



# EMOTIONAL EXHAUSTION AND NEGLIGENCE AMONG TEACHERS: AN ANALYTICAL STUDY OF THEIR INFLUENCE ON ORGANIZATIONAL CITIZENSHIP BEHAVIOUR IN SCHOOLS

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## ABSTRACT

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Emotional exhaustion and negligence among teachers have become critical issues that deeply impact organizational citizenship behaviour (OCB) in schools, affecting not only individual educators but also the overall functioning and climate of educational institutions. Emotional exhaustion, a core component of burnout, is characterized by feelings of being emotionally drained and depleted of emotional resources due to prolonged exposure to job-related stressors. In the teaching profession, where emotional labor is intrinsic—managing classroom dynamics, addressing students' diverse needs, meeting administrative demands, and interacting with parents—teachers are particularly vulnerable to emotional exhaustion. This state of emotional depletion can manifest in diminished enthusiasm, reduced energy levels, and a pervasive sense of fatigue that goes beyond physical tiredness. When teachers experience emotional exhaustion, it directly undermines their capacity and willingness to engage in extra-role behaviours that define organizational citizenship behaviour, such as helping colleagues, participating in school activities beyond their formal duties, and showing initiative to improve school functioning. These discretionary behaviours are vital for creating a cooperative, supportive, and effective school environment, yet they tend to decline as emotional exhaustion intensifies. Negligence, which often follows emotional exhaustion, refers to a lapse in attentiveness and conscientiousness in fulfilling professional responsibilities.



## I. INTRODUCTION

The relationship between emotional exhaustion and negligence is cyclical and reinforcing. Emotional exhaustion increases the likelihood of negligence because emotionally drained teachers may find it difficult to maintain the high levels of commitment and effort required in their roles. Conversely, the consequences of negligence—such as poor student performance, conflicts with colleagues, or administrative reprimands—can exacerbate feelings of frustration and exhaustion, creating a downward spiral. This negative cycle significantly impairs the organizational citizenship behaviour of teachers. Since OCB is characterized by voluntary actions that go beyond formal job requirements and enhance the social and psychological environment of the workplace, the depletion of emotional resources and the onset of negligent behaviours effectively limit teachers' participation in such behaviours. Teachers suffering from emotional exhaustion are less likely to assist their colleagues, less inclined to participate in school committees or extracurricular activities, and less motivated to promote a positive school culture, thereby weakening the fabric of cooperation and mutual support within schools.

Several factors contribute to the onset of emotional exhaustion and negligence among teachers, thereby influencing their OCB. High workload, lack of administrative support, inadequate resources, unclear role expectations, and challenging student behaviours are commonly reported stressors in schools. Additionally, the emotional demands of managing diverse classrooms, coping with students' socio-emotional issues, and balancing professional and personal life intensify the strain on teachers' mental health. When teachers perceive that their efforts are unrecognized or undervalued, their sense of professional efficacy diminishes, increasing susceptibility to burnout and withdrawal behaviours. Moreover, organizational factors such as leadership style, school climate, and peer relationships play a crucial role in either mitigating or exacerbating emotional exhaustion. Supportive leadership that fosters open communication, recognition, and involvement can buffer the adverse effects of job stressors and encourage positive organizational citizenship behaviours. Conversely, authoritarian or indifferent leadership may amplify stress and reduce teachers' emotional engagement and discretionary efforts.

The impact of emotional exhaustion and negligence on OCB is particularly detrimental in the context of schools because the success of educational institutions depends heavily on collaboration, shared responsibilities, and a positive organizational culture. Teachers'



organizational citizenship behaviour includes helping new teachers acclimatize, voluntarily attending extra professional development sessions, maintaining a positive attitude, and going beyond the call of duty for students and the school community. When emotional exhaustion prevails, these behaviours decline, resulting in a less cohesive, less motivated, and less effective educational environment. Negligence further compounds these problems by lowering overall work quality, increasing errors or omissions, and contributing to a culture of disengagement. Students may suffer from reduced attention, poorer instructional quality, and a lack of enthusiastic mentorship, while colleagues may feel unsupported, which can spread dissatisfaction and reduce overall morale.

