

THE DUAL MEDIATING EFFECTS OF JOB STRESS AND PSYCHOLOGICAL BURNOUT BETWEEN EXPERIENCE OF INCIVILITY IN THE WORKPLACE AND CHILD-CARE TEACHERS' INTENTION TO LEAVE

Yeoun Kyoung Hwang¹, Hyun Hee Yu², Chang Seek Lee³

¹Professor for Academic Research, Multicultural Education and Welfare Institute, Hanseo University, 31962, Korea

²Doctor, Dept. of Counseling and Psychology for Child and adolescent, Hanseo University, 31962, Korea

³Professor, Dept. of Health, Counseling and Welfare, Hanseo University, 31962, Korea
¹01020707980@hanmail.net, ²123hyunhee@hanmail.net, ³lee1246@hanmail.net

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ABSTRACT: Our purpose in this study was to examine the dual mediating effects of job stress and psychological burnout between experience of incivility in the workplace and child-care teachers' intention to leave. For this purpose, we surveyed 234 child-care teachers in D and S city of Chungcheongnam-do. We analyzed the collected data using SPSS PC+ 25 and PROCESS macro 3.5. We did reliability analysis, frequency analysis, correlation analysis, mean comparison analysis, and dual mediating effect analysis. First, the correlation analysis showed a significant positive correlation between the main variables. Second, path analysis showed that experience of incivility in the workplace increased job stress, psychological burnout, and intention to leave; job stress increased psychological burnout; and psychological burnout increased the intention to leave. Finally, analyzing the dual mediating effect showed that job stress and psychological burnout double mediated in the link between experience of incivility in the workplace and intention to leave. This study will provide a new model for reducing child-care center teachers' intention to leave.

KEYWORDS: Experience of incivility in workplace, Intention to leave, Job stress, Psychological burnout, Dual mediating effect, PROCESS macro, Child-care teacher

I. INTRODUCTION

The world is putting a lot of attention and effort into creating a good workplace and a fun workplace culture. As part of these efforts, the Korean government also revised the 'Intra-organizational Harassment Prohibition Act' in order to eradicate bullying within organizations. It has been in effect since July 2019. However, unlike illegal violence or attacks within an organization, one of the most frequent antisocial behaviors within an organization is incivility.

Incivility is a low-intensity deviant behavior that violates the norm of mutual respect in the workplace, although the intent to inflict harm on others is unclear [1]. Recently, interest in incivility has been increasing, not only in industry but also in academia, because experience of incivility affects job stress, job satisfaction, psychological burnout, intention to leave, and life satisfaction.

Intention to leave refers to the degree to which a member of an organization gives up being such a member and intends to leave voluntarily [2]. Childcare teachers experience stress and burnout because of parents' high desires, low social awareness, and low wages compared to heavy work, which in turn leads to job change.

In order to understand the mechanism by which the experience of incivility in the organization of the day-care center teacher is responsible for intention to leave, it is necessary to look at job stress and psychological exhaustion. Job stress is a negative physical and emotional reaction that appears when the demands of the job and the workers' abilities, resources, and needs are inconsistent [3]. This acts as a factor causing job burnout along with physical and mental illness [4,5]. The experience of incivility within the organization is the cause of increasing job stress [6,7]. For this reason, we set job stress as a mediating variable in the association between experience of incivility in the organization and intention to leave.

On the other hand, psychological exhaustion refers to a state of being burned out because of failing to acquire energy, power, or resources [8]. Customers' rude behavior affects emotional burnout [9], and rudeness in the workplace of early childhood teachers also affects burnout [10]. As such, it is not possible to find a clear cause of psychological burnout [11], but an attempt to grasp the relationships and roles of the related variables of psychological burnout is very meaningful.

As we have seen so far, studies have been conducted on these variables only individually. However, there are a few studies that directly dealt with the relationship between the experience of incivility in the organization and the intention to leave, and there are not enough studies on the relationship between the experience of incivility in the organization and the intention to leave, especially for daycare teachers. Furthermore, few studies have comprehensively dealt with the mechanism of 'how'.

Therefore, our purpose in this study was to verify how both job stress and psychological burnout mediate between the effect of experience of incivility on day-care center teachers' intention to leave from the organization and to provide a new model for reducing the intention to leave of day-care center teachers. In order to achieve this purpose, we set up the following research questions.

First, what are the relationships between experience of incivility in the organization, job stress, psychological burnout, and intent to leave?

