their study that school administrators experienced more burnout than teachers. In addition, according to the research findings, the burnout levels of the assistant principals are higher than the burnout levels of the principals. Since the responsibilities of assistant school principals in Turkey are identified by the school principal (Ministry of National Education-MEB Primary Education Institutions Regulation, 2014), this may cause assistant principals to assume roles and responsibilities of different loads, which can change from school to school, flexible, open to abuse (Demirbilek & Bakioglu, 2019).

According to another finding of the study, school administrators' commitment to their school, which is their organization, is at a moderate level. While the levels of continuance and normative commitment, which are the lower dimension of organizational commitment, are in a similar way, moderate; affective commitment levels were determined to be high. School administrators' gender, duty and education levels do not make a significant difference in their organizational commitment. There are different findings in the literature regarding the organizational commitment of school administrators. Aksanaklu and İnandı (2018) determined that school administrators' organizational commitment levels are generally high, male administrators show an upper stage of organizational commitment than female administrators, and the duty does not differentiate the level of organizational commitment. The increase in the commitment of educators to the school can also make them feel happy in the institution they work (Karadaş & Akın, 2023).

In the study, the relationship between school administrators' job performance, their burnout and their commitment to school was examined. Accordingly, there is a weak and negative connection between job performance and burnout; a weak and positive relationship was determined with organizational commitment. In addition, while there is a positive and weak relationship between job performance and affective commitment and continuance commitment, which are lower-dimension of organizational commitment, the connection between normative commitment lower-dimension and job performance is not significant. On the other hand, according to the research findings, it was determined that the school administrators' burnout and continuance commitment were a significant predictor of the variability in their job performance. Employees with high continuance commitment continue to be members of the organization "due to the circumstances" due to the scarcity of perceived job alternatives. This is an undesirable type of commitment for organizations (Griffin et al, 2010). It is remarkable that school administrators' continuance commitment, which expresses their commitment to their school due to the conditions, is determined as a predictive factor for their performance. Similarly, Aksanaklu and İnandı (2018) determined that as school administrators' continuance commitment increases, their burnout decreases. Similar to the finding obtained from school administrators, Yavuzkılıç (2021), in his study with

kindergarten teachers, determined that organizational commitment, one of the sub-dimensions, is a significant predictor of job performance. General literature and empirical findings show that continuance commitment is irrelevant or negatively related to organizational (continuance, performance, and organizational citizenship behavior) outcomes (Meyer et al, 2002). Therefore, this relationship between continuance commitment and job performance can be expressed as an output of collectivist culture.

According to the research, the effect of school administrators' affective commitment to their school on job performance is not significant. In other words, affective commitment, which includes identification with the school, establishing emotional bonds, and which is the most demanded to be formed in organizations, does not significantly affect the performances of school administrators. Meyer et al. (2002) found that affective commitment has a strong correlation with organizational processes. Starnes and Truhon (2006) state that the performance of individuals with high affective commitment to their organizations will increase. Therefore, this finding is remarkable in that it contradicts the general opinion in the literature.

Finally, with the present study, the effect of school administrators' burnout and school engagement levels on their job performance was determined. According to this research, the job performance of school administrators was determined to be quite high according to their own perceptions. The organizational commitment of school administrators who have a down level of burnout is at a medium level. While an inverse and very weak relationship was determined between the burnout of school administrators and their organizational commitment, the relationship between the affective commitment dimension is negative and weak. The increase in burnout experienced by school administrators negatively affects their job performance whereas increasing their commitment to their school increases their job performance. However, only the continuance commitment dimension of organizational commitment significantly affects the job performance of school administrators. In summary, according to the results of this research, the burnout of school administrators who are committed to their schools "due to the conditions" decreases and their job performance increases.

Limitations and Recommendations

Some limitations need to be emphasized while commenting the results of this study. In this study, since the relationship between job performance, burnout and school engagement was evaluated according to the subjective thoughts and perceptions of school administrators, the findings among the concepts discussed reflect the opinions of school administrators. For this reason, to analyses the relationship between related concepts, it is necessary to collect data on related concepts from different organizations and different employees. This study provides a framework for how attitudes will affect job performance when implemented in public schools at the K-12 level. In the future, this study can be repeated in other educational institutions by including private education institutions. The last limitation of the study is that it is insufficient to draw strong conclusions and comparisons due to the insufficient number of administrative empirical studies on school administrators in Turkey. Therefore, the study should be repeated by other researchers to draw stronger conclusions from the research results. Despite all these limitations, the findings of this study reveal strong information especially for analyzing school administration.

On the other hand, epistemological belief can be thought of as an individual's attitude towards knowledge. According to Schommer (1994), epistemological beliefs are beliefs about what knowledge is, how it is acquired, and how learning occurs. These beliefs can affect a person's approach to learning, academic activities, classroom behavior, and their ability to interpret and use information. Hofer (2001) argued that understanding the beliefs of teachers and students about knowledge can provide a better understanding of learning in educational environments. Therefore, it is thought that epistemological beliefs can also be important in the learning and teaching process, as people's beliefs affect their decisions and behaviors.

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