Addressing emotional exhaustion and negligence to improve teachers' organizational citizenship behaviour requires a multi-faceted approach at both the individual and organizational levels. At the individual level, interventions such as stress management training, counseling services, and mindfulness practices can help teachers build resilience and cope better with job-related pressures. Encouraging teachers to maintain a healthy work-life balance, engage in self-care, and seek social support are essential strategies to prevent burnout. Additionally, professional development focusing on emotional intelligence and classroom management can empower teachers to handle challenging situations more effectively, reducing emotional strain.

At the organizational level, schools must cultivate a supportive work environment where teachers feel valued and empowered. This includes reasonable workload distribution, adequate teaching resources, clear role expectations, and participative decision-making processes. School leadership plays a pivotal role in fostering a positive organizational climate by recognizing and rewarding teachers' efforts, facilitating collaboration among staff, and promoting open communication. Implementing mentoring programs for new and struggling teachers can provide additional emotional and professional support. Schools should also promote a culture that emphasizes mutual respect, empathy, and collective responsibility, which in turn enhances organizational citizenship behaviour.

Moreover, policy implications arise from the understanding that emotional exhaustion and negligence undermine the broader goals of educational quality and equity. Educational policymakers should consider the well-being of teachers as a priority, integrating teacher wellness programs, mental health resources, and supportive administrative frameworks into the education system. By investing in teachers' emotional and professional well-being,



schools can sustain higher levels of motivation, reduce absenteeism and turnover, and promote a culture of organizational citizenship that ultimately benefits students and the wider school community.

## **II. EMOTIONAL EXHAUSTION AND NEGLIGENCE IN TEACHING PROFESSION**

The teaching profession, despite being one of the most respected and impactful careers, is often fraught with intense emotional demands that can lead to emotional exhaustion and, subsequently, negligence. Emotional exhaustion is a state of chronic emotional and physical fatigue resulting from prolonged stress and excessive work pressure. Teachers face constant challenges such as managing large classrooms, catering to diverse student needs, handling behavioral issues, meeting administrative expectations, and balancing personal and professional responsibilities. Over time, these continuous pressures can drain their emotional resources, leaving them feeling overwhelmed, fatigued, and mentally depleted. Unlike physical exhaustion, emotional exhaustion affects the teachers' psychological well-being, making it difficult for them to remain motivated, attentive, and enthusiastic about their work. This condition can severely impair a teacher's capacity to perform effectively, as it reduces patience, creativity, and energy required to engage students actively and manage classroom dynamics efficiently.

Negligence in the teaching profession often follows emotional exhaustion, manifesting as a decline in the attention and care teachers give to their professional duties. Negligence may be reflected in the form of inadequate lesson planning, tardiness, lack of responsiveness to students' academic or emotional needs, incomplete grading, or a general decline in the quality of instruction. It is crucial to understand that such negligence is not a sign of laziness or lack of dedication but is frequently a symptom of underlying burnout and emotional strain. When teachers are emotionally exhausted, they tend to detach themselves psychologically from their work as a coping mechanism, which leads to a reduced sense of responsibility and care. This disengagement can have a ripple effect, not only diminishing the teacher's own performance but also negatively impacting student learning outcomes, classroom environment, and overall school effectiveness.

The causes of emotional exhaustion and negligence in teaching are multifaceted. High workload, insufficient resources, unrealistic expectations, lack of administrative support, and



inadequate recognition contribute significantly to teachers' stress levels. Moreover, dealing with students from diverse backgrounds, many of whom may face socio-economic challenges or behavioral difficulties, adds an emotional burden on teachers, who often act as counselors, mentors, and role models beyond their instructional roles. The increasing demand for accountability and standardized testing further exacerbates stress, pushing teachers to focus more on measurable outcomes than on holistic education. A lack of professional autonomy and poor workplace relationships also contribute to feelings of helplessness and frustration, accelerating emotional exhaustion.