Second, what are the paths of experience of incivility in the organization, job stress, psychological burnout, and intent to leave?

Third, do job stress and psychological burnout double mediate in the link between experience of incivility in the organization of day care teachers and their intention to leave?

II. THEORETICAL BACKGROUND

2.1. Experience of incivility within the organization

The world has made remarkable progress through rapid and great economic growth. However, behind the scenes, there is an increase in stress of members and anti-social deviant behavior within organizations because of excessive competition for performance creation. Antisocial deviant behaviors occurring in the workplace include abuse, aggression, conflict, harassment, bullying, and incivility [1]. Among them, incivility is being studied in terms of incivility, organizational incivility, experience of incivility, and incivil behavior.

Incivility is a low-intensity deviation that violates the norm of mutual respect, although the intention to inflict harm on others is ambiguous [1] and is an act of disrespect or belittlement to others [12]. In this study, the experience of incivility within the organization is defined as the degree to which the day-care center teacher has experienced rudeness, incivility, or demeaning verbal or nonverbal behavior from colleagues or superiors.

In fact, 96% of US office workers answered that they had experience of incivility within the organization, and about 50% of them said that office workers had experienced incivility at least once a week [13]. However, there are still no sanctions for incivil behavior in the workplace, and there is a tendency to dismiss it as a personal or mutually trivial emotional problem, because the intention of the incivility is not clear and the intensity of the act is weak, which not only disables the organization's surveillance efforts, but also has the characteristic that legal punishment cannot be imposed [14].

In organizations, experience of incivility was found to increase job stress [6] and emotional exhaustion [9], but decrease job satisfaction [12,15] and psychological stability [16] related to personal life. In addition, according to organizational incivility spiral theory [1], the seriousness of experiencing incivility by members of an organization is enormous, because these negative effects rapidly spread out in vicious cycles within the organization. In particular, since the day-care center teacher has to play the role of an educator and an organizational member at the same time, the relationship with the director and fellow teachers is also very important. Therefore, we set the incivility in the organization experienced by the day-care center teacher as an independent variable and attempted to understand the relationship between the intention to leave and related variables.

2.2. Intention to leave

The intention to leave is to give up being a member of the current organization to which they belong and to leave the current job [17], for reasons such as dissatisfaction with the working conditions or lack of achievement [18].

The problem of teacher resignations in childcare is of great importance worldwide. In the United States, more than 30% of all early-childhood teachers resign from that work every year [19], and in Korea, 12.2% of

child-care teachers also said they would resign [20]. The high resignation rate of child-care teachers has a negative effect on the childcare field, but above all, it is an important issue that is directly related to the quality of child care. In order to lower the resignation rate and increase the stability of child-care teachers, it is important to explore ways to reduce the intention to leave, which is the state of mind before resigning.

Looking at the studies so far, we found that the intention to leave was closely related to burnout [18,21], job satisfaction [22,23], and organizational commitment [24] among the variables of job attitude. In particular, we found that the higher the job stress, the higher the intention to leave [25-27]. In addition, this was related to supervisors, co-workers, parents, and children [24,28]. In particular, burnout occurred because of an overburden of work and heavy stress, and burnout was reported as a major predictor of intention to leave [29].

In this study, we defined the intention to leave as the degree of a day-care teacher's willingness to voluntarily leave the day-care center where they had worked.

2.3. Mediating role of job stress

Job stress was studied by Kahn et al. [30] to find out the mental and physical effects of stress-causing factors in an organization, and has been dealt with as a key topic in the field of organizational psychology and behavior from the 1960s to the present. The National Institute of Occupational Safety and Health [31] in the United States defined job stress as a harmful physical and emotional reaction that occurs when job requirements do not match workers' abilities, resources, and desires. Teachers' job stress is an experience of unpleasant emotions, such as tension, anger, depression, and frustration, that occur in the teaching profession [32].

On the other hand, it is difficult to find direct research in which job stress played a mediating role in the relationship between the experience of incivility and intention to leave from an organization. However, similar studies have verified the mediating effect of job stress in the relationship between social workers' experience of incivility in the workplace and organizational commitment [33], and the relationship between verbal and physical violence perceived by hotel employees and deviant behavior in the workplace [34]. In addition, job stress was influenced by incivility within the organization [6] and acted as a cause of intention to leave [21].

