Chapter Five

Summary

Suggestions
SUMMARY AND SUGGESTIONS:

Research on the causes and consequences of stress in the organization has gained popularity in the recent years. Researchers investigating organizational stress have noted a number of dysfunctional outcomes resulting from stress both physiological and psychological, which ultimately affect the functioning, and effectiveness of organization and its members.

Burnout has most often been conceptualised in the literature as an expression of negative adaptation to stress (Freudenberger, 1974). Burnout is characterised by physical depletion, by feeling of helplessness and hopelessness, by emotional drain and by the development of negative self-concept and negative attitude towards work, life and the people. It is a sense of distress, discontent and failure in the quest of ideals. Maslach defines burnout as a loss of concern for the people with whom one is working in response to job related stress and come to treat them in detached or even dehumanised ways. Thus, stress is a logical point when we talk about burnout and its causes. The stressors are the elements in the organizational environment that contributes to the personally experienced stress. The personality experienced stress is also a result of many life events that involves a major change in a person's ongoing life pattern, the concept of stress is an interactional or transactional one. Individual with particular characteristics interacts with work and home environment, which result in varying amounts of experienced stress. Individual differ in what they bring to the challenge, opportunities and demands in their environment. A notable exception of
personality factors in dealing with stress and its consequences, has been a series of studies by Kobasa (1979, 1982a, 1982b and 1984) Kobasa, Maddi & Hoover (1982) exploring the concept of "Personality Hardiness". Personality Hardiness is defined as a resistance resource that mediates the negative consequences of high level stress. This concept is based on existential personality theory, proposed by Kobasa & Maddi (1977). The theory suggests that a person develops strong tendencies toward Commitment, Control and Challenge, if they have a tendency to be involved oneself rather than alienated from many aspects of one's life and to feel and act as if one is influential rather than helpless in the face of varied contingencies of life. The person has a belief that change rather than stability is normal in life and that the anticipation of change acts as interesting incentives to growth rather than threat to security. These personality dispositions of Commitment, Control and Challenge mediate stress directly and indirectly.

Job Involvement is also taken as an independent variable, which may or may not have direct effects on the Job Burnout. Results of the present study indicated that it affects the feeling of Emotional Exhaustion in Lecturers and Readers but not in Professors. Job Involvement was used in varied contexts and often confused with central life interest, work role involvement, ego involvement, ego involved performance, occupational involvement, moral, intrinsic motivation and job satisfaction. Lodahl and Kejner define Job Involvement as the degree to which a person is identified psychologically with his work or the importance of work in his total self-image. Such a psychological identification with work may result partly from early socialization training during which the individual may internalize the value of goodness of work. Lodahl
(1965) emphasized that during the process of socialization certain work values are injected into the self of the individual that remains even at the later stage in the form of attitude toward job.

Burnout has most often been discussed and written about in relation to teaching and teachers. Because teaching is a stressful profession and many negative aspects of the job such as disciplinary problem, student’s apathy, overcrowded classrooms and lack of support from administrators are among the stressors that confront teachers. These stressful aspects of teaching result in burnout among teachers. Thus the present study focused on these very issues. It attempts to examine Burnout in University Teachers in relation to Role Stress, Personality Hardiness and Job Involvement. Some demographic variables were also included in the study. However, some specific hypotheses are tested. These are here under:

1. There is no significant difference between Lecturers, Readers and Professors on Role Stress and its ten dimensions.
2. There is no significant difference between Lecturers, Readers and Professors on the level of Job Involvement.
3. There is no significant difference between Professors and Readers on the level of commitment, Challenge, Control and Total Personality Hardiness.
4. There is no significant difference between Professors and Lecturers on the level of Commitment, Challenge, Control and Total Personality Hardiness.
5. There is no significant difference between Readers and Lecturers on the level of commitment, Challenge, Control and Total Personality Hardiness.
6. There is no significant difference between Professors and Readers on the level of Emotional Exhaustion, Depersonalization and Personal Accomplishment.
7. There is no significant difference between Professors and Lecturers on the level of Emotional Exhaustion, Depersonalization and Personal Accomplishment.
8. There is no significant difference between Readers and Lecturers on the level of Emotional Exhaustion, Depersonalization and Personal Accomplishment.
9. The relationship between Emotional Exhaustion, Depersonalization, Personal Accomplishment and Demographic variables will be negative.
10. The relationship between Emotional Exhaustion and Role Stress (including its ten dimensions) will be positive.
11. The relationship between Depersonalization and Role Stress (including its ten dimensions) will be positive.
12. The relationship between Personal Accomplishment and Role Stress (including its ten dimensions) will be positive.
13. The relationship between Emotional Exhaustion and Job Involvement will be negative.
14. The relationship between Depersonalization and Job involvement will be negative.
15. The relationship between Personal accomplishment and Job Involvement will be negative.
16. The relationship between Emotional Exhaustion, Depersonalization, Personal Accomplishment and Commitment will be negative.
17. The relationship between Emotional Exhaustion, Depersonalization, Personal Accomplishment and Challenge will be negative.
18. The relationship between Emotional Exhaustion, Depersonalization, Personal Accomplishment and Control will be negative.
19. The relationship between Emotional Exhaustion, Depersonalization, Personal Accomplishment and Total Personality Hardiness will be negative.
20. Age and Tenure will act as predictors of Emotional Exhaustion, Depersonalization and Personal Accomplishment among Professors, Readers and Lecturers.
22. Job Involvement will acts as a predictor of emotional Exhaustion, Depersonalization and Personal accomplishment among Professors, Readers and Lecturers.
23. Personality Hardiness and its three dimensions will act as predictors of emotional
Exhaustion, Depersonalization and Personal Accomplishment among Professors,
Readers and Lecturers.