The consequences of emotional exhaustion and negligence are far-reaching and damaging to the education system. For teachers, prolonged burnout can lead to physical health problems, mental health issues such as anxiety and depression, and high attrition rates. For students, the negative effects include diminished instructional quality, lack of personalized attention, and decreased motivation, which can lead to poor academic achievement and disengagement. At the institutional level, schools suffer from lowered morale, decreased collaboration among staff, and a toxic work environment, which further hinders educational progress.

Addressing emotional exhaustion and negligence in teaching requires comprehensive strategies aimed at improving teachers' well-being and work conditions. Providing professional development focused on stress management, time management, and emotional resilience can equip teachers with better coping skills. Schools need to create supportive environments through effective leadership, fostering positive relationships, recognizing teacher efforts, and distributing workloads reasonably. Encouraging peer support groups and counseling services can help teachers share experiences and seek help when needed. Policy-makers must also acknowledge the importance of teacher welfare by allocating resources for mental health support, reducing bureaucratic burdens, and promoting a balanced approach to educational accountability.

### **III. UNDERSTANDING ORGANIZATIONAL CITIZENSHIP BEHAVIOUR (OCB) IN SCHOOLS**

Organizational Citizenship Behaviour (OCB) is a concept that refers to the voluntary, extra-role actions of employees that are not formally required or explicitly rewarded but contribute significantly to the effective functioning and positive climate of an organization. In the context of schools, OCB encompasses the discretionary behaviours demonstrated by teachers



and staff that go beyond their formal teaching responsibilities and official duties to support their colleagues, students, and the institution as a whole. These behaviours are crucial in fostering a collaborative and supportive environment that enhances both teaching quality and student outcomes. Unlike task performance, which focuses on formal job requirements such as lesson planning, teaching, and assessment, OCB reflects the informal contributions that teachers make out of goodwill, commitment, and a sense of belonging. Examples of OCB in schools include helping new teachers adapt, voluntarily staying after school to assist students, participating in extracurricular activities, sharing teaching resources, and advocating for school improvements.

Understanding OCB in schools requires recognizing its various dimensions and how they manifest within the educational setting. Common dimensions of OCB identified in organizational research include altruism (helping colleagues), conscientiousness (going beyond minimum requirements), sportsmanship (tolerating inconveniences without complaint), courtesy (preventing problems for others), and civic virtue (actively participating in school governance and initiatives). In schools, altruism might involve a teacher mentoring a novice colleague or supporting a struggling student outside class hours. Conscientiousness could be reflected in meticulous lesson preparation and punctuality, even when not strictly enforced. Sportsmanship entails maintaining a positive attitude despite challenges like heavy workloads or administrative pressures. Courtesy involves respectful communication that helps avoid misunderstandings among staff. Civic virtue is seen when teachers engage in decision-making committees or advocate for school policy changes. These behaviours collectively contribute to a healthy organizational climate characterized by trust, cooperation, and shared responsibility.

The significance of OCB in schools cannot be overstated. Educational institutions rely heavily on collaboration, mutual support, and collective effort to achieve their mission of educating students effectively. When teachers engage in OCB, they help build a culture of teamwork and professionalism that benefits both educators and learners. Such behaviours improve teacher morale, reduce workplace conflicts, and enhance job satisfaction, which in turn positively affects teacher retention and commitment. Moreover, OCB fosters a learning environment where students receive not only academic instruction but also emotional and social support from teachers who are willing to invest extra effort in their success. Schools with high levels of OCB tend to demonstrate better overall performance, including higher



student achievement and more positive school reputations.

However, fostering OCB in schools is complex, as these behaviours are discretionary and not enforceable by formal policies. Factors influencing teachers' willingness to engage in OCB include individual motivation, job satisfaction, organizational commitment, leadership style, and school climate. Teachers who feel valued, supported, and empowered by school leadership are more likely to go beyond their formal roles. Positive peer relationships and a sense of belonging also encourage teachers to help each other and contribute voluntarily. Conversely, stressful working conditions, lack of recognition, and poor administrative support can diminish OCB, leading to disengagement and reduced cooperation among staff.