Day-care teachers are exposed to various stressors, such as large and small conflicts with their supervisors, colleagues, and parents, heavy work, and a lack of administrative support in the nursery field. As a result, day-care teachers experience high work stress and the urge to leave [35].

In this study, we defined job stress as negative emotions, such as tension, anger, depression, and frustration, experienced by day-care teachers in the course of professional performance as a teacher, and thus we set it as a first mediator in the association between experience of incivility and intention to leave from the organization.

2.4. Mediating role of psychological burnout

Burnout was a term referring to the mental or physical condition of an American drug addict in the 1960s, but was later developed into the term "psychological burnout syndrome" by Freudenberger in 1974 [8]. He observed that counselors who were caring for addicted patients became increasingly calm toward patients, and defined psychological exhaustion as a state of exhaustion caused by a lack of energy, strength, or resources [8]. Maslach and Jackson [36] argued that workers, such as teachers, who interact directly with people for a long time are more likely to experience emotional exhaustion in response to chronic stress; these symptoms are called psychological burnout, suggesting three sub-factors: emotional exhaustion, dehumanization, and decreased personal sense of accomplishment.

Looking at the studies on the mediating effect of psychological burnout, it mediated in the link between job demands and intention to leave of youth companions [37], between professional self-efficacy of music therapists and intention to leave [38], and between the job environment of child-care teachers and the intention to leave [39]. However, it is difficult to find direct research which found that psychological burnout mediated in the link between experience of incivility and intention to leave from the organization. Psychological burnout has already been found to be a crucial factor in understanding job stress and a major variable predicting resignation [40]. In addition, it has been reported that psychological exhaustion is affected by job stress and causes intention to leave [21]. Based on these research results, we predicted that psychological burnout would play a mediating role in the link between job stress, experience of incivility, and intention to leave from the organization, and thus we set it as a second mediating variable.

In this study, we defined psychological burnout as a state of mental, emotional, and physical exhaustion expressed by child-care center teachers' constant exhaustion because of heavy work, a cynical attitude toward customers, and negative evaluation of themselves.

III. METHODS

3.1. Research model

This study used the dual mediation analysis method, model 6 of PROCESS macro, as based on previous studies. Figure 1 shows how the research model was set up.

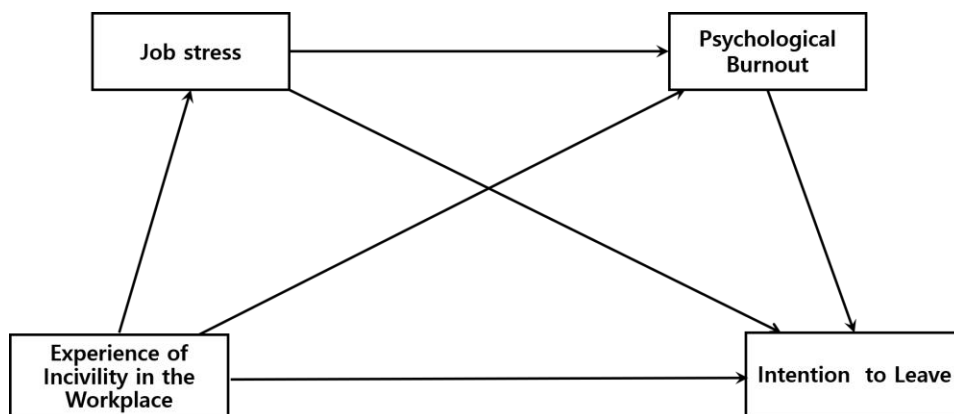


Figure 1. Research Model

3.2. Participants and data collection methods

The participants in the survey were teachers at day-care centers in S and D cities in Chungcheongnam-do, who were intentionally sampled. We used a questionnaire to collect data, from October to November 2019. As for the method, we directly explained the purpose and required time of this study to the participants, and then distributed the questionnaire; when the questionnaire was completed, it was immediately collected. Among the collected data, unfaithful questionnaires with many non-responses were excluded, and we finally used a total of 234 copies for analysis.

We used G*Power Version 3.1.9.7 to identify the number of participants required in this study. We set the effect size to .15, the median value, .95, for power, and .05 for the significance level. We calculated results for 172 participants. Considering that the dropout rate of 10% (17 participants) should be added and the number of samples should be at least 189, the number of samples in this study was sufficient.