The present study follows a single time cross-section sample survey design utilizing a
random sample of 300 University teachers (100 Professors, 100 Readers and 100
Lecturers).

The study makes use of five variables:

(1) Job Burnout (2) Organizational Role Stress (3) Job Involvement (4) Personality
Hardiness and (5) demographic variables (Age and Tenure).

- The measures consisted of a personal data sheet, MBI inventory (Maslach and
Jackson 1981) to measure Burnout.
- ORS scale (Pareek, 1983) to measure Role Stress.
- Job Involvement scale (Lodhal and Kejner, 1965).
- Personality Hardiness scales (Kobasa and Maddi, 1982). It comprises of Three
sub-scales: Commitment, Challenge and Control.

Data analysis consisted of means, standard deviations and tests of significance of
difference. Further to examine the relationship of Burnout with various independent
variables, coefficient of correlation are utilized. Further to find out the most important
predictor variables regressing criterion variable (Burnout), stepwise multiple regression
analysis is computed.

I.DESCRIPTIVE ANALYSIS:

The mean scores of different variables reveal that teachers of this university feel low
level of stress and Burnout. In addition to it they are highly involved with their job.
They are found to be high hardy. Thus because of these results teachers of this university feel less burnout.

The Mann-Whitney Test of significance of difference was applied. The test reveals that Lecturers have high amount of Burnout as well as Role Stress than Readers and Professors. Readers have somewhat more stress and burnout than Professors but less than Lecturers. They all are found to be almost equal on their Job Involvement and Personality Hardiness profiles.

II.BURNOUT AND DEMOGRAPHIC VARIABLES:
The results indicate that the two personal variables: Age and Tenure are not significantly related in case of Lecturers and Professors but it has been found that Age and tenure are negatively related to Burnout experiences of Readers.

III.BURNOUT AND ROLE STRESS:
Burnout was positively related to role stress and its various dimensions. This suggests that stress from their work role and non-work role leads these teachers to develop a feeling of Emotional Exhaustion, Depersonalization and lack of Personal Accomplishment. Results also indicate that Lecturers are more stressed than their other two counterparts.

IV.BURNOUT AND PERSONALITY HARDINESS:
The negative significant relationship between Hardiness and Burnout denotes that Hardiness decreases the effects of stressful life events and thereby leads to lower Burnout.
V. BURNOUT AND JOB INVOLVEMENT:

Job Involvement was found to be positively related to Depersonalization in case of Lecturers but negatively related to personal accomplishment among Readers and Professors. It means that high involvement in case of Readers and Professors leads to lower Burnout but Lecturers show high Depersonalization.

VI Stepwise Multiple Regression analysis shows that Total ORS, RO, RI, RE, Commitment, Total PH, Rin, and RA are the most significant predictors of Burnout among Lecturers. Total ORS, RO, JI, RA, IRD, Control, REC, SRD, JI and RE are the most significant predictors among Readers. Total ORS, RA, RO, Total PH, RI, Commitment, JI and RE are the most significant predictors among the Professors.

IMPLICATIONS:

Burnout represents a significant perspective on how people respond to their work. It is used to convey an almost unlimited variety of social and personal problems of human service professionals. Burnout is basically a person-related problem. It is a problem for the person whose life it affects. It affects the individual feelings as well as physical health, job performance, turnover, absenteeism and moral. Many of the symptoms associated to burnout suggest a loss of personal validity. It is also a problem of organization when productivity is threatened or when conflict or apathy escalates. People with such jobs as nurses, social workers, teachers, doctors, police officers, counsellors and minister etc. are those, whose work involves extensive contact with people in situation that can be emotionally charged.
Teaching is a stressful profession has been documented for the last half century. Studies indicating dissatisfaction among teachers and a reluctance to stay in the profession have contributed to the concern that teachers are “burning out” in reaction to increased stress. In the area of teacher burnout empirically based literature is limited, especially in the area of individual differences that influence the development of burnout symptoms and the ability to cope with those symptoms, once they have developed. Since there are many stressful aspects of teaching that will never change, the potential of teachers to experience burnout symptoms remain high. It is important, therefore, to study way in which individuals can successfully mediate potentially stressful events. Thus, the present study will add to the existing literature regarding Burnout-Stress phenomenon, as it examines the influence of Role stress on Job Burnout.

The present study has also important implications for understanding the causes of teacher’s burnout in Indian context. The study brings out the importance of personality hardiness, which influences the perception of stressors in a way as to reduce their effects on the individual specifically. It suggests that by developing a sense of commitment and internal locus of control among teachers, the chances of being burned out can be minimised in them if not totally eliminated which in turn would facilitate better service delivery. It may be added here that if the educational institution functions effectively development of society is also facilitated. The study also brings out the need for introducing organizational coping to restrain the effects of stressors present in work setting.
LIMITATIONS AND SUGGESTIONS:

Every research has its own limitations. It might be because researcher could not possibly comprise the whole perspective of particular area in one study. As research is perceived to be a learning process, by which researcher tries to prove many conceptual and methodological issues but sometimes one issue becomes clear while other remains ambiguous or vague. In the context of the present study the following limitations have been identified.

♦ In the present study the focus was on teachers' role. Other contextual aspect like faculties to which they belong should also be studied to find out the fact that teachers belonging to various faculties are more stressed.

♦ Moral values, ethics, norms and work values of teachers especially in Indian context have strong impact on burnout in teachers. Therefore, further researchers should study these variables.

♦ Other personality variables like social support, Type-A and learned helplessness play important role to determine burnout in human service professionals, which should also be, incorporated in future researches.

♦ It is a single organizational study.

Further research is needed to cross validate the findings obtained from the study to identify other potential variables which are especially meaningful in accounting for Burnout among teachers and coping strategies to deal with Burnout.