To promote OCB, school administrators must cultivate a supportive and inclusive work environment that acknowledges and rewards voluntary contributions. This involves recognizing teachers' efforts publicly, providing opportunities for professional growth, and encouraging participative decision-making. Effective leadership that demonstrates fairness, empathy, and open communication plays a critical role in motivating teachers to engage in organizational citizenship behaviours. Additionally, fostering a culture of trust and collaboration through team-building activities and shared goals strengthens the likelihood of OCB flourishing.

#### **IV. IMPACT OF EMOTIONAL EXHAUSTION ON TEACHERS' ORGANIZATIONAL CITIZENSHIP BEHAVIOUR**

Emotional exhaustion is a critical psychological condition characterized by feelings of being emotionally drained and overwhelmed, often resulting from prolonged exposure to stress and demanding work environments. In the teaching profession, emotional exhaustion is a common experience due to the intense emotional labor involved in managing classrooms, addressing diverse student needs, meeting administrative demands, and balancing professional and personal responsibilities. This state of chronic emotional fatigue can have profound effects on teachers' behaviour, particularly on their willingness and ability to engage in organizational citizenship behaviour (OCB), which refers to voluntary, extra-role actions that contribute positively to the functioning of the school but are not part of formal job requirements. The impact of emotional exhaustion on teachers' OCB is significant and multifaceted, affecting not only the individual teacher's performance and well-being but also the overall school climate and student outcomes.





When teachers experience emotional exhaustion, their emotional resources are severely depleted, which reduces their capacity to invest energy into activities beyond their formal teaching duties. OCB includes behaviours such as helping colleagues, participating in school activities, mentoring new teachers, and voluntarily supporting students. These actions require additional effort, enthusiasm, and a positive attitude—qualities that emotional exhaustion undermines. Exhausted teachers often feel detached and indifferent, which leads to a decline in their motivation to perform these discretionary behaviours. Consequently, the level of cooperation, support, and collaboration within the school staff decreases, weakening the social fabric that is essential for a healthy and productive educational environment. Emotional exhaustion can thus lead to withdrawal behaviours, where teachers limit their involvement strictly to assigned tasks, avoiding extra responsibilities that benefit the school community.

The decline in OCB due to emotional exhaustion has ripple effects that extend beyond individual teachers. Schools thrive on collaboration and a culture of mutual support, which are fostered through organizational citizenship behaviours. When teachers reduce their participation in such behaviours, the school environment becomes less cohesive and more fragmented. The absence of voluntary support among colleagues can increase workplace conflicts, reduce shared learning opportunities, and create an atmosphere of isolation and competition. For students, this can mean fewer role models, less personalized attention, and diminished support systems, which may negatively affect their academic achievement and emotional development. Furthermore, the reduction in teachers' OCB may impact the school's ability to implement new initiatives and adapt to challenges, as these behaviours often drive innovation and continuous improvement.

Several factors influence the extent to which emotional exhaustion affects teachers' OCB. The level of administrative supports, leadership style, and overall school climate play crucial roles in either mitigating or exacerbating the impact. Supportive leadership that recognizes teachers' efforts, provides emotional and professional resources, and fosters open communication can buffer the adverse effects of emotional exhaustion and encourage continued engagement in OCB. Conversely, authoritarian leadership, lack of recognition, and poor communication can worsen emotional exhaustion and further reduce teachers' discretionary behaviours. Individual differences, such as emotional intelligence and resilience, also determine how teachers cope with exhaustion and maintain their willingness





to contribute beyond formal roles.

Addressing the impact of emotional exhaustion on teachers' OCB requires proactive strategies at multiple levels. Schools should implement programs focused on teacher well-being, including stress management, counseling, and professional development aimed at building emotional resilience. Creating a positive organizational culture that values and rewards citizenship behaviours can motivate teachers to stay engaged despite emotional challenges. Leadership must prioritize creating supportive work environments, ensuring manageable workloads, and fostering collegial relationships that promote mutual support. By attending to the emotional needs of teachers and encouraging a culture of care and cooperation, schools can sustain high levels of OCB, which in turn enhances overall educational quality.