Participants were 227 women (100.0%), and the ages were 108 (49.5%) in their 40s, 52 (23.9%) in their 30s, 31 (14.2%) in their 20s, and 27 (12.4%) in their 50s. In academic background, 139 (61.8%) were graduates from junior colleges, followed by 56 (23.9%) graduates from 4-year university, 22 (9.8%) graduates from high school, and 8 (3.6%) graduates from graduate school.

3.3. Tools

The variables used in this study were experience of incivility within the organization, intention to leave, job stress, psychological burnout, and demographic characteristics. The general characteristics of the participants consisted of gender, age, and educational background.

3.3.1. Experience of incivility in the workplace

We assessed the experience of incivility in the workplace by using the scale developed by Cortina et al. [12] and translated by Lee [41]. This scale includes two sub-areas; Experience of incivility from your boss (e.g., 'Are your bosses indifferent or not listening to your opinions?') and Experience of incivility from colleagues (e.g.,

'Are your colleagues staring at you or being cynical inappropriately? '). Each sub-area contains 5 questions; so there is a total of 10 questions. Each question was measured on a 7-point Likert scale, ranging from 1 point for 'not at all' to 7 points for 'always do'. The higher the score, the more was the experience of incivility in the organization from a boss or co-worker. In this study, the reliability of this scale using Cronbach's α was .955.

3.3.2. Intention to leave

Intention to leave was measured using the scale developed by Mobley [42] and revised by Kang and Jung [43]. This scale consists of a total of 5 questions, such as 'I am thinking of leaving my job immediately if there is a better company' and 'I am seriously thinking about quitting my current company'. Each question is on a 5-point Likert scale, ranging from 1 point for 'not at all' to 5 points for 'very much'. The higher the score, the stronger was the employee's willingness to voluntarily leave his/her current job. In this study, the reliability of this scale using Cronbach's α was .877.

3.3.3. Job stress

Job stress was measured by 13 questions developed by Parker and Decotiis [44] and modified by Ahn [45]. This scale is based on 6 items of psychological tension (e.g., 'I feel nervous after work'), 4 items of job insecurity (e.g., 'I spend a lot of time at work, but I do not know what I am doing') and 3 items of excessive work (e.g., 'My work feels more like it is given to me'). There were 13 questions in total, and each question was on a 5-point Likert scale, ranging from 1 point for 'not at all' to 5 points for 'very much'. The higher the score, the higher was the level of stress on the job. In this study, the reliability of this scale using Cronbach's α was .877.

3.3.4. Psychological burnout

Psychological burnout was assessed using the scale developed by Maslach and Jackson [36] and modified and supplemented by Lee [46]. This scale includes 8 items of emotional exhaustion (e.g., 'I feel emotionally dry because of my work'), 3 items of dehumanization (e.g., 'I have been cold with people since I have worked at a day-care center'), and 5 items about a lack of achievement (e.g., 'I often feel tired from working'). Each question is on a 5-point Likert scale, from 1 point 'not at all' to 5 points 'very much', and the higher the score, the higher was the psychological burnout of the teacher. In this study, the reliability of this scale using Cronbach's α was .904.

3.4. Data analysis

We analyzed data using SPSS PC+ Window. 25 and PROCESS macro 3.5. The statistical techniques applied were frequency analysis, reliability analysis, correlation analysis, and dual mediating effect analysis using bootstrapping.

IV.RESULTS

4.1. Correlation and descriptive statistics

Table 1 gives the correlations and descriptive statistics of the main variables. There were positively significant associations between organizational experience of incivility, job stress, psychological burnout, and intention to leave. The correlation coefficient between job stress and psychological burnout was the highest, at .730 ($p < .01$), followed by psychological burnout and intention to leave at .571 ($p < .01$).

The frequency analysis showed that none of the variables of organizational experience of incivility, job stress, psychological burnout, and intent to leave exceeded the median value of 3 points, of which the average job stress was the highest at 2.3537.

Table 1. Correlation and descriptive statistics

	Workplace incivility experience	Job stress	Psychological burnout	Intention to leave
Workplace incivility experience	1			

Job stress	.412**	1		
Psychological burnout	.415**	.730**	1	
Intention to leave	.536**	.506**	.571**	1
M	1.6330	2.3537	2.3516	2.2560
SD	.9476	.7307	.5930	.8867

** p < .01

4.2. Verification of serial double mediation effect

In order to verify the dual mediating effect of job stress and psychological burnout in the link between experience of incivility and intention to leave, we used bootstrapping according to the procedure of the PROCESS macro 6 model of Hayes [47]. When we verified the bootstrapping, the confidence interval was set to 95% and the number of samples was 5,000. The analysis results are shown in Figure 2 and Table 2.

In the mediating variable model, experience of incivility in the workplace had a statistically significant positive effect on job stress (.2864, p < .001) and psychological burnout (.1081, p < .001), and job stress also had a positively significant effect on psychological burnout (.5584, p < .001).

In the dependent variable model, experience of incivility within the organization (.2954, p < .001) and psychological burnout (.5721, p < .001) had a statistically significant positive effect on intention to leave, but job stress had no effect on intention to leave (.0726, p > .05). In other words, experience of incivility within the organization, an independent variable, increased job stress and psychological burnout as a mediating variable, job stress increased psychological burnout, and psychological burnout increased intention to leave, a dependent variable.

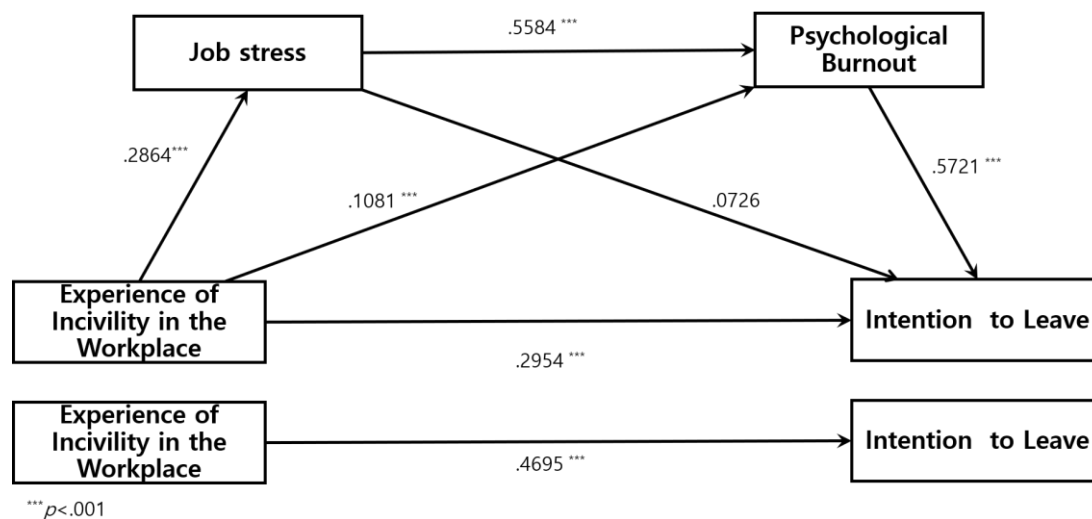


Figure 2. The results of path analysis

The total effect of the path from the experience of incivility in the organization to the intention to change jobs was .4695 (p < .001), but when the mediators of job stress and psychological exhaustion were entered, the direct effect, .2954 (p < .001) decreased. Also, the overall indirect effect of .1741 (.1149 ~ .2449) was significant, because there was no '0' between the upper and lower bootstrap values in the 95% confidence interval. Therefore, the indirect effect of job stress and psychological burnout was confirmed in the influence of experience of incivility in the organization on intention to leave.

In addition, we found out whether job stress and psychological burnout mediated each other in the link between experience of incivility and intention to leave from the organization. The simple mediating effect of job stress ($X \rightarrow M1 \rightarrow Y$) was .0208 (-.0339 ~ .0844), and there was a '0' in the 95.0% confidence interval. Therefore, there was no simple mediating effect of job stress. On the other hand, the simple mediating effect of psychological burnout ($X \rightarrow M2 \rightarrow Y$) was .0618 (.0274 ~ .1086), and since there was no '0' in the 95% confidence interval, the simple mediating effect of psychological burnout in the link between experience of incivility within the organization and intention to leave was verified. Finally, since verifying the serial double mediating effect, M1&M2 ($X \rightarrow M1 \rightarrow M2 \rightarrow Y$), was .0915 (.0555 ~ .1378), and there was no '0' between the upper and lower limits of the bootstrap, the serial double mediating effect was verified.