## **V. ROLE OF SCHOOL LEADERSHIP IN ENHANCING TEACHER WELL-BEING AND OCB**

School leadership plays a pivotal role in shaping the educational environment and significantly influences teacher well-being and the prevalence of Organizational Citizenship Behaviour (OCB) within schools. Effective leadership is not only concerned with managing administrative tasks but also with fostering a supportive, motivating, and inclusive workplace culture where teachers feel valued, respected, and empowered. This supportive atmosphere directly contributes to teachers' psychological and emotional well-being, which is essential for sustaining high levels of motivation, job satisfaction, and engagement in both formal and extra-role responsibilities. Since OCB refers to discretionary behaviours such as helping colleagues, volunteering for school activities, and contributing to school improvement beyond formal job duties, leadership that prioritizes teacher welfare can dramatically enhance these positive behaviours, ultimately benefiting the entire school community.

A key aspect of school leadership in promoting teacher well-being is creating a positive organizational climate characterized by trust, open communication, and mutual respect. Leaders who actively listen to teachers' concerns, involve them in decision-making processes, and provide consistent feedback foster a sense of belonging and professional respect. This inclusion empowers teachers, making them feel their voices matter and their contributions are recognized. Such a participative leadership style reduces feelings of isolation and stress, thereby mitigating emotional exhaustion, a common issue in the teaching



profession. When teachers experience support from their leaders, they are more likely to invest effort beyond their core duties, such as mentoring new teachers, collaborating on curriculum development, or organizing extracurricular activities—all examples of OCB.

Moreover, school leaders influence teacher well-being by promoting professional growth and providing adequate resources and support systems. Opportunities for continuous professional development, workshops on stress management, and access to counseling services help teachers build resilience against job-related stress and burnout. Leaders who ensure that workloads are manageable and allocate resources efficiently reduce undue pressure on teachers, allowing them to focus more on instructional quality and collaborative activities. When teachers perceive that their leaders care about their personal and professional development, they develop stronger organizational commitment and are motivated to engage in citizenship behaviours that contribute to a positive school culture.

Leadership also plays a critical role in recognizing and rewarding teachers' efforts, which reinforces OCB. Appreciation through formal awards, public acknowledgment, or simple gestures of gratitude can boost morale and encourage teachers to maintain high standards of professional conduct and discretionary effort. Conversely, a lack of recognition or unfair treatment can demotivate teachers and reduce their willingness to participate in voluntary behaviours. Effective leaders therefore ensure fairness and transparency in evaluations and rewards, fostering an environment where teachers feel fairly treated and motivated to contribute beyond their job descriptions.

In addition, leaders shape the social environment of schools by promoting collaboration and collegiality. By encouraging teamwork, peer support groups, and shared decision-making, school leaders help build strong interpersonal relationships among staff. These relationships serve as a buffer against work-related stress and facilitate the exchange of knowledge and emotional support, which enhances both teacher well-being and OCB. A collaborative culture under strong leadership ensures that teachers do not feel isolated and are more willing to go the extra mile for the benefit of students and colleagues.

## **VI. CONCLUSION**

Emotional exhaustion and negligence among teachers are significant barriers to fostering strong organizational citizenship behaviour in schools. Emotional exhaustion depletes teachers' capacity to engage in voluntary, constructive behaviours beyond their formal roles,



while negligence reflects a withdrawal from professional responsibility that further erodes school effectiveness. The interplay between these factors negatively impacts not only individual teachers' performance and satisfaction but also the collaborative culture and overall climate within schools. Addressing these challenges requires comprehensive strategies focusing on both teacher well-being and organizational support. By prioritizing emotional health and creating supportive work environments, schools can encourage teachers to exhibit positive organizational citizenship behaviours, thereby enhancing educational outcomes and fostering a thriving school community.

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