Table 2. Analysis of double mediating effects of job stress and psychological burnout between experience of incivility in the workplace and intention to leave

Mediating variable model 1 (DV: Job stress)						
Variables	coeffect	SE	t value	p	LLCI*	ULCI**
Constant	1.8743	.0886	21.1439	.0000	1.6997	2.0490
Workplace incivility experience	.2864	.0479	5.9786	.0000	.1920	.3808
Mediating variable model 2 (DV: Psychological burnout)						
Variables	coeffect	SE	t value	p	LLCI*	ULCI**
Constant	.8745	.0918	9.5225	.0000	.6935	1.0555
Workplace incivility experience	.1081	.0309	3.4959	.0006	.0471	.1690
Job stress	.5584	.0400	13.9731	.0000	.4796	.6371
Dependent variable model (DV: Intention to leave)						
Variables	coeffect	SE	t value	p	LLCI*	ULCI**
Constant	.2379	.1816	1.3101	.1915	-.1199	.5957
Workplace incivility experience	.2954	.0529	5.5790	.0000	.1911	.3997
Job stress	.0726	.0912	.7958	.4270	-.1072	.2523
Psychological burnout	.5721	.1115	5.1330	.0000	.3525	.7918
Workplace incivility experience → Intention to leave: Total effect of X on Y						
Effect	se	t-value	p	LLCI*	ULCI**	
.4695	.0538	8.7258	.0000	.3635	.5755	
Workplace incivility experience → Intention to leave: Direct effect of X on Y						
Effect	se	t-value	p	LLCI*	ULCI**	
.2954	.0529	5.5790	.0000	.1911	.3997	
Workplace incivility experience → Intention to leave: Indirect effects of X on Y:						
Path			Effect	BootSE	BootLLCI*	BootULCI**
Total indirect effect			.1741	.0334	.1158	.2469
Workplace incivility experience(X) → Job stress(M1) → Intention to leave (Y)			.0208	.0296	-.0339	.0844
Workplace incivility experience(X) → Psychological burnout(M2) → Intention to leave (Y)			.0618	.0209	.0274	.1086

Intention to leave (X) → Job stress(M1) → Psychological burnout(M2) → Intention to leave (Y)	.0915	.0212	.0555	.1378
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*LLCI = The lower bound of the indirect effect within the 95% confidence interval

**ULCI= The upper bound of the indirect effect within the 95% confidence interval

V. DISCUSSION AND CONCLUSION

We did this study to assess the double mediating effect of job stress and psychological burnout in the effect of experience of incivility within the organization on day-care teachers’ intention to leave. The discussion and conclusion of the study are as follows.

First, Pearson's correlation analysis showed that there was a positive correlation between experience of incivility in the organization, job stress, psychological burnout, and intent to leave. This is in the same context as a study [48] showing that the higher the job stress, the higher the intention to leave [25] and the higher the likelihood of psychological burnout. In addition, these results are in line with the research showing that organizational incivility is a cause of increase in job stress [6,7].

Second, the path analysis showed that the experience of incivility within the organization significantly increased job stress, psychological burnout, and intention to leave; job stress significantly increased psychological burnout; and psychological burnout increased intention to leave. These results are in line with studies showing that organizational incivility influenced job stress [6] and psychological burnout [9]. In addition, this is the same result [40] that job stress affects psychological burnout [4,5] and intention to leave [21], and that psychological burnout is the causal variable of intention to leave.

Third, the double mediating effect analysis showed that the double mediating effect of job stress and psychological burnout was verified in the link between experience of incivility within the organization and intention to leave. The core of this study was to understand how job stress and psychological burnout work between the organization's experience of incivility and intention to leave. We found that the day-care center teachers’ experience of incivility had an effect on intention to leave through the serial dual mediating path of job stress and psychological burnout. Therefore, in order to reduce teacher's intention to leave, which affects the organizational efficiency of day-care centers, it is necessary not only to reduce incivility but also to reduce job stress and psychological burnout. This study has contributed to expanding the discussion by integration of previous research results and verification of new models.

The limitations of these studies and suggestions for further studies are as follows. In this study, the mediating effect of job stress and psychological burnout was found in the link between experience of incivility and job intention to leave, and we derived a process to see how the experience of incivility in the organization influences intention to leave. Therefore, it is urgent to develop and apply a convergence program to relieve stress and overcome burnout in order to reduce the day-care center teachers’ intention to leave that influences the quality of child care. Also, the subject of this study was limited to two cities. Therefore, careful interpretation is needed to generalize the results of the study to day-care center teachers nationwide.

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